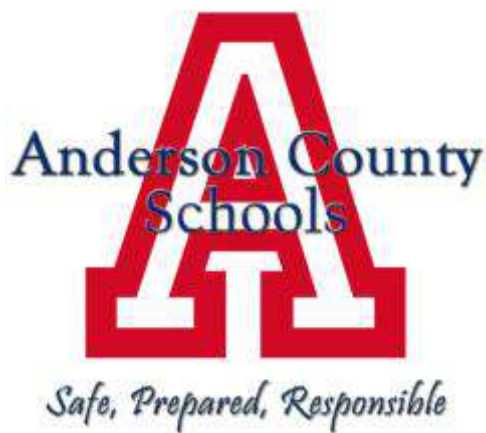


# Anderson County Schools



Certified Evaluation Plan

Revised July 2016

## **ANDERSON COUNTY SCHOOLS ASSURANCES CERTIFIED EVALUATION PLAN**

The Anderson 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 for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan.

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.

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

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

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

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

Each evaluatee shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on March 14, 2016.

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Sheila Mitchell, Superintendent

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Date

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Lee Hahn, Chairperson

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Date

**PROFESSIONAL CODE OF ETHICS  
FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL  
16 KAR 20:680**

Certified personnel in the Commonwealth:

- Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

<b><u>THE STUDENTS</u></b>	<b><u>THE PARENTS</u></b>	<b><u>EDUCATION PROFESSION</u></b>
<ul style="list-style-type: none"> <li>• Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.</li> <li>• Shall respect the constitutional rights of all students.</li> <li>• Shall take reasonable measures to protect the health, safety, and emotional well-being of students.</li> <li>• Shall not use professional relationships or authority with students for personal advantage.</li> <li>• Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.</li> <li>• Shall not knowingly make false or malicious statements about students or colleagues.</li> <li>• Shall refrain from subjecting students to embarrassment or disparagement.</li> <li>• Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault</li> </ul>	<ul style="list-style-type: none"> <li>• Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.</li> <li>• Shall endeavor to understand community cultures and diverse home environments of students.</li> <li>• Shall not knowingly distort or misrepresent facts concerning educational issues.</li> <li>• Shall distinguish between personal views and the views of the employing educational agency.</li> <li>• Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.</li> <li>• Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.</li> <li>• Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.</li> </ul>	<ul style="list-style-type: none"> <li>• Shall exemplify behaviors which maintain the dignity and integrity of the profession.</li> <li>• Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.</li> <li>• Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.</li> <li>• Shall not use coercive means or give special treatment in order to influence professional decisions.</li> <li>• Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.</li> <li>• Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.</li> </ul>

## ANDERSON COUNTY CERTIFIED EVALUATION PLAN COMMITTEE

<u>Teachers</u>		<u>Administrators</u>	
Nick Cann	Anderson Middle School	Chris Glass	Anderson County High School
Casey Coulter	Anderson County High School	Sharon Jackman	Instructional Supervisor
Jerilyn Hanks	Anderson County High School	Jeanna Kidd	Anderson Middle School
Scott Jones	Anderson County High School	Beth Morgan-Cook	Director of Special Education
Leslie Mitchell	Anderson Middle School	Janice Meredith	Sparrow Early Childhood Center
Robin Ratliff	Sparrow Early Childhood Center	Bobby Murphy	Emma B. Ward Elementary
Jane Thompson	Emma B. Ward Elementary	Wayne Reese	Robert B. Turner Elementary
Shannon Wells	Robert B. Turner Elementary	Steve Swank	APEX Academy
Erin Woods	Saffell Street Elementary	Todd Wooldridge	Saffell Street Elementary

### EVALUATION PLAN REVIEW COMMITTEE

704 KAR 3:345 (revised) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of Anderson County's Evaluation Plan Review Committee shall be: (1) to review the certified employee evaluation plan (and subsequent amendments) adopted Fall of 1999, revised in 2006, 2007, 2008, 2010, 2012, 2014, 2015, and 2016 and by the Board of Education; and (2) recommend revisions.

The Evaluation Plan Review Committee shall consist of a teacher and an administrator representing each school. Each school will be responsible for the selection of its teacher and administrative representative. The committee shall also include the Alternative School Principal, Instructional Supervisor and Special Education Director as well as an additional teacher from the middle school and two additional teachers from the high school.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in section 8, 704 KAR 3:345, revised.

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

For additional information about the Anderson County Certified Personnel Evaluation Plan, please contact:

Sharon Jackman  
Instructional Supervisor  
1160 By-Pass North  
Lawrenceburg, Kentucky 40342

**ANDERSON COUNTY SCHOOLS  
EVALUATION CYCLE TIMELINE FOR TEACHERS,  
OTHER PROFESSIONALS, AND ADMINISTRATORS**

PROCESS	TIMELINE
<p>1. Self-Reflection (for teachers at the beginning of each summative cycle) and develop Professional Growth Plan (PGP) with administrator and sign for all certified employees</p> <p>1a. Evaluator and Evaluatee must review twice (mid-year and at end of year.)</p>	<p>1. As early as MAY 1 of the current school year and no later than OCTOBER 1 of the ensuing school year. Those hired after first day of school, PGP due within <b>30</b> calendar days of reporting for employment. Administrators hired after first day of school, PGP due within 60 calendar days of reporting for employment</p> <p>1a. No later than January 31 and no later than CLOSING DAY</p>
<p>2. Review Evaluation Plan, including Domains and Performance Criteria and individual school's indicators for criteria. A copy of the evaluation plan is made available to the certified staff members. Staff members review the evaluation plan and ask for questions to be clarified before the first observation.</p> <p>2a. Give out applications for local evaluation appeals panel.</p> <p>2b. Pool of peer observers selected for each school.</p>	<p>2. Within 30 calendar days of employee reporting for employment</p> <p>2a. By SEPTEMBER 1</p> <p>2b. By SEPTEMBER 1</p>
<p>3. Implement Action Plans As soon as Professional Growth Plan (or Individual Corrective Action Plan, if needed) is signed. Additions to Professional Growth Plan or Corrective Action Plan are created with administrator. (Additional professional growth plans or individual corrective action plans may be added during the year.)</p>	<p>3. Implement and monitor action plans for PGP or ICAP.</p>
<p>4. Pre-conferences, observations and conferences for data collection regarding performances of employee</p> <p>4a. Teachers and other professionals: Non-tenured teacher interns</p> <p>4b. Teachers and other professionals: One Year Cycle</p> <p>4c. Teachers and other professionals: Three Year Cycle</p> <p>4d. Other district professionals: non-teaching certified staff</p>	<p>4. Pre-observation conference not required, but may be requested by either principal or teacher. When requested, pre-observation conference occurs a minimum of one (1) day prior to a formative observation. Most pre-observation conferences are conducted face-to-face. If principal or teacher requests a face-to-face pre-conference, a face-to-face meeting is conducted. Observations may begin after 30 calendar days of employment. Post-conferences must follow classroom observations by no more than five (5) working days.</p> <p>4a. Three formal observations and post-observation conferences per school year, following KTIP requirements:</p> <ul style="list-style-type: none"> <li>First by: 1-60 days (NOVEMBER 15)</li> <li>Second by: 61-110 days (FEBRUARY 15)</li> <li>Third by: 111-140 days (APRIL 10)</li> </ul> <p>A Summative Evaluation is required to be completed and sent to Central Office by MAY 1. (All observations should be concluded by APRIL 25.)</p> <p>4b. Minimum of four (4) observations and face-to-face conferences per school year. The third observation will be conducted by the peer observer.</p> <ul style="list-style-type: none"> <li>First two (2) observations (by evaluator) before CHRISTMAS BREAK.</li> <li>Third observation (by peer observer) no later than February 15 followed by fourth observation (by evaluator) no later than April 25. A Summative Evaluation is required to be completed and sent to Central Office by May 1.</li> </ul> <p>4c. Minimum of one (1) observation per school year. Year 1 and Year 2 will be mini-observations (by evaluator) completed no later than CHRISTMAS BREAK. Year 3 will be a mini-observation (peer observer) completed no later than February 15, followed by a full observation conducted by the evaluator no later than April 25. A Summative Evaluation is required to be completed and sent to Central Office by May 1.</p>

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4a/b/c/d. Teachers, other professionals, and other district professionals	<p>4d. Complete at least two site visits, 1 mid-year review and one summative evaluation and conference each year for an update regarding standards and progress of Growth/Action Plan by APRIL 30.</p> <p>4a/b/c/d. At any time, memos regarding outstanding performance may be written. At any time, conferences may be conducted and Individual Corrective Action Plans/or memos written to note areas of concern. These memos become part of the evaluation folder.</p>
5. Student growth goals written, revised (if necessary) and approved by supervisor	5. Submitted in fall semester to supervisor, reviewed and approved by supervisor
6. Continuous observations/conferences/corrective plans	<p>6. At any time; prior notice is not required.</p> <p>At any time, teacher can be moved from 3 year cycle to 1 year cycle.</p>
7. Mid-year review of student growth goals and PGP	7. December thru April, teachers and other professionals complete the mid-year reflections, making revisions to PGPs, collecting evidence around progress toward meeting professional growth planning goals.
<p>8. Assess results; review/revise if needed, the current year's Professional Growth Plan.</p> <p>8a. Evaluator recommendations for non-renewal of contract for non-tenured teachers and discusses in a conference with employee. A written notification from the Superintendent will be sent to the employee by <b>MAY 15</b>.</p>	<p>8. No later than <b>CLOSING DAY</b>.</p> <p>8a. The principal will send in writing with supporting documentation to the Superintendent no later than <b>May 1</b>. The staff member will be notified no later than <b>MAY 15</b> of non-renewal for non-tenured staff.</p>

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## Professional Growth and Effectiveness Plan

### Professional Growth and Effectiveness System

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

#### Roles in the Evaluation Process

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

#### Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Contributor:** One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or evaluator.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Corrective Action Plan (CAP):** A plan developed by the evaluator, in collaboration with evaluatee as a result of one or more "Does Not Meet" or "Ineffective" rating(s) on the summative evaluation or documented unsatisfactory performance observed at any time during the school year. Specific assistance and activities are identified and progress monitored.
8. **Evaluatee:** A certified school personnel who is being evaluated.
9. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
10. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
11. **Formative Evaluation:** Is defined in KRS 156.557(1)(a).
12. **Formal Observation:** A process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan. A formal observation will be conducted openly and the evaluatee will have full knowledge of the observation.
13. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
14. **Improvement Plan:** A plan for improvement up to twelve months in duration for:

- a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
15. **Job Category:** A group or class of certified school personnel positions with closely related functions.
  16. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
  17. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
  18. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
  19. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
  20. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
  21. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
  22. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
  23. **Overall Student Growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
  24. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
  25. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
  26. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
  27. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
  28. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
  29. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school

improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

30. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
31. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
32. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
33. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
34. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
35. **Student Growth:** Is defined by KRS 156.557(1)(c).
36. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
37. **Student Growth Percentile:** Each student's rate of change compared to other students with a similar test score history.
38. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
39. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
40. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
41. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

**NOTE:** Evaluators are asked, from time to time, for their appraisal of a current or former employee's performance; i.e., recommendations. They are to respond only if they did have or currently have responsibility for the employee's evaluation. If not, they are to refer the request to the appropriate evaluator or to the Central Office for verification of employment.

### **Employee Orientation**

Annually, the evaluation criteria and process used to evaluate a certified employee shall be explained to and discussed with the employee no later than the end of the first thirty (30) calendar days of reporting for employment unless the time needs to be extended for good cause shown in writing.

A copy of the handbook will be made available to all employees. The handbook may be given to staff members via email in an attached document. A written copy will be provided to all employees who request one. Questions concerning the contents of the evaluation plan handbook must be raised by the employee prior to the first observation. The contents of the evaluation plan handbook must be reviewed with each employee prior to any observation/evaluation. All certified personnel must have immediate notice of any changes made to the evaluation process.

The annual review shall include an explanation of the contents of the evaluation plan handbook, including the Domains and Components. Prior to the first observation, each building principal may annually develop and explain to building personnel the Critical Attributes (look-fors) for Domains that are building-specific, based on the school's comprehensive plan goals, professional development, or other factors. The building principal is responsible for providing, upon employee request, a copy of any additional job description, which is not included in the Appendix of the Evaluation Plan Handbook.

### **Written Evaluations and Performance Standard**

All evaluations of certified employees below the level of the district superintendent shall be in writing and documented on approved forms to become part of official personnel record. An opportunity for written response to evaluations shall be included in the official personnel record. A copy of the evaluation is provided to evaluatee.

The domains and components from the Kentucky Frameworks shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria such as, descriptions, applicable local board policies and Kentucky School Personnel Code of Ethics) be understood by all parties.

**ANDERSON COUNTY SCHOOLS  
CERTIFIED EVALUATEE-EVALUATOR LIST**

**Teacher Professional Growth and Effectiveness System (TPGES)**

**Certified Position**

Alternative School Teacher  
ESL Teacher/Coordinator  
Gifted and Talented Teacher/Coordinator  
Hearing Impaired Teacher  
Homebound Teacher  
PASS Teacher  
Preschool Teacher  
Special Education Teacher  
Teacher  
Visually Impaired Teacher

**Primary Evaluator\***

Alternative School Principal  
Instructional Supervisor (Principal)  
Instructional Supervisor (Principal)  
Director of Special Education (Principal)  
Director of Student Services (Principal)  
Principal  
Principal  
Principal (Assistant Principal)  
Principal (Assistant Principal)  
Director of Special Education (Principal)

**Other Professional Growth and Effectiveness System (OPGES)**

**Certified Position**

Counselor  
Instructional Coach  
Media Specialist  
Occupational Therapist  
Physical Therapist  
Speech Pathologist (School-Based)  
Speech Pathologist (District-Wide)

**Primary Evaluator\***

Principal  
Principal (Instructional Supervisor)  
Principal  
Director of Special Education (Principal)  
Director of Special Education (Principal)  
Principal  
Director of Special Education (Principal)

**Principal Professional Growth and Effectiveness System (PPGES)**

**Certified Position**

Alternative School Principal  
Assistant Principal  
Principal

**Primary Evaluator\***

Superintendent  
Principal  
Superintendent

**District Certified Personnel**

**Certified Position**

Adult Community Education Coordinator  
Adult Education Director  
Chief Information Officer  
Director of Special Education  
Director of District-Wide Programs and Operations  
Nutrition Service Coordinator  
Director of Student Services  
Director of Transportation  
Technology Integration Specialist  
Drop Out Prevention Coordinator  
Family Resource Center Director  
Finance Officer  
Instructional Supervisor  
Interpreter (Sign Language)  
Maintenance Director  
Regional Training Center Director  
School Psychologist (School-Based)

**Primary Evaluator\***

Superintendent  
Superintendent  
Superintendent  
Superintendent  
Superintendent  
Superintendent  
Superintendent  
Superintendent  
Chief Information Officer  
High School Principal (Middle School Principal)  
Director of Student Services (Principal)  
Superintendent  
Superintendent  
Director of Special Education (Principal)  
Superintendent  
Superintendent  
Principal

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School Psychologist (District-Wide)  
Superintendent  
Transportation Director  
Youth Service Center Director

Director of Special Education (Principal)  
Board of Education  
Superintendent  
Director of Student Services (Principal)

**\*Or Designee decided by the Principal or Immediate Supervisor. (Contributors are noted in parenthesis). Immediate Supervisor will sign the Summative Evaluation Form.**

## **The Kentucky Framework for Teaching**

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

### **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

### **Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

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

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

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

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

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

- Other Measures of Student Learning
- Products of Practice
- Walk-through Observations documenting trends of a minimum of three classroom visits. Walk-through forms may include building-specific look-fors from Rigor/Relevance Framework, Domains from FfT, Collaborative Instructional Review, Instructional Rounds data or other professional development. Just in time feedback is shared with teachers.
- Other Sources (e.g. surveys)

All components and sources of evidence supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category.

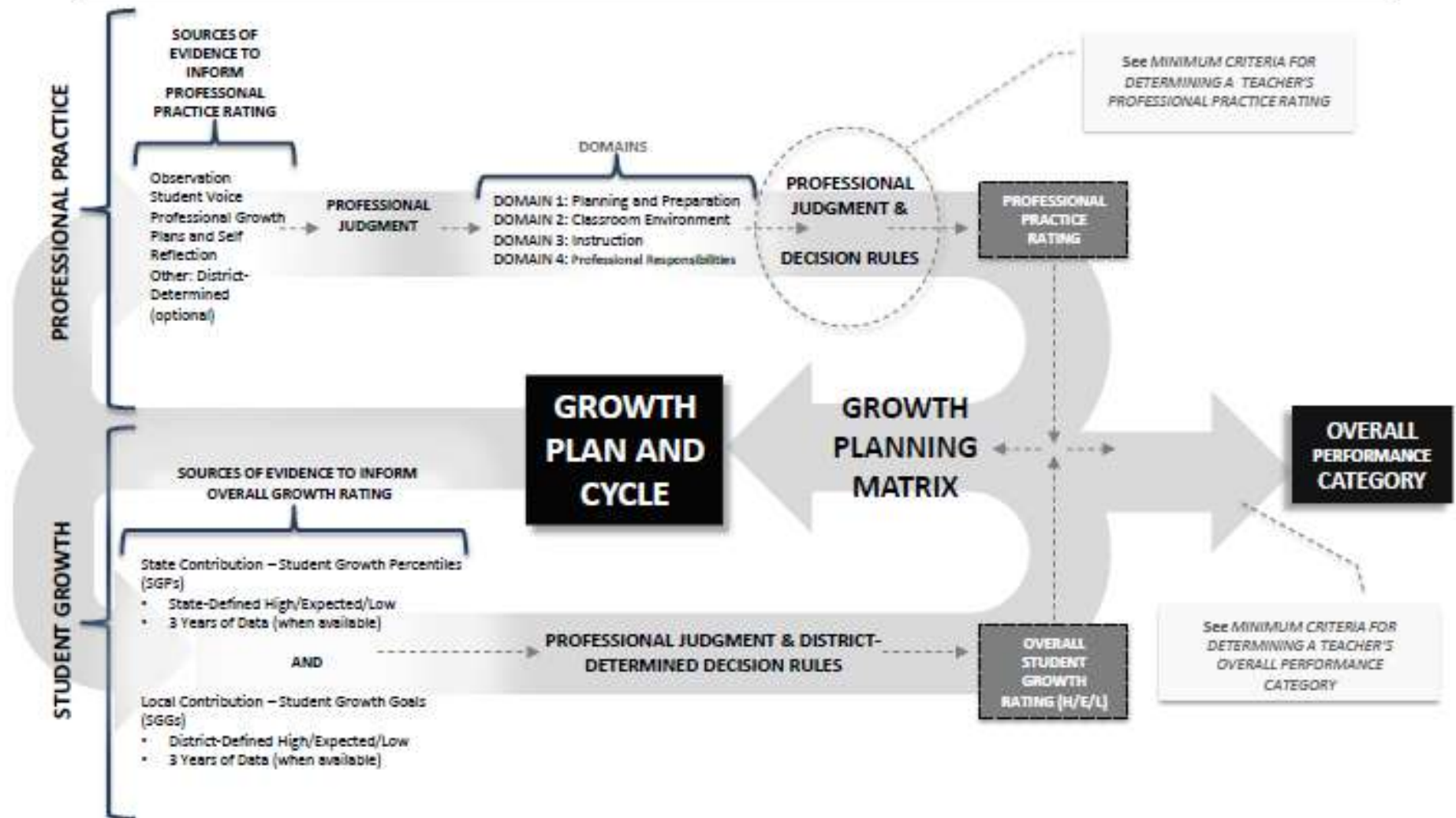
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All Summative Ratings will be recorded in the department-approved technology platform.

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



## SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

## Professional Practice

### **Self-Reflection and Professional Growth Planning**

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

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

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers and other professionals shall complete and submit the self-reflection and professional growth plan to their building evaluator for feedback and approval.
- There is an annual review of the professional growth plans.

<b><i>Self-Reflection and Professional Growth Planning Timeline</i></b>	
As early as May of the current year for continuing employees and no later than October 1	The initial teacher and other professional self-reflection will be completed based on multiple sources of data (examples: state, local, teacher developed assessment results; student voice survey data; learning walk/observation data from administrators, peers); areas of focus will be identified and a professional growth plan including specific action steps will be developed. Initial self-reflection occurs when a teacher or other professional is hired and at the beginning of each three-year summative cycle. Self-reflection and professional growth plan will be documented on the district-approved form.
Fall semester	Principals/designees review and approve professional growth plans (PGP) and provide feedback to Teachers and Other Professionals.
December – April	Teachers and Other Professionals will complete the mid-year reflections by self-assessing, reviewing principal feedback (may involve face-to-face conversation), making revisions to PGPs as needed, collecting evidence (digital or print format) around progress toward meeting professional growth planning goals; the self-assessment process may include collaboration with peers.
By closing day	Teachers and Other Professionals will complete final review.

- The PGP must be completed by teachers and other professionals new to a building (newly hired or transferred employees) no later than October 1 of the new school year or within 30 calendar

days for those hired after September 1 unless the time needs to be extended for good cause shown in writing.

There are two levels of professional growth planning included in this plan.

- Self-Directed Professional Growth plans are developed collaboratively by the teacher/ other professional and the primary evaluator.
- Directed Professional Growth Plans developed under the direction of the primary evaluator for those evaluatees needing additional guidance, assistance, support and oversight for professional growth. The Directed Professional Growth Plan may be used in conjunction with an Improvement Assistance Plan.
- Implementation of the PGP begins as soon as the plan is completed and signed by both the teacher or other professional and the supervisor.
- When an evaluatee is rated “developing” in one of the domains, the primary evaluator may deem it necessary to implement an Improvement Assistance Plan (IAP). An IAP can be initiated by a primary evaluator as proactive intervention providing the evaluatee guidance, assistance, support and oversight necessary to be rated “accomplished.” If the certified personnel does not meet the goals on the IAP, an Individual Corrective Action Plan (ICAP) can be initiated by the evaluator. The IAP will be developed under the direction of the primary evaluator and should be used in conjunction with the Directed Professional Growth Plan. Primary evaluator initiates the IAP for any evaluatee whose formative “mini” observations demonstrate a potential need for a corrective action plan in the near future. The evaluatee and primary evaluator will complete a Directed Professional Growth Plan in conjunction with the IAP. A summative conference and evaluation will be conducted for any evaluatee placed on an IAP. The purpose of this phase of evaluation is to provide the evaluatee with focused guidance assistance, support and oversight for professional growth enhancing student achievement as well as proactive interventions, prevention/avoidance of the need for an ICAP.
- In the event that an evaluatee is rated “ineffective” on one of the domains or an immediate need for change is observed, an ICAP shall be instituted. The ICAP originates with the evaluator in discussion with the evaluatee, whereas the Professional Growth Plan originates with the evaluatee in discussion with the evaluator. The evaluator assumes the responsibility also of monitoring the objectives, activities, resource persons and appraisals delineated in the ICAP. In the event there is an area(s) in which the evaluatee is severely deficient and these areas do not affect the performance rating on an entire standard, an evaluator at his/her discretion may institute an ICAP. The ICAP may supplant or work in conjunction with the Professional Growth Plan.
- Multiple observations of all certified personnel (tenured and non-tenured) may occur when any observation (formal and/or informal) is unsatisfactory.

### **Observation**

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

### **Observation Model**

- For all employees, the full observation will be scheduled. All observations will be conducted openly with full knowledge by the evaluatee.
- There will be a minimum of four (4) observations completed during the summative cycle. A minimum of three observations will be conducted by the supervisor and one mini-observation will be conducted by the peer. The peer observation must be completed on the final year of the summative.
- Final observation is conducted by the supervisor and is a full class period or complete lesson.
- All observations are documented on appropriate district form.
- The supervisor may conduct additional mini- or full observations as he/she sees needed.

### **One-Year Summative Cycle (Traditional Model)**

Annual evaluations with multiple observations are required for non-tenured teachers and other professionals and any tenured teacher/other professional on a Directed Growth Plan or Improvement Plan:

- The summative cycle will be one year in length. Non-tenured teachers will follow the one-year cycle every school year until they obtain tenured status.
- The required peer observation must occur prior to final formal observation by the principal.
- A minimum of two (2) full observations conducted by the supervisor will involve a full class period or a complete lesson. A minimum of one (1) mini-observation, of approximately 20-30 minutes each will be conducted by the supervisor and one mini-observation will be conducted by the peer.

### **Three-Year Summative Cycle (Progressive Model)**

Anderson County Schools will observe the following minimum requirements for tenured teachers and other professionals:

- The summative evaluations for tenured teachers shall occur at least once every three years unless the teacher/other professional is on a Directed Growth Plan or Improvement Plan.
- A minimum of two mini-observations, of approximately 20-30 minutes each will be conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the summative cycle and prior to the final formal observation by the principal.
- If an area of concern is found, the teacher may be placed on the one-year cycle at any time and shall receive written notification. Multiple observations may occur for tenured teachers when observation results yield an "ineffective" rating.
- The three-year cycle may be accelerated at the mutual agreement of the teacher and supervisor. (This will be especially important during the first two years of implementation in order to stagger the workload.)

### **For Teachers and Other Professionals hired after 60 consecutive days of the beginning of school year or after break in service**

- The summative cycle will be from the date of hire through the end of the school year.
- There will be a minimum of three (3) observations completed during the summative cycle. A minimum of two (2) observations will be conducted by the supervisor and one (1) mini-observation will be conducted by the peer.
- The required peer observation must occur prior to final full observation by the principal.

- A minimum of two (2) full observations conducted by the supervisor will involve a full class period or a complete lesson. A minimum of one (1) mini-observation, of approximately 20-30 minutes will be conducted by the peer.

A request may be made for the supervisor to conduct a full observation rather than a mini-observation. The request shall be in writing within the first 30 calendar days of reporting for employment. If such request is made, the principal must conduct the full observation.

### **Observation Schedule**

#### **For Teachers and Other Professionals on a one-year summative cycle:**

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Supervisors will conduct a full observation, followed by a mini-observation before Christmas break.
- The peer observer will conduct a mini-observation by February 15, followed by a full observation conducted by the evaluator.
- All observations must be concluded by April 25.

#### **For Teachers and Other Professionals on a three-year summative cycle:**

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- In the first and second year of the summative cycle, supervisors will conduct a mini-observation before Christmas break.
- During the third year of the summative cycle, the peer observer will conduct a mini-observation before February 15, followed by a full observation conducted by the supervisor.
- All observations must be concluded by April 25.

#### **For Teachers and Other Professionals hired after 60 consecutive days of the beginning of school year or after break in service**

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year unless the time needs to be extended for good cause shown in writing.
- Supervisors will conduct a full observation, followed by a peer observation, and then the supervisor will conduct a second full observation by the principal.
- All observations must be concluded by April 25.

\* The district may adapt the closing dates to accommodate for any inclement weather.

### **Peer Observation**

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

- All teachers and other professionals will receive a peer observation in their summative year.
- All peer observers participating during the summative year observations will complete the department approved training once every three years.
- All peer observation documentation will be accessed only by the teacher or other professional.
- Peer observation will be documented on appropriate district form with date, time and evidence and accessed only by the observee.



- A peer observation completion form with time and date of pre-observation, observation and conference will be signed by the peer observer and the observee indicating that the peer pre-conference, observation and post-conference have been completed. A copy will be provided to the teacher, principal/supervisor and peer observer. No evidence and no ratings are to be included on this form.
- In collaboration with the superintendent, principals will select a pool of certified staff assigned to each school by September 1 of each school year. In collaboration with supervisor and observee, peer observers will be selected from the pool of certified peer observers. This may include peer observers from another school.

### **Observation Conferencing**

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

#### **Pre-observation conferences for mini-observations and full observations by supervisors:**

- Pre-observation conferences are not required but may be requested by either the principal or the teacher/other professional. When requested, the pre-observation conference occurs one (1) to five (5) working days prior to the formal observation at a time mutually agreed upon by the teacher/other professional and supervisor.
- While pre-observation communication may occur through written electronic correspondence, most are conducted face-to-face. If the principal or teacher/other professional requests a face-to-face pre-conference, a face-to-face meeting is required.
- The optional "Pre-Observation Form" may be used to fulfill that purpose.

#### **Pre-observation conferences for mini-observations by peer observers:**

Peer observers shall conduct a pre-conference one to five working days prior of the observation as part of the coaching process and document using the appropriate district form.

#### **Post-conferences by supervisors and peer observers:**

- Conduct face-to-face observation post-conference within five (5) working days following each observation unless the time needs to be extended for good cause shown in writing.

#### **Summative conferences by supervisors:**

- Summative evaluation conference shall be held in face-to-face meetings at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data. All summative evaluations are due to the central office by May 1.

### **Observer Certification**

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

To ensure consistency of observations, evaluators shall be trained and tested, and shall be approved by the department upon completion of the required evaluation training program and successful completion of testing using the Proficiency Observation Training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system:



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

The established cycle for observation certification is as follows:

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

- ♦ Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
    - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
    - In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will ensure teacher and other professionals have access to observations by arranging for a certified substitute observer. Substitute observers will be assigned by the superintendent from a pool of certified and available observers. That pool will consist of district-level personnel, retired administrators, or principals from another building when reasonable.
  - ♦ The superintendent will assign a certified mentor supervisor to all supervisors who have not passed the proficiency assessment to provide support, review training modules, discuss scoring practice ratings in preparation for the assessment.
  - ♦ All supervisors (including late hires) will complete certification within 60 calendar days of first day of reporting for employment.
  - ♦ Supervisors who do not pass after one attempt will collaborate with instructional supervisor and/or peers on scoring practice examples.
  - ♦ In cases where the supervisor fails to successfully complete certification (within 60 days of first day of employment) and is therefore unable to conduct observations during the observation window, a substitute observer will be assigned by the superintendent to conduct the observation with the supervisor.\* The uncertified supervisor must accompany the certified substitute supervisor to all observations, post-conferences and discussion of the PGP. Once the uncertified supervisor obtains certification, he/she will assume all duties of the supervisor's role.
- \*Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

### **Observer Calibration**

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

- Observer calibration during years two and three of the Observer Certification process based on the department approved platform.
- Re-certification after year three.
- Each year all supervisors will receive calibration or recertification training using the state approved certification platform materials to ensure completion of the calibration process. The Instructional Supervisor will keep proper documentation of the certification, calibration and recertification dates in order to provide timely training.
- Additional support will be provided for those supervisors with a red or yellow rating by the instructional supervisor. Additional calibration may be required.

### **Student Voice**

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice. The Student Voice Survey has been created by the Kentucky Department of Education. Surveys can be found in appendix.

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district. For consistency purposes, the principal shall select one class period to administer the survey in conjunction with the school point-of-contact.
- Results will be used as a source of evidence for Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- The survey will be administered in the school.
- Survey data will be considered only when ten or more students are respondents.
- In cases where a teacher does not have a sufficient roster size to participate in the survey (minimum of 10), student voice data will not be used as a source of evidence to inform the teacher's professional practice rating. If possible rosters will be combined for a teacher to increase roster size.
- Other professionals will follow the protocol for OPGES, using a paper or survey such as Survey Monkey if the other professional can identify ten students they served over the school year.
- Accommodations shall be made available to students according to their IEP, 504 or PSP during the Student Voice Survey.
- Student Voice District Point-of-Contact will be the Instructional Supervisor.
- Student Voice Building Point-of-Contact will be the Instructional Coach in each building.

### **Products of Practice/Other Sources of Evidence**

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

Evidence provided in support of educator practice must include data from:

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans

Other sources of evidence may include:

- Program Review evidence
- Walk-through observations of trends over a minimum of three classroom visits
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini-observations
- Student data records
- Student work
- Student formative and/or summative assessments/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research
- Progress Monitoring Data
- MAP Data

### **Student Growth**

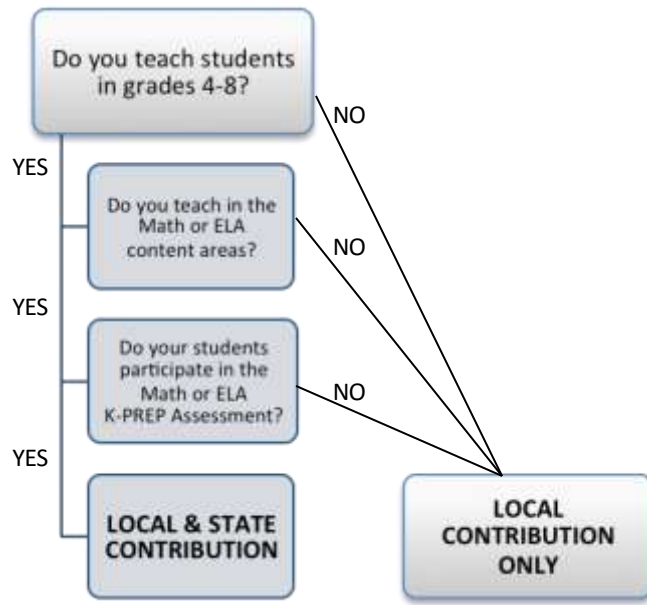
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments:

- 4<sup>th</sup> – 8<sup>th</sup> Grade
- Reading
- Math

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

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

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



### **State Contribution – Median Student Growth Percentiles (MSGP) – (Applies to teachers of Math/ELA, Grades 4-8)**

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

### **Local Contribution – Student Growth Goals (SGG) –Applies to all teachers and Other Professionals**

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

**Rigor**-congruency to the Kentucky Core Academic Standards

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

- All teachers and other professionals will write a student growth goal based on the criteria.

### **Student Growth Goal Criteria**

- The SGG is congruent with Kentucky Core Academic Standards and/or National Standards and appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, English language learners and gifted/talented students.

To fulfill the criteria of measuring student growth, a protocol has been established to ensure rigorous and comparable growth measures used for all teachers.

### **Protocol for Ensuring Rigor**

- Teachers and other professionals, in collaboration with their principal, will use the Rigor Rubric as they develop and write their SGGs.
- Grade level/department teams, PLC's, or other collaborative groups may be utilized as support when developing the SGGs for submission to Principal for approval.
- All SGGs must meet the acceptable level for structure, rigor, and comparability.

### **Protocol for Ensuring Comparability**

Teachers and other professionals, in collaboration with their principal, will apply the rubric to create SGGs to assess the structure and rigor so they meet comparable criteria. This process ensures comparability across teachers and schools in the district so that SGG are consistently:

- Congruent to Kentucky Core Academic Standards and/or National Standards
- Appropriate for grade level and content
- Encompassing an enduring skill, process, understanding or concept that the students are expected to master by taking a particular course (or courses) in school
- Allowing for high and low achieving students to demonstrate knowledge
- Providing access and opportunity for all students, including students with disabilities, English Learners and gifted/talented students.

### **Determining Growth for a Single Student Growth Goal (SGG)**

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

The growth target rating will be used as overall local student growth goal rating.

LOCAL GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
≤ 74% of students meet growth target	All students make measureable growth with 75% - 89% of students meeting growth target	All students make measurable growth with ≥ 90% of students meeting growth target

## **Measures for Determining Student Growth**

Teachers and other professionals will utilize multiple sources of evidence to measure student growth by implementing one or more choices as collaboratively decided by the teacher or other professional and administrator. Sources of evidence will be a combination of use of pre- and post-assessments, and/or running records/repeated measures, and/or holistic “growth rubrics”. These measures will be vetted by Instructional Coaches and teacher leaders using the Anderson County Schools Rigor Rubric for Student Growth Goal when the SGGs are developed. Measures that reach the rigor and comparability criterion can be used as a measure to determine student growth. The three categories of measures are described below.

### Pre-Test/Post-Test

Teachers may use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section. Assessments will be vetted against the Anderson County Rigor Rubric for Student Growth. Existing assessments developed by school-based PLCs will be vetted by Instructional Coaches and teacher leaders using the Anderson County Rigor Rubric for Student Growth. Such assessments that reach the criterion can be used as a measure to determine student growth.

### Repeated Measures

Teachers may maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. The teacher and principal will then look at the pattern across the repeated administrations to determine the growth rating for the SGG. For example, early reading teachers may complete weekly running records to track the number of errors that a student makes when reading a text. These repeated measures serve a similar function to a pre- and post-test by illustrating change over time in student learning or performance. Teachers will not utilize repeated measures on which students may demonstrate improvement over time simply due to familiarity with the assessment.

### Holistic Evaluation

Teachers may use district developed, adopted and/or adapted “growth rubrics” for a holistic evaluation designed to compare two or more examples of student work. Growth rubrics that reach the criterion can be used as a measure to determine student growth.

## **Determining the Overall Performance Category**

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

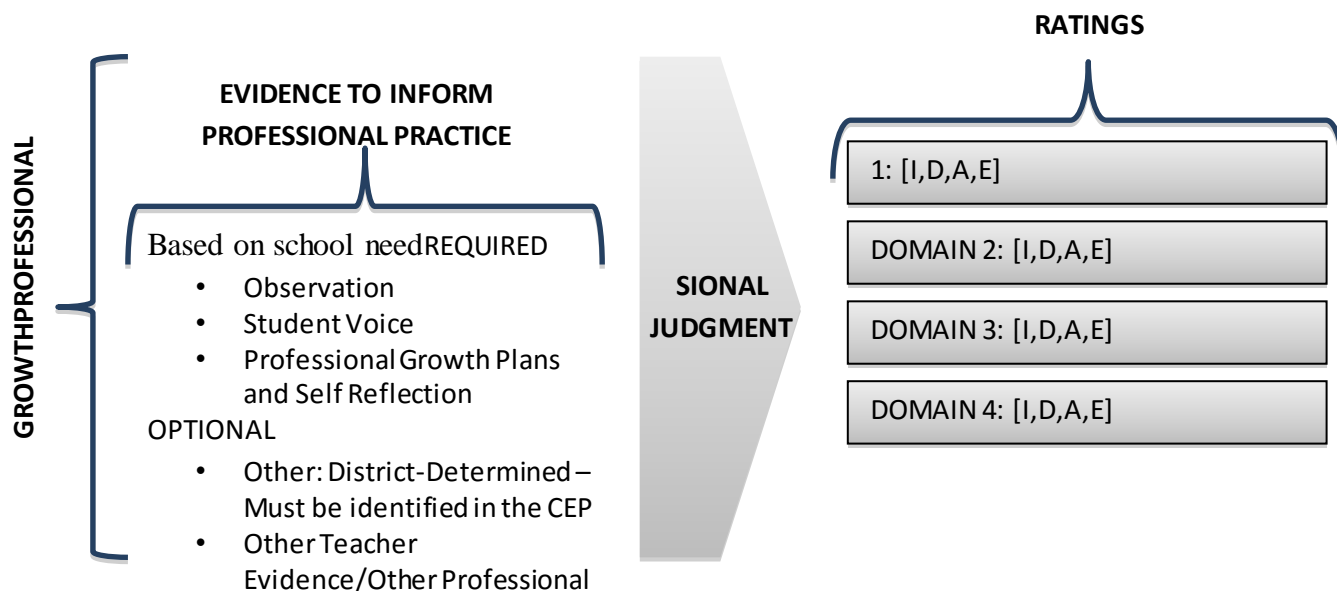
### **Rating Professional Practice**

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for

evidence-gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

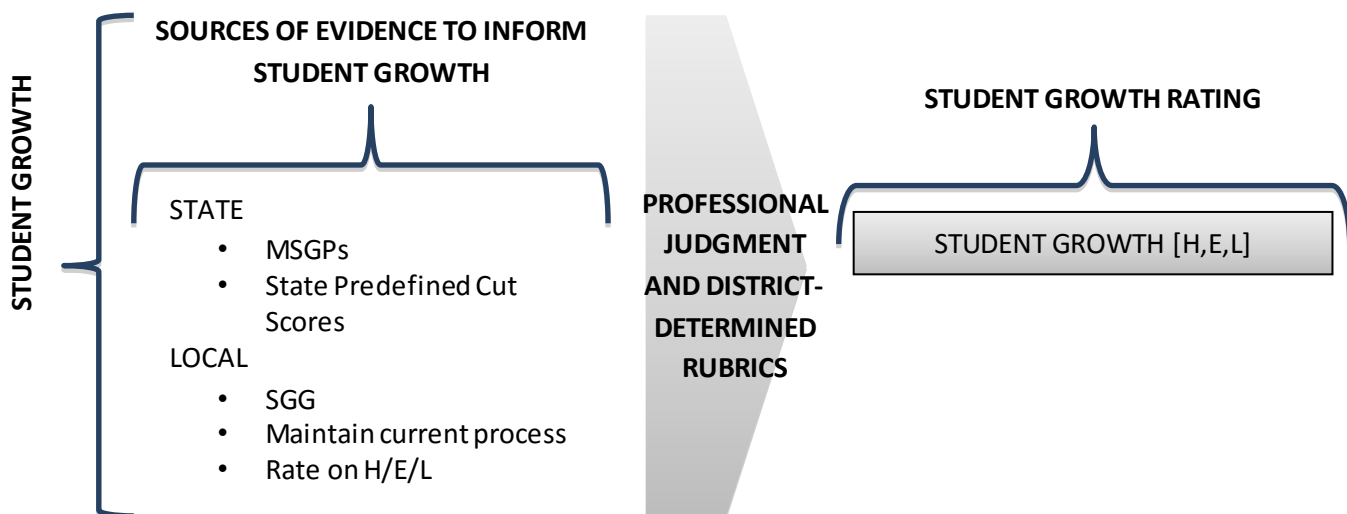
The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

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



#### Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and MSGP (where available), and will be considered in a three year cycle (when available).



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

COMBINED STUDENT GROWTH RATING		
LOCAL STUDENT GROWTH RATING	STATE STUDENT GROWTH PERCENTILE (SGP) RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

For teachers in their summative year, the district will use a weighted average to determine the overall student growth rating. When multiple years of data are available, the data from the current year will comprise 50% of the overall rating as follows. When multiple years of data are not available, the student growth rating for the summative year will be used for the overall student growth rating.

Three Years of Data	Weight
Current Year	50%
Prior Year	25%
Prior Year	25%

Two Years of Data	Weight
Current Year	50%
Prior Year	50%

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

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

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

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

### Determining the Overall Performance Category

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

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



**CRITERIA FOR DETERMINING A TEACHER'S AND OTHER  
PROFESSIONALS PROFESSIONAL PRACTICE RATING**

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

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

<b>LOCAL STUDENT GROWTH RATING</b>		
<b>LOW</b>	<b>EXPECTED</b>	<b>HIGH</b>
≤ 74% of students meet growth target	All students make measureable growth with 75% - 89% of students meeting growth target	All students make measurable growth with ≥ 90% of students meeting growth target

### Criteria for Determining Overall Student Growth Rating

COMBINED STUDENT GROWTH RATING		
LOCAL STUDENT GROWTH RATING	STATE STUDENT GROWTH PERCENTILE (SGP) RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

- Apply State Overall Decision Rules for determining educator's Overall Performance Category.
- All summative ratings must be recorded in the department-approved technology platform.

### CRITERIA FOR DETERMINING A TEACHER'S OR OTHER PROFESSIONAL'S OVERALL PERFORMANCE CATEGORY

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

- Implement the Overall Performance Category process for determining effectiveness.

## Professional Growth Plan and Summative Cycle

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

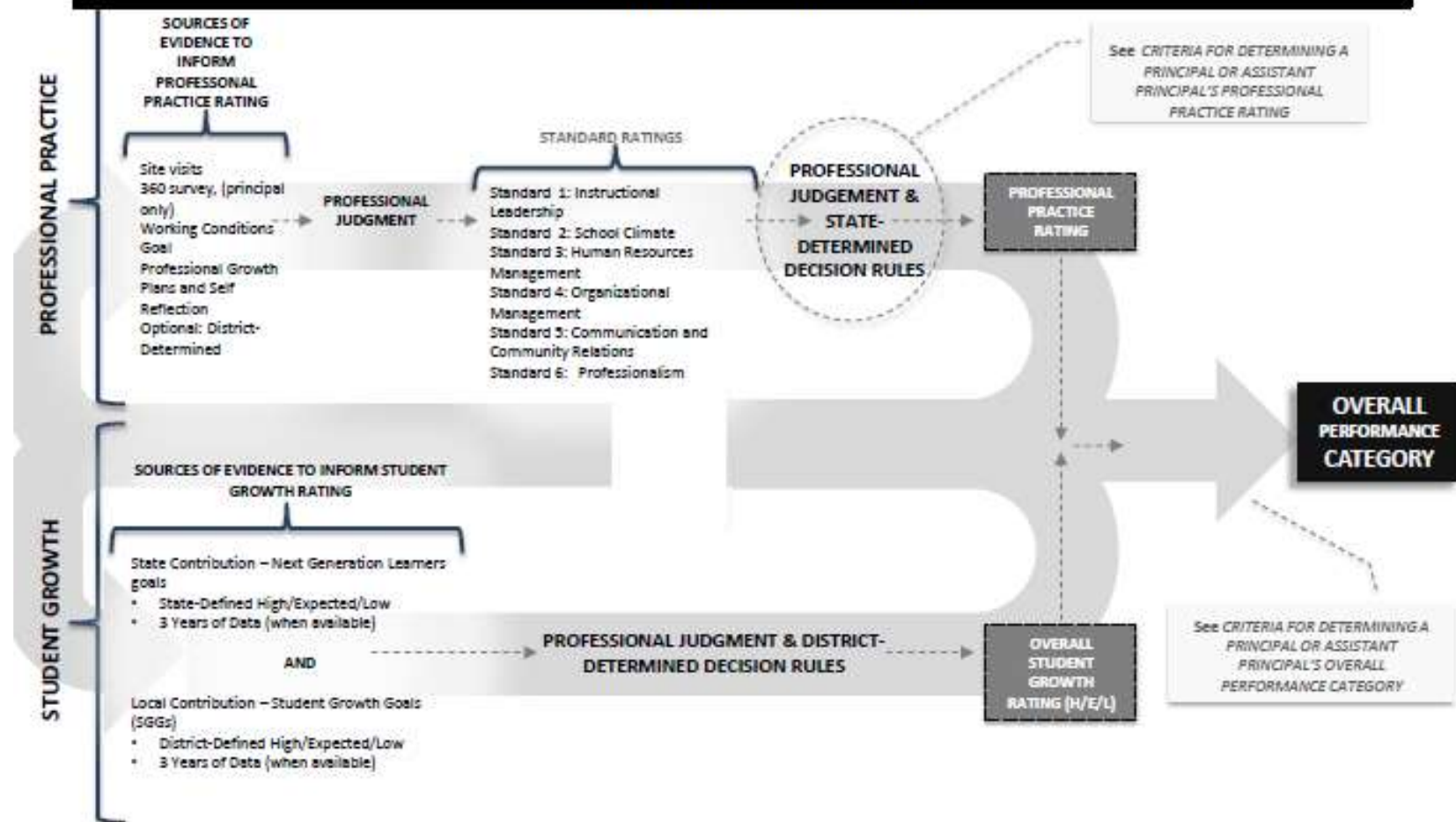
PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS					
P R O F E S S I O N A L P R A C T I C E	EXEMPLARY	<b>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal set by teacher with evaluator input</li><li>• One goal must focus on low student growth outcome</li><li>• Formative review annually</li></ul>		<b>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goals set by teacher with evaluator input</li><li>• Plan activities are teacher directed and implemented with colleagues.</li><li>• Formative review annually</li><li>• Summative occurs at the end of year 3.</li></ul>	
	DEVELOPING	<b>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) Determined by Evaluator</li><li>• Goals focus on professional practice and student growth</li><li>• Plan activities designed by evaluator with teacher input</li><li>• Summative review annually</li></ul>	<b>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.</li><li>• Formative review annually.</li></ul>	<b>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) set by educator with evaluator input</li><li>• Formative review annually</li></ul>	
	INITIATIVE	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) determined by evaluator</li><li>• Focus on low performance area</li><li>• Summative at end of plan</li></ul>	<b>ONE YEAR DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal determined by evaluator</li><li>• Goals focused on low performance/outcome area</li><li>• Plan activities designed by evaluator with educator input</li><li>• Formative review at midpoint</li><li>• Summative at end of plan</li></ul>		
		LOW	EXPECTED		HIGH
STUDENT GROWTH RATING					

# **PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM**

## **Professional Growth and Effectiveness System – Principals and Assistant Principals**

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

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



## SOURCES OF EVIDENCE/FRAWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

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

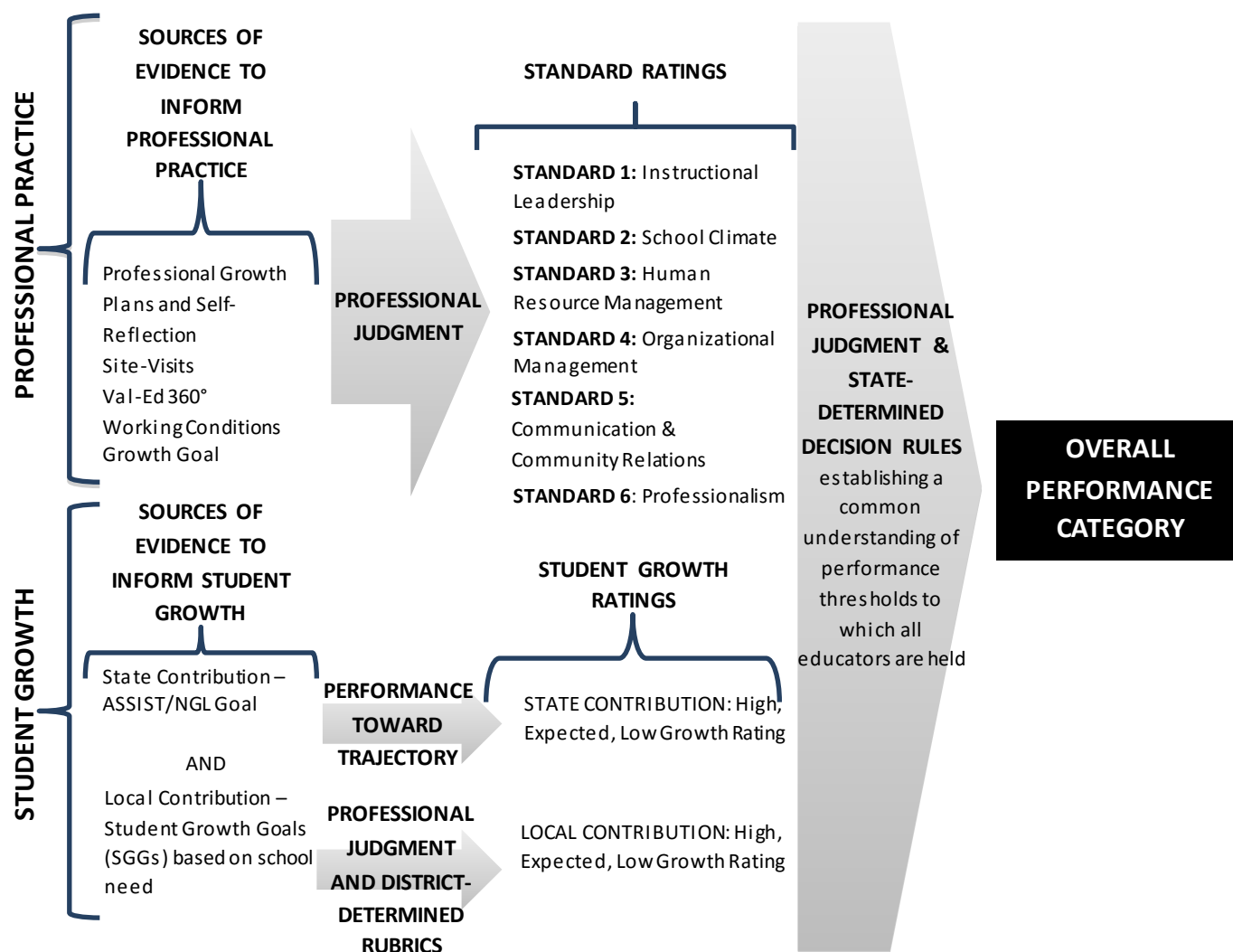
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## Principal Professional Growth and Effectiveness System Components

### Overview and Summative Model

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



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

### Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide



examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Val-Ed 360°
- Working Conditions Goal
- State and Local Student Growth Goal data

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

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

## Professional Practice

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

### **Self-Reflection and Professional Growth Planning (Completed by principals and assistant principals)**

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

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

<b>Self-Reflection and Professional Growth Planning Timeline</b>	
As early as May of the current year for continuing employees and no later than October 1	Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan and student growth goals. Self-reflections, PGPs and student growth goals are documented on district approved forms and submitted to supervisor.
February 1	Site visits, on-going self-reflection
Mid-Year Review	Review progress/reflections on growth and modify plan as appropriate
Spring Semester	Site visits, on-going self-reflections
By June 15	Summative reflection and evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response

- Late hires will submit self-reflection and professional growth plan within 60 calendar days of employment unless the time needs to be extended for good cause shown in writing.

### **Site-Visits**

(Completed by supervisor of principal – *formal site visits are not required for assistant principals*)

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

- Site visits for principals are conducted at least twice each year by superintendent. (Formal site-visits are not required for the assistant principal.)
- Formative evaluation visits will occur by February 1 and summative evaluation will occur annually no later than June 15.
- Each site visit will include discussion of various aspects of the principal's work, including the successes and challenges associated with on-going school improvement as these successes and challenges relate to performance standards.

- Post-visit conferences with the principal will be conducted by the Superintendent within five school days following the site visit.
- Documented on appropriate district approved form.
- Late hire site visits will begin after 60 calendar days of employment. Two site visits must be conducted.

### **Val-Ed 360°**

(Completed for principals – *not completed for assistant principals*)

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

- Conducted at least once every two years in the school year that TELL Kentucky is not administered.
- Survey results will be included as a source of data to inform each principals professional practice rating.
- The Val-Ed 360 survey will be conducted by October 1 during those years when the TELL survey is not utilized.
- Not required for assistant principals
- Instructional Supervisor will serve as the Val -Ed point of contact.
- If possible through Val-Ed, late hires will participate in the assessment.

### **Working Conditions Goal**

(Goal inherited by Assistant Principal)

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

- Principals are responsible for setting one two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey.
- Principals, in collaboration with the superintendent will establish a baseline for the Working Conditions Growth Goal.
- Assistant principals adopt this goal.
- The purpose is to positively impact school culture and student success.
- Discussion of progress toward meeting this goal will be documented as part of the mid-year site visit conducted for the principal.
- Results may be informed by referencing other survey results and anecdotal data.
- Principals will identify a Working Conditions Goal area based on school TELL Survey results. Goals will be structured around increasing agreement on survey questions in the identified area.
- Quality of principal/assistant principal performance in meeting established Working Conditions Goals will be determined using the following rubric. All information will be documented on district-approved forms.

Working Conditions Growth Goal Rubric			
Ineffective	Developing	Accomplished	Exemplary
Below established baseline	Below 10% (of the WC goal) without going below established baseline	Meets goal within 10% (of the established goal) or 80 -90% agreement on identified goal	Exceeds goal or 90% or above agreement on identified goal

### Products of Practice/Other Sources of Evidence

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

- May be provided by principals, assistant principals, and superintendent to provide additional evidence to support assessment of professional practice. This evidence should be directly related to performance standards.
- Examples:
  - SBDM minutes
  - Faculty meeting agendas, notes
  - Department/grade level agendas, notes
  - Three-year plan/strategic plan agendas, notes
  - PLC agendas, notes
  - Leadership team agendas, notes
  - Learning walk documentation
  - Budgets
  - EILA/Professional learning experience documentation
  - Professional organization memberships
  - Parent/community engagement survey results, events documentation
  - Other (must establish a direct relation to work in performance standard areas.)

### Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one of the Student Growth Goals set by the principal must address gap populations. Assistant principals will inherit the SGG (both state and local contributions) of the Principal.

#### State Contribution

ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory - *Goal inherited by Assistant Principal*

Principals are responsible for setting at least one Student Growth Goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long-term goals through on-going improvement.

- By October 15, principal will review goals and objectives in the School Report Card and select a goal to use as the State contribution of the Student Growth Goal. The goal statements are already set by Kentucky Board of Education (KBE) with a 2017 ASSIST/NGL trajectory. Principal will collaborate with the superintendent to determine what percentage of the overall trajectory will be targeted for student growth during the current school year. The principal and

superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. These are strategies, which the principal will himself/herself implement. These strategies are addressed in the original CSIP document.

- *If the school does not receive state level data, the principal will construct two local student growth goals.*
- The principal will collaborate with the superintendent to determine interim trajectory goals.
- At least one of the Student Growth Goals set by the principal must be based on Gap population unless local goal is based on Gap population.
- Assistant principals will inherit the Student Growth Goals (both state and local contributions) of the principal.

State Contribution Growth Goal Rubric		
Low	Expected	High
No forward progress or progress declines	Meets goal or forward progress toward goal	Exceeds goal

### Local Contribution

Based on School Need - *Goal inherited by Assistant Principal*

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

- By October 15, principals will develop one local growth goal based on gap population (unless state goal is based on Gap population) in collaboration with the superintendent.
- Local contribution goals will be based on MAP grade level performance of elementary and middle school students and on common assessment EOC grade level performance of high school students.
- Principals will create and implement leadership and management strategies and monitor progress through on-going data collection.

Local Contribution Growth Goal Rubric		
Low	Expected	High
No forward progress or progress declines	Meets goal or forward progress toward goal	Exceeds goal

### Determining the Overall Performance Category

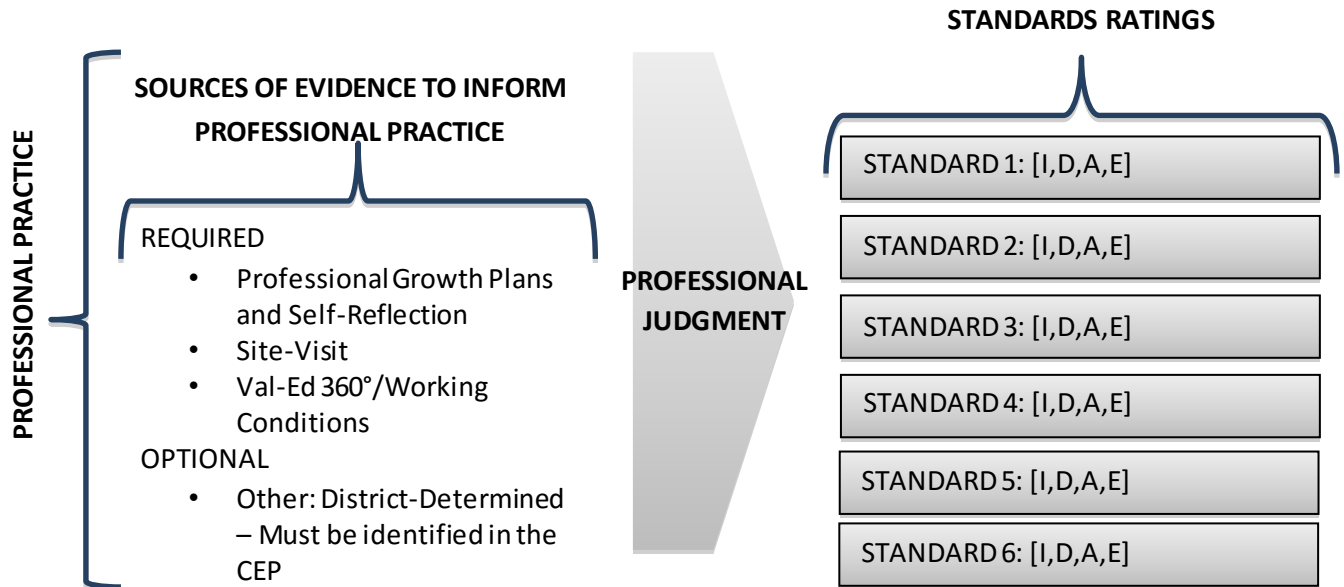
Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

#### Rating Overall Professional Practice

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Using the sources of evidence for principals, evaluators will use professional judgment to determine a rating for each standard. Next the evaluator will use the following decision rules for determining the Professional Practice Category. This is completed by June 15 each year.

- Use decision rules to determine an overall rating.

- Record ratings in the department-approved technology platform



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

### Determining Professional Practice

To determine the principal's/assistant principal's Professional Practice, the evaluator will apply the State Decision Rules for determining an Overall Professional Practice Rating.

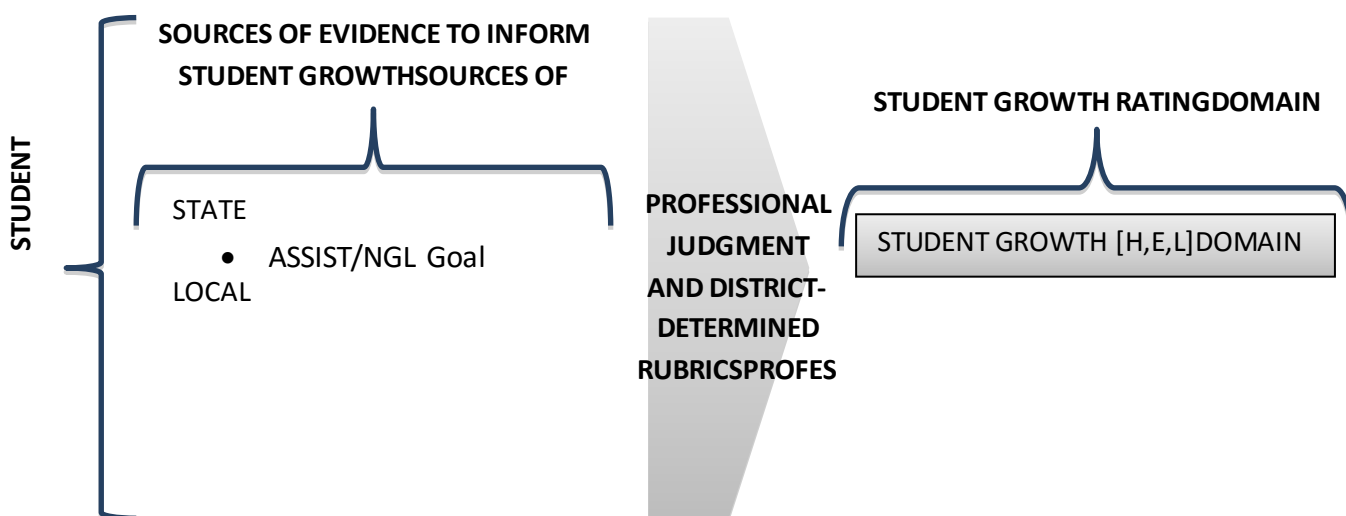
### CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

### Rating Overall Student Growth

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

- Determine the rating using both state and local growth.
- Determine the rating using multiple years of data up to three (3) years (when available).



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

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

Three Years of Data	Weight
Current Year	50%
Prior Year	25%
Prior Year	25%

Two Years of Data	Weight
Current Year	50%
Prior Year	50%

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

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

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

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

The ratings will be recorded in a department approved technology platform.

### Determining the Overall Performance Category

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on Professional Practice and Student Growth. Next, the evaluator will apply the State Overall Decision Rules for determining a principal's/assistant principal's Overall Performance Category.

#### CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

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



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

Revised July 2015

## **DISTRICT CERTIFIED PERSONNEL**

District Certified Personnel, not currently under PGES will continue following the CEP adopted May 2013.

In an effort to move toward the PGES system in the 2016-2017 school year, central office directors will inherit the superintendent's goals. Central office directors will complete a self-reflection as they develop their professional growth goals and plans. In addition, central office directors' formative and summative forms have been revised to include the superintendent's standards under SPGES. However, impact goals and site visits will not be used for summative decisions in 2016-2017 school year for district certified personnel.

## APPEALS PROCESS

### **According to 156.557 Section 9,**

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

(2) The appeal procedures shall be as follows:

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
- (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
- (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
- (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

For appeals to the local evaluation appeals panel, certified personnel shall have the:

1. Right to a hearing as to every appeal; and
2. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
3. Both parties have the right to the presence of chosen representation.

**Purpose:** An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3.345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

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

- I. PROCEDURE FOR CERTIFIED PERSONNEL WISHING TO APPEAL AN EVALUATION
  - A. Summative

1. No more than five (5) work days after the final evaluation the certified employee must present a request, on the appropriate form (Form E), for a review of the evaluation to the Appeals Panel chair and give a copy to the Superintendent. The request must:
  - a. Be attached to a copy of the final evaluation form (Form E).
  - b. Include a written statement, which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or substantive).
2. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
3. The Panel will meet, review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
4. The Panel will set a time and place for the hearing and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time and place to appear before the panel to answer questions.
5. The Chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after the date the evaluatee gives the appeal to the Chairperson of the Appeal's Committee unless more time is needed for good cause shown in writing.
  - a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
  - b. This hearing is to take place no more than five (5) work days, unless the time needs to be extended for good cause shown in writing, to the date the chair of the panel meets with the appeals panel to review documentation.
  - c. Both the evaluatee and the evaluator are notified of the right to be accompanied by a chosen representative, legal counsel.
  - d. Only Panel members, the evaluatee and the evaluator, legal counsel, witnesses and the employee's chosen representative will be present at the hearing.
  - e. Witnesses may be present, but will be called one at a time and will not be allowed to observe the proceedings.
  - f. The hearing will be audio taped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
  - g. After reviewing all documents and interviewing both evaluator and evaluatee, the local appeals panel will reach its decision by majority.
  - h. The panel shall issue its written opinion to the Superintendent, within three (3) work days following the conclusion of the hearing. A copy of the hearing decision shall be placed in the evaluatee's official file, attached to the Summative evaluation in question.
  - i. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days unless the time needs to be extended for good cause showed in writing. This Appeals Panel has no authority to make a recommendation

constituting personnel action which remains at the discretion of the Superintendent.

6. The superintendent must respond to the evaluatee no more than fourteen (14) calendar days, unless the time needs to be extended for good cause shown in writing, after receiving the statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured evaluatees.
7. (For tenured evaluatees only.) Under the law, tenured employees facing adverse personnel action may appeal a Superintendent's decision to a tribunal created for this purpose. Note that tribunal members are not employed by the district which employs the evaluatee.

#### Hearing Procedures

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of respective position regarding the evaluation. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make concluding remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by another certified evaluator who shall be a trained evaluator.
10. A copy of the Panels written findings will be placed in the evalutee's file.
11. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
12. The Superintendent may take appropriate action consistent with the Panel's decision.
13. The Panel's decision, the Panel's, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
14. The Panel's decision may be appealed to the Kentucky Board of Education based on procedural issues contained in statute and regulation within the time allowed for such an appeal.

## II. THE SELECTION PROCEDURE FOR ELECTED MEMBERS OF THE LOCAL CERTIFIED EVALUATION APPEALS PANEL.

- A. By September 1, yearly, all certified employees shall be given an application to serve as a member of the Certified Employee Appeal Panels, if elected.

- B. Employees interested in serving are to return their completed application to the Central Office within one week following the date of the application.
- C. By September 15, the Central Office will prepare and distribute to all certified employees under contract a ballot listing alphabetically all applicants, along with their position, title, and work location.
- D. Completed ballots are to be returned to the Central Office by the next school day.
- E. Central Office personnel will tabulate ballots. Two (2) members of the panel shall be elected by and from the certified employees under contract of the District. Two (2) alternates shall also be elected by and from the certified employees under contract, to serve in the event an elected member cannot serve.
- F. Every year the Board will appoint one certified employee and one alternate to serve a one (1) year term to serve on the panel.
- G. The chairperson of the panel shall be the certified employee appointed by the Board.

All terms of panel members and alternates shall be for one (1) year and run from October 1<sup>st</sup> to September 30th. Members may be reappointed or reelected.

Conflicts of Interest: See board policy: Personnel03.18

### **THIRD PARTY OBSERVERS PROCESS**

(This process is followed if the certified school employee requests an additional evaluation following their primary evaluation)

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than **February 15** of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

### **EVALUATION FOLDER**

The evaluatee and evaluator shall each set up a school evaluation folder, which will hold the following:

- Professional Growth Plan(s) (As described in 704 KAR 3:345, Section 1)
- Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Conference Form, as required
- Summative Evaluation for Teacher/Administrators Form
- Signature Sheet

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will place in the evaluatee's folder at Central Office, the originals of the Summative Evaluation Form and all Professional Growth Plan pages created during the evaluation cycle. This form is to be considered the official copy of the evaluatee's performance report. (All KTIP and KPIP data is to be returned to the KTIP and KPIP District Coordinator(s), where it will become part of the evaluatee's folder at Central Office.)

Notes:

- (1) For areas of exceeds, meets, growth needed and does not meet, specific Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.
- (2) Prescription – Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.
- (3) **No** item regarding growth, poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**
- (4) The evaluator's notes, at his/her option, may be attached to Formative Forms. When they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.
- (5) Records retention of the school (principal's working) evaluation folder should be as follows:
  - (a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure.
  - (b) Thereafter six years, which includes data from two evaluation cycles for tenured certified employees shall be included in the folder.

### III. CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Principal and Assistant Principal in evaluatee's building, the Superintendent, Assistant Superintendent, and Program Directors.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.



# APPENDIX

# **TEACHER AND OTHER PROFESSIONALS FORMS**

**ANDERSON COUNTY SCHOOLS**  
**KENTUCKY FRAMEWORK FOR TEACHING SELF-REFLECTION - Teacher**

Name \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_

Component		Self-Assessment				Rationale
Planning and Preparation	1A – Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	I	D	A	E	
	1B – Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering That Program	I	D	A	E	
	1C – Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	I	D	A	E	
	1D – Demonstrating Knowledge of Resources Both Within and Beyond the School and District	I	D	A	E	
	1E – Planning the instructional Support Program Integrated with the Regular School Program	I	D	A	E	
	1F – Developing a Plan to Evaluate the Instructional Support Program	I	D	A	E	
The Environment	2A – Creating an Environment of Respect and Rapport	I	D	A	E	
	2B – Establishing a Culture for Instructional Improvement	I	D	A	E	
	2C – Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	I	D	A	E	
	2D – Establishing and Maintaining Norms of Behavior for Professional Interactions	I	D	A	E	
	2E – Organizing Physical Space for the Workshops or Training	I	D	A	E	
Delivery of Service	3A – Collaborating with Teachers in the Design of Instructional Units and Lessons	I	D	A	E	
	3B – Engaging Teachers in Learning New Instructional Skills	I	D	A	E	
	3C – Sharing Expertise with Staff	I	D	A	E	
	3D – Locating Resources for Teachers to Support Instructional Improvement	I	D	A	E	
	3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities	4A – Reflecting on Practice	I	D	A	E	
	4B – Preparing and Submitting Budgets and Reports	I	D	A	E	
	4C – Coordinating Work with Other Instructional Specialists	I	D	A	E	
	4D – Participating in a Professional Community	I	D	A	E	
	4E – Engaging in Professional Development	I	D	A	E	
	4F – Showing Professionalism Including Integrity and Confidentiality	I	D	A	E	

<b>Employee Signature:</b>	<b>Date:</b>
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**ANDERSON COUNTY SCHOOLS**  
**KENTUCKY FRAMEWORK FOR SPECIALISTS SELF-REFLECTION – Library Media Specialist**

Name \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_

Component		Self-Assessment				Rationale
Planning and Preparation	1A – Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
	1B – Demonstrating Knowledge of Students	I	D	A	E	
	1C – Supporting Instructional Goals	I	D	A	E	
	1D – Demonstrating Knowledge and Use of Resources	I	D	A	E	
	1E – Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
	1F – Collaborating in the Design of Instructional Experiences	I	D	A	E	
The Environment	2A – Creating an Environment of Respect and Rapport	I	D	A	E	
	2B – Establishing a Culture for Learning	I	D	A	E	
	2C – Managing Library Procedures	I	D	A	E	
	2D – Managing Student Behavior	I	D	A	E	
	2E – Organizing Physical Space	I	D	A	E	
Delivery of Service	3A – Communicating Clearly and Accurately	I	D	A	E	
	3B – Using Questioning and Research Techniques	I	D	A	E	
	3C – Engaging Students in Learning	I	D	A	E	
	3D – Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
	3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities	4A – Reflecting on Practice	I	D	A	E	
	4B – Maintaining Accurate Records	I	D	A	E	
	4C – Communicating with School Staff and Community	I	D	A	E	
	4D – Participating in a Professional Community	I	D	A	E	
	4E – Growing and Developing Professionally	I	D	A	E	
	4F – Collection Development and Maintenance	I	D	A	E	
	4G – Managing the Library Budget	I	D	A	E	
	4H – Managing Personnel	I	D	A	E	
	4I – Professional Ethics	I	D	A	E	

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

Name \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_

Component		Self-Assessment				Rationale
Planning and Preparation	1A – Demonstrating Knowledge of Counseling Theory and Techniques	I	D	A	E	
	1B – Demonstrating Knowledge of Child and Adolescent Development	I	D	A	E	
	1C – Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	I	D	A	E	
	1D – Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District	I	D	A	E	
	1E – Plan in the Counseling Program Integrated with the Regular School Program	I	D	A	E	
	1F – Developing a Plan to Evaluate the Counseling Program	I	D	A	E	
The Environment	2A – Creating an Environment of Respect and Rapport	I	D	A	E	
	2B – Establishing a Culture for Productive Communication	I	D	A	E	
	2C – Managing Routines and Procedures	I	D	A	E	
	2D – Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	I	D	A	E	
	2E – Organizing Physical Space	I	D	A	E	
Delivery of Service	3A – Assessing Student Needs	I	D	A	E	
	3B – Assisting Students and Teachers in the Formulation of Academic, Personal, Social and Career Plans Based on Knowledge of Student Needs	I	D	A	E	
	3C – Using Counseling Techniques in Individual and Classroom Programs	I	D	A	E	
	3D – Brokering Resources to Meet Needs	I	D	A	E	
	3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities	4A – Reflecting on Practice	I	D	A	E	
	4B – Maintaining Records and Submitting Them in a Timely Fashion	I	D	A	E	
	4C – Communicating with Families	I	D	A	E	
	4D – Participating in a Professional Community	I	D	A	E	
	4E – Engaging in Professional Development	I	D	A	E	
	4F – Showing Professionalism	I	D	A	E	

<b>Employee Signature:</b>	<b>Date:</b>
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**ANDERSON COUNTY SCHOOLS**  
**KENTUCKY FRAMEWORK FOR SPECIALISTS SELF-REFLECTION – Speech Pathologist**

Name \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_

Component		Self-Assessment				Rationale
Planning and Preparation	1A – Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	I	D	A	E	
	1B – Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	I	D	A	E	
	1C – Demonstrating Knowledge of District, State and Federal Regulations and Guidelines	I	D	A	E	
	1D – Demonstrating Knowledge of Resources Both Within and Beyond the School and District	I	D	A	E	
	1E – Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students	I	D	A	E	
	1F – Developing a Plan to Evaluate the Therapy Program	I	D	A	E	
The Environment	2A – Establishing Rapport with Students	I	D	A	E	
	2B – Organizing Time Effectively	I	D	A	E	
	2C – Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	
	2D – Establishing Standards of Conduct in the Treatment Center	I	D	A	E	
	2E – Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E	
Delivery of Service	3A – Responding to Referrals and Evaluating Student Needs	I	D	A	E	
	3B – Developing and implementing Treatment Plans to Maximize Student's Success	I	D	A	E	
	3C – Communicating with Families	I	D	A	E	
	3D – Collecting Information; Writing Reports	I	D	A	E	
	3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities	4A – Reflecting on Practice	I	D	A	E	
	4B – Collaborating with Teachers and Administrators	I	D	A	E	
	4C – Maintaining an Effective Data Management System	I	D	A	E	
	4D – Participating in a Professional Community	I	D	A	E	
	4E – Engaging in Professional Development	I	D	A	E	
	4F – Showing Professionalism Including Integrity Advocacy and Maintaining Confidentiality	I	D	A	E	

Employee Signature: _____	Date: _____
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**ANDERSON COUNTY SCHOOLS  
PROFESSIONAL GROWTH PLAN - Teacher**

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

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:



### Mid-Year Review - Progress Toward Professional Growth Goal

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

Teacher Signature:	Date:
Administrator Signature:	Date:

### Summative Reflection - Level of Attainment for Professional Growth Goal

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

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS  
PROFESSIONAL GROWTH PLAN – Other Professionals**

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

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

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

### Mid-Year Review - Progress Toward Professional Growth Goal

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

Teacher Signature:	Date:
Administrator Signature:	Date:

### Summative Reflection - Level of Attainment for Professional Growth Goal

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

Next Steps:

Teacher Signature:	Date:
Administrator Signature:	Date:

# ANDERSON COUNTY SCHOOLS

## STUDENT GROWTH GOAL – Teacher and Other Professionals

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

**Teacher/Other Professional:** Click here to enter text.

**Date:** Click here to enter text.

**School:** Click here to enter text.

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

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

**ANDERSON COUNTY SCHOOLS  
PRE-OBSERVATION – Teacher**

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

**Pre-Observation Conference**

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

Teacher Signature:	Date:
Administrator Signature:	Date:

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

<b>Other Professional</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

**Pre-Observation Conference**

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

<b>Other Professional Signature:</b>	<b>Date:</b>
<b>Administrator Signature:</b>	<b>Date:</b>

**ANDERSON COUNTY SCHOOLS  
FORMATIVE MINI-OBSERVATION - Teacher**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS  
FORMATIVE FULL OBSERVATION - Teacher**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

Teacher Signature:	Date:
Administrator Signature:	Date:



**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE MINI-OBSERVATION FORM – Instructional Coach**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE FULL OBSERVATION – Instructional Coach**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE MINI-OBSERVATION FORM – Library Media Specialist**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

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

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

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

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

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

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

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

**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE FULL OBSERVATION – School Guidance Counselor/Social Worker**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

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

**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE MINI-OBSERVATION FORM – Speech Pathologist**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

Speech Pathologist Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE FULL OBSERVATION – Speech Pathologist**

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

*Evaluator's Formative Observation Rating:*

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

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

Speech Pathologist Signature:	Date:
Administrator Signature:	Date:



**ANDERSON COUNTY SCHOOLS  
PEER OBSERVATION**

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

<b>Date of Pre-Observation Conference</b>	
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<b>Date of Observation</b>	
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<b>Date of Post-Conference</b>	
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Teacher Signature:	Date:
Peer Observer Signature:	Date:

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

**ANDERSON COUNTY SCHOOLS  
SUMMATIVE EVALUATION -Teacher**

<b>Employee's Name</b>										
<b>School</b>										
<b>School Year</b>										
<b>Supervisor</b>										
<b>Date</b>										

Overall Performance Category	Circle One					CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY		
	EXEMPLARY					PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
	ACCOMPLISHED					Exemplary	High OR Expected	EXEMPLARY
							Low	ACCOMPLISHED
	DEVELOPING					Accomplished	High	EXEMPLARY
							Expected	ACCOMPLISHED
	INEFFECTIVE						Low	DEVELOPING
						Developing	High	ACCOMPLISHED
		Expected or Low		DEVELOPING				
	Ineffective	High		DEVELOPING				
	Expected or Low		INEFFECTIVE					

Overall Professional Practice Rating	Circle One					CRITERIA FOR DETERMINING A TEACHER'S OVERALL PROFESSIONAL PRACTICE RATING	
	EXEMPLARY					IF...	THEN...
	ACCOMPLISHED					Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
						Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
	DEVELOPING					Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
						Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
INEFFECTIVE							

					Circle one for each domain		Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Domain 1: Planning and Preparation	I	D	A	E				
Domain 2: Classroom Environment	I	D	A	E				
Domain 3: Instruction	I	D	A	E				
Domain 4: Professional Responsibilities	I	D	A	E				
							Two Domains are rated ACCOMPLISHED and two Domains are rate EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Overall Student Growth	Circle one				COMBINED STUDENT GROWTH RATING		
	HIGH				Local Student Growth Goal Rating	State Student Growth Goal Rating	Overall Student Growth Goal Rating
	EXPECTED				High	High	High
						Expected	High
						Low	Expected
	LOW				Expected	High	High
						Expected	Expected
						Low	Expected
					Low	High	Expected
						Expected	Expected
					Low	Low	

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

☐ Professional Growth Plan reviewed.

☐ I agree with this evaluation.

☐ I disagree with this evaluation.

Teacher Signature:	Date:
Administrator Signature:	Date:

☐ Recommended for re-employment

☐ Not recommended for re-employment

**ANDERSON COUNTY SCHOOLS**  
**SUMMATIVE EVALUATION – Other Professionals**

<b>Employee's Name</b>										
<b>School</b>										
<b>School Year</b>										
<b>Supervisor</b>										
<b>Date</b>										

Overall Performance Category	Circle One				CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY		
	EXEMPLARY				PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
	ACCOMPLISHED				Exemplary	High OR Expected	EXEMPLARY
						Low	ACCOMPLISHED
	DEVELOPING				Accomplished	High	EXEMPLARY
						Expected	ACCOMPLISHED
	INEFFECTIVE					Low	DEVELOPING
					Developing	High	ACCOMPLISHED
		Expected or Low	DEVELOPING				
	Ineffective	High	DEVELOPING				
		Expected or Low	INEFFECTIVE				

Overall Professional Practice Rating	Circle One				CRITERIA FOR DETERMINING A TEACHER'S OVERALL PROFESSIONAL PRACTICE RATING	
	EXEMPLARY				IF...	THEN...
	ACCOMPLISHED				Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
					Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
	DEVELOPING				Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
					Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
	INEFFECTIVE					
	<b>Circle one for each domain</b>					
Domain 1: Planning and Preparation	I	D	A	E	Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Domain 2: The Environment	I	D	A	E		
Domain 3: Delivery of Service	I	D	A	E		
Domain 4: Professional Responsibilities	I	D	A	E		

Summative Student Growth Goal Rating	Circle one				Summative Cycle Overall Local Student Growth Rating	
	HIGH				High	2.50 – 3.0
					Expected	1.50 – 2.49
					Low	1.0 – 1.49
	EXPECTED					
					Student Growth Rating	Numerical Point Value
					High	3
	LOW				Expected	2
					Low	1
	Growth Rating	Point Value	Weight	Total		
Current Year					<b>Three Years of Data</b>	<b>Weight</b>
Prior Year					Current Year	50%
Prior Year					Prior Year	25%
<b>Summative Cycle Overall Local Student Growth Rating</b>					Prior Year	25%
					<b>Two Years of Data</b>	<b>Weight</b>
					Current Year	50%
					Prior Year	50%

Student Growth – Local Contribution	Circle one	GROWTH TARGET RATING		
		Low	Expected	High
Instructions: Based on Local Student Growth use table to determine growth target rating.	HIGH	≤ 74% of students meet growth target	All students make measureable growth with 75% - 89% of students meeting growth target	All students make measureable growth with ≥ 90% of students meeting growth target
	EXPECTED			
	LOW			

☐ Professional Growth Plan reviewed.

☐ I agree with this evaluation.

☐ I disagree with this evaluation.

Other Professional Signature:	Date:
Administrator Signature:	Date:

☐ Recommended for re-employment

☐ Not recommended for re-employment

# **PRINCIPALS AND ASSISTANT PRINCIPALS FORMS**

**ANDERSON COUNTY SCHOOLS**  
**REFLECTIVE PRACTICE, STUDENT GROWTH, AND PROFESSIONAL GROWTH PLAN**  
**Principals and Assistant Principals**

<b>Principal</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

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

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

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

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

### Part B-1: State Student Growth

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

### Part B-2: Local Student Growth

<b>Local Student Growth Goal Statement</b> <i>(Based on School Need)</i>		
<b>Process or Rubric for Determining High, Expected or Low Growth</b>		
<b>Principal's Student Growth Plan</b> <i>This plan will outline what the <b>principal</b> will do to impact the student growth goal.  (Should be different than the school CSIP plan strategies/actions)</i>		
<b>Strategies/Actions</b> What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?

### Part C: Principal's TELL Kentucky Working Conditions Goal

#### Target Question(s) from TELL Kentucky Results:

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

#### Target Performance Standard:

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



**Working Conditions Growth Goal Statement:**

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

**Working Conditions Growth Goal Rubric:**

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
Less than 50% agreement	50%-64% agreement	65%-79% agreement	80% and above

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

**Part D: Professional Growth & Effectiveness Data Reflection**

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

**Other Information on which to Reflect**

**Survey Results**    ☐ VAL-ED 360    ☐ Other: \_\_\_\_\_

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

**Questions to Consider:**

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

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

Data Selected	Results

**Questions to Consider:**

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

**Part E: Connecting Priority Growth Needs to Professional Growth Planning**

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

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

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

<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent's Signature:</b>	<b>Date:</b>

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

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Principal's Superintendent

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

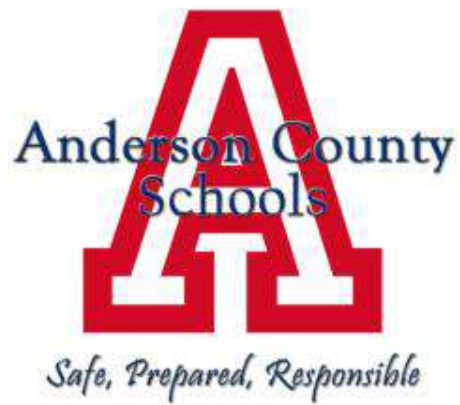
<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent's Signature:</b>	<b>Date:</b>

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

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

<b>Next Steps:</b>

<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent's Signature:</b>	<b>Date:</b>



# PRINCIPAL SITE VISIT

\_\_\_\_\_(YEAR)

This form may be used by the evaluator in conducting the Principal Site Visit and Interview.

Kentucky  
Principal  
Growth and  
Effectiveness  
System

**Performance Standard 1. Instructional Leadership**

***The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.***

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

- ☐ Please describe any innovative and effective leadership strategies that you have used this year.
- ☐ What opportunities have you created this year for collaboration among teachers?
- ☐ How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?
- ☐ How do you make sure curriculum standards are taught by the teachers and mastered by the students?
- ☐ How do you monitor teachers' performance and provide constructive feedback to them?
- ☐ What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
- ☐ How do you involve the expertise of teacher leaders?

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

**Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 2: School Climate**

***The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.***

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child /student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

- ☐ Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.
- ☐ Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.
- ☐ What are the strategies you use to nurture and sustain a climate of trust in your school?
- ☐ Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
- ☐ What are the internal and external factors that you perceive are affecting your school?
- ☐ How have you strived this year to make the school environment more academically rigorous?

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

***Principal's Response(s):***

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators :** Examples may include, but are not limited to:

**The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

- ☐ Please give examples of ways you have helped your teachers and staff to become more effective this year.
- ☐ Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
- ☐ In what ways do you support the achievements of high-performing teachers?
- ☐ How do you ensure new teachers and staff receive the support they need during their first year?
- ☐ How do you foster an atmosphere of professional learning among staff?
- ☐ What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

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

**Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal:** Indicate contributor with an (E) or (P).

**Evaluator's Feedback:**

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

- ☐ Please explain the ways in which you have demonstrated proactive decision-making this year.
- ☐ Please provide an example of how you have been able to maximize your available resources.
- ☐ How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- ☐ What information is used to inform the decisions related to organizational management?
- ☐ Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
- ☐ What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.	The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	<b>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, or use of resources.</b>	The principal excels at organizational management, demonstrating proactive decisionmaking, coordinating efficient operations, and maximizing available resources.
<b>Principal's Response(s):</b>			
<b>Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>			
<b>Evaluator's Feedback:</b>			



**Performance Standard 5: Communication and Community Relations**

***The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.***

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Suggested Guiding Questions/Prompts:**

- ☐ Please describe how you promote the success of all students through communication.
- ☐ How do you engage in open dialogue with multiple stakeholders from the larger school community?
- ☐ How do you involve parents and families in student learning?
- ☐ How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
- ☐ Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.	The principal demonstrates <b>inconsistently</b> and/or <b>infrequently</b> collaborates with stakeholders.	<b>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</b>	The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.
<b>Principal's Response(s):</b>			
<b>Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).</b>			
<b>Evaluator's Feedback:</b>			

**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Suggested Guiding Questions/Prompts:**

- ☐ Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
- ☐ How do you communicate professional beliefs and values to all stakeholders?
- ☐ Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- ☐ What professional learning have you sought out this year?
- ☐ In what ways have you observed a change in your role as a school leader and your leadership style?
- ☐ In what ways do you take an active role in professional organizations?

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

**Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Principal's Name:** \_\_\_\_\_

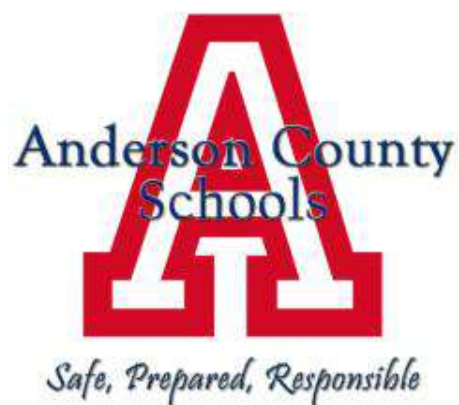
**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Superintendent's Name:** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

[Back to TOC](#)

Revised July 2015



# ASSISTANT PRINCIPAL OBSERVATION

\_\_\_\_\_(YEAR)

This form may be used by the evaluator in conducting the Assistant Principal Observation.

Kentucky  
Principal  
Growth and  
Effectiveness  
System

**Performance Standard 1. Instructional Leadership**

***The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.***

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

- ☐ Please describe any innovative and effective leadership strategies that you have used this year.
- ☐ What opportunities have you created this year for collaboration among teachers?
- ☐ How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?
- ☐ How do you make sure curriculum standards are taught by the teachers and mastered by the students?
- ☐ How do you monitor teachers' performance and provide constructive feedback to them?
- ☐ What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
- ☐ How do you involve the expertise of teacher leaders?

**Assistant Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 2: School Climate**

***The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.***

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child /student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

- ☐ *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- ☐ *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- ☐ *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- ☐ *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- ☐ *What are the internal and external factors that you perceive are affecting your school?*
- ☐ *How have you strived this year to make the school environment more academically rigorous?*

**Assistant Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 3: Human Resources Management**

***The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.***

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

- ☐ Please give examples of ways you have helped your teachers and staff to become more effective this year.
- ☐ Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
- ☐ In what ways do you support the achievements of high-performing teachers?
- ☐ How do you ensure new teachers and staff receive the support they need during their first year?
- ☐ How do you foster an atmosphere of professional learning among staff?
- ☐ What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

**Assistant Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

- ☐ Please explain the ways in which you have demonstrated proactive decision-making this year.
- ☐ Please provide an example of how you have been able to maximize your available resources.
- ☐ How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- ☐ What information is used to inform the decisions related to organizational management?
- ☐ Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
- ☐ What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?

**Assistant Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Suggested Guiding Questions/Prompts:**

- ☐ Please describe how you promote the success of all students through communication.
- ☐ How do you engage in open dialogue with multiple stakeholders from the larger school community?
- ☐ How do you involve parents and families in student learning?
- ☐ How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
- ☐ Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

**Assistant Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**



**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Suggested Guiding Questions/Prompts:**

- ☐ Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
- ☐ How do you communicate professional beliefs and values to all stakeholders?
- ☐ Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- ☐ What professional learning have you sought out this year?
- ☐ In what ways have you observed a change in your role as a school leader and your leadership style?
- ☐ In what ways do you take an active role in professional organizations?

**Assistant Principal's Response(s):**

**Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Assistant Principal's Name:** \_\_\_\_\_

**Assistant Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal's Name:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE EVALUATION – Principal and Assistant Principal**

<b>Director</b>	
<b>EPSB ID# (if applicable)</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Date</b>	

Performance Standards	Performance Level				Evidence
1: Instructional Leadership	I	D	A	E	
2: School Climate	I	D	A	E	
3: Human Resources Management	I	D	A	E	
4: Organizational Management	I	D	A	E	
5: Communication and Community Relations	I	D	A	E	
6: Professionalism	I	D	A	E	

☐ **Professional Growth Plan Reviewed**

☐ **I agree with this evaluation.**

☐ **I disagree with this evaluation.**

**Principal/Assistant Principal Comments:**

**Superintendent Comments:**

Principal/Assistant Principal Signature:	Date:
Superintendent Signature:	Date:

# ANDERSON COUNTY SCHOOLS

## SUMMATIVE EVALUATION – Principal and Assistant Principal

<b>Employee's Name</b>										
<b>School</b>										
<b>School Year</b>										
<b>Supervisor</b>										
<b>Date</b>										

Overall Performance Category	Circle One	CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE CATEGORY			
Instructions: Based on the Professional Practice Rating and Student Growth Rating, use table to determine Overall Performance Category.	EXEMPLARY	PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY	
	ACCOMPLISHED	Exemplary	High OR Expected	EXEMPLARY	
			Low	ACCOMPLISHED	
	DEVELOPING	Accomplished	High	EXEMPLARY	
			Expected	ACCOMPLISHED	
	INEFFECTIVE	Developing	Low	DEVELOPING	
			High	ACCOMPLISHED	
		Ineffective	Expected OR Low	DEVELOPING	
	Ineffective	Low, Expected OR High	INEFFECTIVE		

Overall Professional Practice Rating	Circle One	CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S OVERALL PRACTICE RATING				
Instructions: Consider Working Conditions Goal. Select the performance level for each performance standard. Use the table to determine Overall Professional Practice Rating.	EXEMPLARY	IF...		THEN...		
	ACCOMPLISHED					
	DEVELOPING	Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective		Professional Practice Rating shall be EXEMPLARY		
	INEFFECTIVE					
	Circle one for each domain					
<b>Performance Standard 1:</b> Instructional Leadership	I	D	A	E	Principal or Assistant Principal is rated Accomplished in at least four of the standards and no standard is rated Ineffective	Professional Practice Rating shall be ACCOMPLISHED
<b>Performance Standard 2:</b> School Climate	I	D	A	E		
<b>Performance Standard 3:</b> Human Resources Management	I	D	A	E	Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
<b>Performance Standard 4:</b> Organizational Management	I	D	A	E		
<b>Performance Standard 5:</b> Communication and Community Relations	I	D	A	E	Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be INEFFECTIVE
<b>Performance Standard 6:</b> Professionalism	I	D	A	E		

Working Conditions Goal	I	D	A	E	WORKING CONDITIONS GROWTH GOAL			
	I	D	A	E	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
					Below established baseline	Below 10% of WC Growth Goal without going below established baseline	Meets goal within 10% or 80 – 90% staff agreement on identified goal	Above goal or 90% or above staff agreement on identified goal

<b>Overall Student Growth</b>  Instructions: Based on the Summative Student Growth Rating and the State Student Growth Rating use the table to determine the Combined Student Growth Rating	<b>Circle one</b>  HIGH  EXPECTED  LOW		<b>COMBINED STUDENT GROWTH RATING</b>					
			Local Student Growth Goal Rating	State Student Growth Goal Rating	Overall Student Growth Goal Rating			
			High	High	High			
				Expected	High			
				Low	Expected			
			Expected	High	High			
				Expected	Expected			
				Low	Expected			
			Low	High	Expected			
				Expected	Expected			
Low	Low							
<b>Summative Student Growth Goal Rating</b>  Instructions: Based on Local Student Growth Target Rating for up to three years of data, assign numerical point values and weight years using tables. Calculate and use tables to determine Summative Cycle Overall Student Growth Rating		<b>Circle one</b>  HIGH  EXPECTED  LOW		<b>Summative Cycle Overall Local Student Growth Rating</b>				
				High	2.50 – 3.0			
				Expected	1.50 – 2.49			
				Low	1.0 – 1.49			
				<b>Summative Growth Rating</b>				
				High	3			
				Expected	2			
				Low	1			
				Growth Rating	Point Value	Weight	Total	
				Current Year				
Prior Year								
Prior Year								
<b>Summative Cycle Overall Local Student Growth Rating</b>								
				<b>Three Years of Data</b>				
				Current Year	50%			
				Prior Year	25%			
				Prior Year	25%			
				<b>Two Years of Data</b>				
				Current Year	50%			
				Prior Year	50%			
				<b>Student Growth – Local Contribution</b>		<b>Circle one</b>  HIGH  EXPECTED  LOW		<b>LOCAL CONTRIBUTION</b>
Low	Expected	High						
No forward progress or progress declines	Meets goal or forward progress toward goal	Exceeds goal						
<b>Student Growth - State Contribution</b>		<b>Circle one</b>  HIGH  EXPECTED  LOW		<b>STATE CONTRIBUTION</b>				
Low	Expected			High				
No forward progress or progress declines	Meets goal or forward progress toward goal			Exceeds goal				

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

Principal/Assistant Principal Signature:	Date:
Superintendent/Principal Signature:	Date:

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

# **DISTRICT CERTIFIED PERSONNEL FORMS**

**ANDERSON COUNTY SCHOOLS  
REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING  
DISTRICT CERTIFIED PERSONNEL**

<b>Employee's Name</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Supervisor</b>	
<b>Date</b>	

**Instructions: Reflect on your strengths and areas of growth using the standards below. Provide a rating of (I – Ineffective; D – Developing, A – Accomplished, E – Exemplary) for each performance that is assigned by the superintendent. Provide a rationale for strength areas and/or growth areas. (Superintendent and employee will determine which standards will be used in the evaluation and which standards are N/A.)**

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

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

4C	Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions	G	D	A	E	N/A	
4D	Uses data to create and maintain a positive work environment	G	D	A	E	N/A	
4E	Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs	G	D	A	E	N/A	
4F	Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations	G	D	A	E	N/A	
<b>Domain 5: Managerial Leadership</b>							
5A	Prepares and oversees a budget that aligns resources with the district's vision and needs	G	D	A	E	N/A	
5B	Collaborates with the superintendent to identify and plan for facility and technology needs	G	D	A	E	N/A	
5C	Assists superintendent in continually assessing programs and resource allocation	G	D	A	E	N/A	
5D	Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	G	D	A	E	N/A	
5E	Builds consensus and resolves conflicts effectively	G	D	A	E	N/A	
5F	Assures an effective system of district-wide communication	G	D	A	E	N/A	
5G	Continually assesses the system in place that ensures the safety of students and staff	G	D	A	E	N/A	
5H	Works with local and state agencies to develop and implement emergency plans	G	D	A	E	N/A	
<b>Domain 6: Collaborative Leadership</b>							
6A	Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools	G	D	A	E	N/A	
6B	Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success	G	D	A	E	N/A	
6C	Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school	G	D	A	E	N/A	
6D	Assists the superintendent in implementing proactive partnerships that remove barriers thus ensuring all students have access to	G	D	A	E	N/A	



college/career courses in high school						
<b>Domain 7: Influential Leadership</b>						
7A Understands the political systems involving the district	G	D	A	E	N/A	
7B Defines, understands, and communicates the impact on proposed legislation	G	D	A	E	N/A	
7C Applies laws, policies, and procedures fairly, wisely and considerately	G	D	A	E	N/A	
7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	G	D	A	E	N/A	
7E Accesses local, state and national political systems to provide input on critical educational issues	G	D	A	E	N/A	

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

<b>Employee Signature:</b>  	<b>Date:</b>  
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**ANDERSON COUNTY SCHOOLS**  
**SELF-REFLECTION – School Psychologist**

Name \_\_\_\_\_ Date \_\_\_\_\_ School Year \_\_\_\_\_

Component		Self-Assessment				Rationale
Planning and Preparation	1A – Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	I	D	A	E	
	1B – Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	I	D	A	E	
	1C – Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served	I	D	A	E	
	1D – Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District	I	D	A	E	
	1E – Plan in the Psychology Program Integrated with the Regular School Program to Meet the Needs of Individual Students and Including Prevention	I	D	A	E	
	1F – Developing a Plan to Evaluate the Psychology Program	I	D	A	E	
The Environment	2A – Establishing Rapport With Students	I	D	A	E	
	2B – Establishing a Culture for Positive Mental Health Throughout the School	I	D	A	E	
	2C – Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	
	2D – Establishing Standards of Conduct In the Testing Center	I	D	A	E	
	2E – Organizing Physical Space for Testing the Students and Storage of Materials	I	D	A	E	
Delivery of Service	3A – Responding to Referrals Consulting with Teachers and Administrators	I	D	A	E	
	3B – Evaluating Student Needs and Compliance with National Association of School Psychologists NASP Guidelines	I	D	A	E	
	3C – Chairing Evaluation Team	I	D	A	E	
	3D – Planning Interventions to Maximize Student's Likelihood of Success	I	D	A	E	
	3E – Maintaining Contact with Physicians and Community Mental Health Service Providers	I	D	A	E	
	3F – Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities	4A – Reflecting on Practice	I	D	A	E	
	4B – Communicating with Families	I	D	A	E	
	4C – Maintaining Accurate Records	I	D	A	E	
	4D – Participating in a Professional Community	I	D	A	E	
	4E – Engaging in Professional Development	I	D	A	E	
	4F – Showing Professionalism	I	D	A	E	

<b>Employee Signature:</b> _____	<b>Date:</b> _____
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**ANDERSON COUNTY SCHOOLS  
PROFESSIONAL GROWTH PLAN – DISTRICT CERTIFIED PERSONNEL**

<b>Director</b>	
<b>EPSB ID# (if applicable)</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Date</b>	

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

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

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

Superintendent Signature:		Date:
<b>Summative Reflection - Level of Attainment for Professional Growth Goal</b>		
<b>Date</b>	<b>End of Year Reflection</b>	
	The target was:    ____ Achieved    ____ Revised    ____ Continued	
Director Signature:		Date:
Superintendent Signature:		Date:
<b>Next Steps:</b>		
Director Signature:		Date:
Superintendent Signature:		Date:

**ANDERSON COUNTY SCHOOLS  
FORMATIVE EVALUATION  
DISTRICT CERTIFIED PERSONNEL – Central Office Director**

<b>Director</b>	
<b>EPSB ID# (if applicable)</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Date</b>	

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

☐ Professional Growth Plan reviewed.

☐ I agree with this evaluation.

☐ I disagree with this evaluation.

**Director Comments:**

**Superintendent Comments:**

Director Signature:	Date:
Superintendent Signature:	Date:

**ANDERSON COUNTY SCHOOLS  
SUMMATIVE EVALUATION – DISTRICT CERTIFIED PERSONNEL – Central Office Director**

<b>Director</b>	
<b>EPSB ID# (if applicable)</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Date</b>	

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

\* Any rating in the “Growth Needed” column requires the development of an Individual Corrective Action Plan

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

Director Signature:	Date:
Superintendent Signature:	Date:

☐ Meets standards for re-employment
 ☐ Does not meet standards for re-employment

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**ANDERSON COUNTY SCHOOLS**  
**FORMATIVE OBSERVATION – School Psychologist**

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

*Evaluator's Formative Observation Rating:*

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
2A – Establishing Rapport With Students	I	D	A	E	3A – Responding to Referrals Consulting with Teachers and Administrators	I	D	A	E
2B – Establishing a Culture for Positive Mental Health Throughout the School	I	D	A	E	3B – Evaluating Student Needs and Compliance with National Association of School Psychologists NASP Guidelines	I	D	A	E
2C – Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	3C – Chairing Evaluation Team	I	D	A	E
2D – Establishing Standards of Conduct In the Testing Center	I	D	A	E	3D – Planning Interventions to Maximize Student's Likelihood of Success	I	D	A	E
2E – Organizing Physical Space for Testing the Students and Storage of Materials	I	D	A	E	3E – Maintaining Contact with Physicians and Community Mental Health Service Providers	I	D	A	E

<b>Areas of Strength</b>	
<b>Areas of Growth</b>	
<b>Evaluator Comments</b>	
<b>Evaluatee Comments</b>	

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

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

School Psychologist Signature:	Date:
supervisor Signature:	Date:



**ANDERSON COUNTY SCHOOLS**  
**SUMMATIVE EVALUATION – DISTRICT CERTIFIED PERSONNEL – School Psychologist**

<b>Director</b>	
<b>EPSB ID# (if applicable)</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Date</b>	

Performance Standards	Performance Level				Evidence
1: Planning and Preparation	I	D	A	E	
2: The Environment	I	D	A	E	
3: Delivery of Service	I	D	A	E	
4: Professional Responsibilities	I	D	A	E	

\* Any rating in the “Ineffective” column requires the development of an Individual Corrective Action Plan

<input type="checkbox"/> Professional Growth Plan reviewed. <input type="checkbox"/> I agree with this evaluation. <input type="checkbox"/> I disagree with this evaluation.	School Psychologist Comments:  Supervisor Comments:
--	---

School Psychologist Signature:	Date:
Supervisor Signature:	Date:

☐ Meets standards for re-employment

☐ Does not meet standards for re-employment



## **OTHER RESOURCES**



## ANDERSON COUNTY SCHOOLS RIGOR RUBRIC

Structure of the Goal		
Requirements	Acceptable	Needs Revision
<p><i>The student growth goal:</i></p> <p>Follows the S.M.A.R.T. goal format (Specific, Measurable, Appropriate, Realistic, Time-bound)</p> <p>Focuses on a standards-based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students' abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Identifies appropriate measure(s) allowing for consistent and comparable base-line, mid-course, and end of year/course data collection</p> <p>Explicitly states year-long/course-long interval of instruction</p>	<p><i>If the student growth goal:</i></p> <p>Includes all elements of the S.M.A.R.T. goal format</p> <p>Focuses on a standards-based enduring skill</p> <p>Identifies a specific area of need related to the enduring skill</p> <p>Includes a growth target for ALL students <b>and</b> proficiency target that establishes the mastery expectation for students</p> <p>Identifies measure(s) for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed</p> <p>Specifies a year-long/course-long interval of instruction</p>	<p><i>If the student growth goal:</i></p> <p>Does not include all elements of the S.M.A.R.T. goal format</p> <p>Contains a skill that is not standards-based or does not match enduring skill criteria</p> <p>Does not identify a specific area of need, or the area of need is not related to the enduring skill</p> <p>Is missing one of the targets or fails to differentiate expected performance</p> <p>Fails to identify measure for data collection, or the measure is not well-matched to the skill being assessed.</p> <p>Fails to specify an interval of instruction, or the interval is less than year-long/course-long</p>
Rigor of the Goal		
Requirements	Acceptable	Needs Revision
<p><i>The student growth goal:</i></p> <p>Is congruent to KCAS grade level standards for which it was developed</p> <p>Baseline/pre-assessment and other data justify the selection of the enduring skill and specific area of need</p> <p>Baseline/pre-assessment and other data justify the selection of the growth and proficiency targets</p> <p>The growth and proficiency targets are challenging for students, but attainable with support</p> <p>The identified measurement instrument(s) allows for students to demonstrate where they are in meeting or exceeding the intent of the standard(s) being assessed</p>	<p><i>If the student growth goal:</i></p> <p>Is congruent and appropriate for grade level/content area standards</p> <p>Selection of the enduring skill and specific area of need is supported by multiple data sources for current students</p> <p>Selection of the growth and proficiency targets is supported by multiple data sources for current students</p> <p>The growth and proficiency targets are attainable but stretch the outer bounds of what is attainable.</p> <p>The identified measures allow students to demonstrate their competency in performing at the level intended in the standards being assessed</p>	<p><i>If the student growth goal:</i></p> <p>Is not congruent or it is congruent to content but not grade level standards</p> <p>Selection of the enduring skill and specific area of need is supported by only one data source for current students, or no data were use</p> <p>Selection of the growth and proficiency targets is supported by one data source for current students, or no data were used</p> <p>The growth and proficiency targets are not achievable or the targets are achievable but fail to stretch attainability expectations</p> <p>The identified measures only allow students to demonstrate competency of a portion or none of the aspects of the standards being assessed</p>
Comparability of Data		
Requirements	Acceptable	Needs Revision
<p><i>Data collected for the student growth goal:</i></p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills</p>	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Reflects collaboration on the development of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed</p>	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Does not reflect common criteria used to determine progress</p>

# ANDERSON COUNTY SCHOOLS STUDENT GROWTH GOAL WORKSHEET

[illegible]

## PRINCIPAL PERFORMANCE STANDARDS

The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.**

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards that guide the performance of the principal. The PPGES provides principals with an assessment of their performance on these standards as viewed through Student Growth, Val-Ed and Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. While decisions around summative ratings have not been made at this time, principals will eventually receive their summative rating based on the measures. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's performance.

### **Performance Standard 1: Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.



**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long- and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**ANDERSON COUNTY SCHOOLS  
APPLICATION FOR ELECTION TO MEMBERSHIP  
LOCAL EVALUATION APPEALS PANEL**

I, \_\_\_\_\_ am willing to serve as a member of the Local Evaluation Appeals Panel, if elected to do so by the District's certified employees.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

School:

Grade Level/Subject Area:

**ANDERSON COUNTY SCHOOLS  
LOCAL EVALUATION APPEALS**

This form is to be used by certified employees who want to appeal current evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Evaluation Appeals Panel by completing this form and returning it to the Chairperson of the Appeal's Panel or Superintendent within five (5) working days of the receipt of your summative evaluation.

**Name of Employee:**

**Building:**

**Title:**

**Home Address:**

**Evaluation being appealed is:**

☐ Summative

☐ Copy of Post-Observation Conference Form is attached

**Reason for Appeal:** What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet(s).

**Date you received the summative evaluation:**

**Name of Evaluator:**

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

**Employee's Signature:**

**Date:**

☐ **For appeal of summative evaluation, submit this form to the Appeals Panel chairperson and the Superintendent.**

NOTE: Evaluation records may be presented to and reviewed by the local evaluation appeals panel.

---

**Date Appeal is Filed**

**ANDERSON COUNTY SCHOOLS  
INDIVIDUAL ACTION PLAN**

<b>Employee's Name</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Supervisor</b>	
<b>Department</b>	
<b>Position</b>	
<b>Date</b>	

Domain/Component	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Monitoring Methods and Target Dates

(ATTACH MORE PAGES IF NECESSARY)

<p><b>Evaluatee's Comments:</b></p> <p><b>Evaluator's Comments:</b></p> 
--

<b>Individual Corrective Action Plan Developed:</b>		<b>Status of ICAP:</b> <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Not Achieved	
Employee Signature:	Date:	Employee Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

**ANDERSON COUNTY SCHOOLS  
INDIVIDUAL CORRECTIVE ACTION PLAN**

<b>Employee's Name</b>	
<b>Worksite/School</b>	
<b>School Year</b>	
<b>Supervisor</b>	
<b>Department</b>	
<b>Position</b>	
<b>Date</b>	

Domain/Component	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Monitoring Methods and Target Dates

(ATTACH MORE PAGES IF NECESSARY)

<p><b>Evaluatee's Comments:</b></p> <p><b>Evaluator's Comments:</b></p>
--

<b>Individual Corrective Action Plan Developed:</b>		<b>Status of ICAP:</b> <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Not Achieved	
Employee Signature:	Date:	Employee Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

## Student Voice Survey Questions for Grades 3-5

### **Support:**

1. My teacher pushes us to think hard about things we read.
2. My teacher pushes everybody to work hard.
3. In this class we have to think hard about the writing we do.

### **Transparency:**

4. In this class we learn to correct our mistakes.
5. This class is neat-everything has a place and things are easy to find.
6. My teacher explains things in very orderly ways.
7. My teacher knows when the class understands, and when we do not.

### **Understand:**

8. My teacher takes the time to summarize what we learn each day.
9. When my teacher marks my work, he/she writes on my papers to help me understand.

### **Discipline:**

10. My classmates behave the way my teacher wants them to.
11. Our class stays busy and does not waste time.
12. Student behave so badly in this class that it slows down our learning.

### **Engage:**

13. School work is interesting.
14. We have interesting homework.
15. Homework helps me learn.

### **Nurture:**

16. My teacher in this class makes me feel that s/he really cares about me.
17. If I am sad or angry, my teacher helps me feel better.
18. My teacher seems to know if something is bothering me.
19. My teacher gives us time to explain our ideas.

### **Trust:**

20. My teacher wants us to share our thoughts.
21. Students speak up and share their ideas about class work.
22. My teacher wants me to explain my answers-why I think what I think.

On the 3-5 survey, the 5 choices are labeled “no, never” “mostly not” “maybe/sometimes” “mostly yes” “yes, always”

*This survey was modified from the Tripod Survey, developed by Cambridge Education, used in the MET project. The complete survey can be found at <http://metproject.org/resources.php>*

Student Voice Survey Questions for Grades 3-5



## Student Voice Survey Questions for Grades 6-12

### **Support:**

- 23. In this class, we learn a lot almost every day.
- 24. In this class, we learn to correct our mistakes.
- 25. My teacher doesn't let people give up when the work gets hard.
- 26. In this class, my teacher accepts nothing less than our full effort.

### **Transparency:**

- 27. My teacher explains difficult things clearly.
- 28. My teacher has several good ways to explain each topic that we cover in this class.
- 29. If you don't understand something, my teacher explains it another way.
- 30. My teacher knows when the class understands, and when we do not.

### **Understand:**

- 31. My teacher checks to make sure we understand what s/he is teaching us.
- 32. The comments that I get on my work in this class help me understand how to improve.
- 33. We get helpful comments to let us know what we did wrong on assignments.

### **Discipline:**

- 34. Students in this class treat the teacher with respect.
- 35. My classmates behave the way my teacher wants them to.
- 36. Our class stays busy and does not waste time.
- 37. Student behavior in this class is under control.

### **Engage:**

- 38. I like the ways we learn in this class.
- 39. My teacher makes lessons interesting.
- 40. My teacher makes learning enjoyable.

### **Nurture:**

- 41. My teacher in this class makes me feel that s/he really cares about me.
- 42. My teacher really tries to understand how students feel about things.
- 43. My teacher seems to know if something is bothering me.

### **Trust:**

- 44. My teacher respects my ideas and suggestions.
- 45. My teacher wants us to share our thoughts.
- 46. Students speak up and share their ideas about class work.
- 47. My teacher gives us time to explain our ideas.

On the 6-12 survey, the 5 choices are labeled “totally untrue” “mostly untrue” “somewhat” “mostly true” “totally true”

*This survey was modified from the Tripod Survey, developed by Cambridge Education, used in the MET project. The complete survey can be found at <http://metproject.org/resources.php>*

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## Student Voice Survey for Other Professionals

To be used with students who have received services from: School Library Media Specialist, School counselor, Speech Therapist, School Psychologist, and School Instructional Coach.

### 3-5 grade student voice response scale & questions:

Response scale for survey questions:

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

Support through rigorous instruction.

1. The Education Professional encourages me to do my best.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

2. The Education Professional doesn't let people give up when the work gets hard.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

Transparency through effective communication styles.

3. My Education Professional knows when the students understand and when we do not.

(1) No never (2) mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

4. My Education Professional explains difficult things clearly.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

Understanding through appropriate and varied assessments.

5. The Education Professional checks to make sure I understand what we are working on.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

6. If I don't understand something, The Education Professional explains it another way. (1)

No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

Discipline through respectful learning environment.

7. All students know what they should be doing and learning when with this Education Professional.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

8. When working with the Education Professional, we stay busy and do not waste time.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

Engagement through innovative instruction.

9. When I'm with the Education Professional I learn a lot.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

10. When I'm with the Education Professional, I get to help decide how activities are done.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

Nurturing through attentive observation.

11. The Education Professional makes me feel that s/he really cares about me.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

12. If I am sad or angry, the Education Professional helps me feel better.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

Trust through teamwork.

13. I like the way the Education Professional treats me when I need help.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

14. The Education Professional wants us to share our thoughts.

(1) No never (2) Mostly not (3) Maybe sometimes (4) Mostly yes (5) Yes always

## Student Voice Survey for Other Professionals

To be used with students who have received services from: School Library Media Specialist, School counselor, Speech Therapist, School Psychologist, or School Instructional Coach.

### 6-12 grade OPGES Student Voice response scale & questions Response scale for survey questions:

(1) Totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

Support through rigorous instruction.

1. When working with the Education Professional, we learn to correct our mistakes.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

2. The Education Professional in this learning environment encourages me to do my best.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

Transparency through effective communication styles.

3. My Education Professional knows when the students understand, and when we do not.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

4. My Education Professional explains difficult things clearly.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

Understanding through appropriate and varied assessments.

5. The Education Professional checks to make sure I understand what we are working on.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

6. I get helpful comments from the Education Professional to let me know what I did wrong on activities.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

Discipline through respectful learning environment.

7. All students know what they should be doing and learning when with this Education Professional.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

8. Students in this location treat the Education Professional with respect.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

Engagement through innovative instruction.

9. The Education Professional encourages me to become a better thinker.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

10. What I am learning with this Education Professional will help me in my life.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

Nurturing through attentive observation.

11. The Education Professional makes me feel that s/he really cares about me.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

12. The Education Professional seems to believe in my ability.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

Trust through teamwork.

13. The Education Professional respects my ideas and suggestions.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

14. The Education Professional wants us to share our thoughts.

(1) totally untrue (2) mostly untrue (3) somewhat (4) mostly true (5) totally true

**ANDERSON COUNTY SCHOOLS  
CERTIFIED EVALUATION PLAN  
SIGNATURE PAGE**

My signature below indicates that:

- I have been given access to an electronic copy and have been notified that I may request a hard copy of the Anderson County Schools Certified Evaluation Plan Revised 2016.
- The evaluation process has been explained to me and I understand the components of the process.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Certified Employee Signature

\_\_\_\_\_  
School

\_\_\_\_\_  
Date