



*“Striving for Excellence: No Exceptions, No Excuses”*

**Graves County Schools  
Certified Personnel  
Evaluation Plan and  
Procedures**

**Evaluation Contact Person**

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

**Abbie Morris, Supervisor of Secondary Instruction**

2290 State Route 121 North

Mayfield, KY 42066

[abbie.morris@graves.kyschools.us](mailto:abbie.morris@graves.kyschools.us)

Phone: (270) 328-1545

Fax: (270) 328-1561

**Certified Evaluation Plan Review Committee**

*Teachers*

Craig Fuqua, Graves County Middle

Alex Richards, Graves County High

Michele Handegan, Symsonia Elementary

Kristin Ballard, Fancy Farm Elementary

Monica Wiggins, Wingo Elementary

*Administrators*

Wesley Johnson, Human Resource Director

Alison Gregory, Graves County High Principal

Jonathan Miller, Graves County Middle Principal

Stephen Queen, Central Elementary Principal

Abbie Morris, Supervisor of Secondary Instruction

**Board Approved**

Approved by the Graves County Board of Education at the monthly board meeting on 4/20/2021.

# Certified Evaluation Plan

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## CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

*The Graves County Board of Education hereby assures the Commissioner of Education that:*

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

<b>Name:</b>	<b>Title:</b>
Craig Fuqua	Teacher Graves County Middle School
Michele Handegan	Teacher Symsonia Elementary School
Kristin Ballard	Teacher Fancy Farm Elementary School
Monica Wiggins	Teacher Wingo Elementary School
Alex Richards	Teacher Graves County High School
Jonathan Miller	Administrator Graves County Middle School
Alison Gregory	Administrator Graves County High School
Stephen Queen	Administrator Fancy Farm Elementary School
Abbie Morris	Administrator Instructional Supervisor
Wesley Johnson	Administrator Human Resource

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


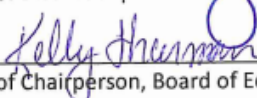
All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557) All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557). This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

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

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law. The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 4/20/2021. (704 KAR 3:370)

 _____ Signature of District Superintendent	<u>4-20-21</u> _____ Date
 _____ Signature of Chairperson, Board of Education	<u>4-20-21</u> _____ Date

# District Professional Effectiveness Plan

## Professional Effectiveness System

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

## Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
3. **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.
4. **Certified Administrator or District Certified Personnel:** 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.
5. **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.
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. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Framework for Teaching:** The document indicating the components, and descriptors for which certified personnel will be evaluated.
11. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
12. **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.
  - b. Principals who are rated ineffective in professional practice.
2. **Job Category:** A group or class of certified school personnel positions with closely related functions.
3. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
4. **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.
5. **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.
6. **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.
7. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
8. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
9. **Performance Rating:** The summative description of a teacher, other professional, principal, assistant principal or district certified evaluatee's performance.

- 10. 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.
- 11. Professional 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.
- 12. 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 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.
- 13. Professional Performance 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, assistant principal or district certified evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
- 14. Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- 15. 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.
- 16. Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- 17. 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.
- 18. Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 19. Synchronous Virtual:** Meeting or observation occurring in real time but held virtually using a telecommunication system (ie: Zoom, Microsoft Meets, Google Hangouts).
- 20. 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.

## **Evaluation**

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

### **PURPOSE**

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

### **FREQUENCY OF SUMMATIVE EVALUATIONS**

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

### **REPORTING**

Results of evaluations shall not be included in the accountability system under [KRS 158.6455](#).

### **NOTIFICATION**

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

### **CONFIDENTIALITY**

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

### **REVIEW**

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

All evaluations shall be maintained in the employee's personnel file.<sup>2</sup>

### **APPEAL PANEL**

The District shall establish a panel to hear appeals from summative evaluations as required by law.<sup>1</sup>

### **ELECTION**

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

### **TERMS**

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

## **Evaluation**

### **CHAIRPERSON**

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

### **APPEAL TO PANEL**

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

### **APPEAL FORM**

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

### **CONFLICTS OF INTEREST**

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

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

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

### **BURDEN OF PROOF**

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

### **HEARING**

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

### **PANEL DECISION**

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

### **SUPERINTENDENT**

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.



**Evaluation****REVISIONS**

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

**REFERENCES:**

<sup>1</sup>[KRS 156.557](#); [704 KAR 003:370](#)

[703 KAR 005:225](#)

[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**RELATED POLICIES:**

<sup>2</sup>03.15; 02.14; 03.16

Adopted/Amended: 8/15/2017

Order #: 29-g

# ***The Kentucky Framework for Teaching with Specialist Frameworks for Teachers and Other Professionals***

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

## **Framework for Teaching**

Planning  
Environment  
Instruction  
Professional Responsibilities

## **Specialist Frameworks for Other Professionals**

Planning  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

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

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

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

### **Required Sources of Evidence**

- Professional Growth Planning
- Self-Reflection
- Observation
- Student Voice

Teachers may provide additional evidence to support assessment of their professional practice.

Optional categories of evidence may include:

- Team-developed curriculum unit
- Leadership roles within school, district, state or community
- Lesson plans
- Communication logs
- Professional development trainings attended not required by the district or school
- Timely, targeted feedback from mini or informal observations
- Student data records
- Student work

- Student formative and/or summative course evaluations/feedback
- 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
- Walk-through documentation –scheduled and unscheduled
- Student growth as evidence for Planning and Professionalism
- Other relevant evidence

All components and sources of evidence related supporting an educator’s professional practice will be completed and a copy kept by the building administrator. A copy of the summative form must be kept on file at the district level.

New intern teachers will follow district and State guidelines put in place by EPSB and the Kentucky Department of Education.

## **Professional Practice**

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

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

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.

All teachers and other professionals will participate in self-reflection and professional growth planning each year. Self-reflections and professional growth plans should be rooted in evidence/data collected from observations, student voice, peer observations, etc. A self-reflection must be completed within the first 30 days of the school year. Teachers and other professionals will reflect on target areas within 15 days of the post conference of each observation (mini, peer, and full) or any other time as assigned by the principal.

The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of 30 calendar days of reporting for employment for each school year. The Professional Growth Plan must be completed within the first

eight weeks of the school year and approved by the building administrator by the ninth week. It is to be aligned with the school and/or district improvement plan. Plans will be recorded in the district technology platform.

At the midyear point, (November-January) and end of the year (April-May), the teacher will reflect on the progress and impact of the plan on his/her professional practice. Modification of the plan will be made as needed. Summative reflection on the degree of goal attainment and implications for next steps will be completed within the last month of school.

A teacher or other professional hired after the start of school will complete the self-reflection within 30 school days of the first day of employment and the PGP by the ninth week after the first day of employment.

### Observation

The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The rationale for each observation is to encourage continued professional learning in teaching and learning through critical reflection.

### Observation Model

The observation model must fulfill the following minimum criteria:

- Three observations in the summative cycle. A minimum of three observations conducted by the supervisor.
- The summative observation is conducted by the supervisor and is a full observation.
- All observations must be documented and a digital or hard copy kept on file.
- The summative cycle for tenured teachers is a minimum of once every three years; annually for administrators, non-tenured teachers, and employees on a Corrective Action Plan and/or an ineffective determination.

The supervisor will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the supervisor will make note of the components observed in order to identify areas of growth in the next mini observation by the supervisor. The final observation is a full observation conducted by the supervisor consisting of a full class or lesson observation.

### Observation Schedule

Observations may begin after the certified personnel evaluation plan training takes place within the first 30 calendar days of the school year.

#### Tenured Teacher and Other Professionals Observation Cycle

Observation Window	Type of Observation	Observer
First year of cycle	Mini	Building Administrator
Second year of cycle	Mini	Building Administrator
Third year of the cycle-complete by April 15	Full	Building Administrator
Third year of the cycle-complete by May 1	Summative Conference	Building Administrator

#### Non Tenured Teacher Observation Cycle

Observation Window	Type of Observation	Observer
1 <sup>st</sup> semester	Mini	Building Administrator
1 <sup>st</sup> semester or 2 <sup>nd</sup> Semester	Mini	Building Administrator
2 <sup>nd</sup> semester	Full	Building Administrator
2 <sup>nd</sup> semester-complete by May 1	Summative Conference	Building Administrator

All non-tenured teachers and those on a Corrective Action Plan will complete the summative cycle annually with a minimum of three observations. The supervisor will conduct three observations. Two of the observations will be mini observations and the final observation completed by the supervisor will be a full formal observation according to the requirements of TPGES and OPGES.

Any one-year cycle teacher hired before the 60<sup>th</sup> day of instruction will have all observations conducted. A supervisor may eliminate one of the required mini observations on a teacher hired after the 60<sup>th</sup> day of instruction. If a teacher misses 60 consecutive school days throughout the year, then the supervisor may eliminate one of the required mini observations.

Observation timelines, frequencies, and delivery format (synchronous virtual or in-person) for both observation and post-conference maybe modified due to extenuating circumstances. Modifications will be based upon superintendent recommendation and the approval of Graves County School Board of Education.

### **Observation Conferencing**

Observers will adhere to the following observation conferencing requirements for teachers and other professionals: All observations must have a pre and post conference. Two mini observations and a full observation will be completed by the principal or the designee. Pre- conferences can be done electronically or face-to-face and must be done within five working days before the observation. The post conference is to be done in person and must be completed within five working days after the observation. If unable to post conference within five working days, another observation will be scheduled. The principal may add observations as needed.

### **Observer Certification**

To ensure consistency of observations, evaluators must complete the district approved certification process. All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. The district approved training system allows all observers to develop a deep understanding of how the four areas 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

Administrators serving as a primary evaluator must complete a minimum of six hours annually of EILA approved evaluation training. District EILA approved training may consist of the following:

- effective observation and conferencing techniques
- providing clear and timely feedback
- establishing and assisting with a professional growth plan
- summative decision techniques
- ensuring consistent and reliable ratings

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 passively participates in the observation.

- In cases where the supervisor is not certified through the proficiency system and is, therefore, unable to conduct observations during the observation window, the district will determine how to ensure teachers have access to observations by making the following decision.

Supervisors will complete the state approved proficiency assessments to gain certification by August 1 or 45 school days after hire date. If a supervisor does not pass the initial assessments, they will meet with a district supervisor to review and complete study session modules. The modules will cover the Framework for Teaching. At the completion of the modules, the supervisor can retake the assessment. A district –level or another building certified supervisor will be assigned to complete observations if the building principal is not certified or out for an extended leave of absence or leave.

### **Observer Calibration**

As certified observers may tend to experience “drift” in rating accuracy, the district will complete a calibration process each year. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for observer bias; and ensures observers refresh their knowledge of the training and scoring practice.

### **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.

- All teachers will participate in the Student Voice Survey annually with a minimum of one identified group of students.
- The survey will be administered at a minimum of one time each school year during the district approved window.
- Student selection for participation will be consistent across the district.
- Results may be used as a source of evidence for Professional Practice.
- Formative years’ data may 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 some circumstances, classes may be combined in order to gather at least 10 students (e.g. special education across multiple grades)
- In the event that a teacher does not work directly with students on a regular basis, the student voice survey will not be conducted.

The District Student Voice Survey Point-of-Contact is the Instructional Supervisor who will also ensure the district meets the ethics requirements for the survey. A minimum of one class/section will be assigned by the principal or assistant principal to take the student voice survey for each teacher and other professionals. The principal or designee will be responsible for scheduling the Student Voice Survey during the Student Voice window. The principal will ensure that all students will be given the opportunity to participate in the survey. Caseload teachers will provide accommodations on the survey for students who normally have accommodations such as listed on PSP, IEP, and 504 Plans.

### **Rating Professional Performance**

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in

relation to performance described under each measure at the culmination of an educator’s cycle. The evaluator’s analysis of evidence is located on pages 10 and 11. A performance level rating for each measure will be based on evidence and all ratings must be recorded in the district technology platform.

<i>Performance Criteria &amp; Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<i>Teacher KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u>	<u>Domain 3</u>	<u>Domain 4</u>
	<i>Measure Ratings (Professional Judgment)</i>			
	I,D,A,E	I,D,A,E	I,D,A,E	I,D,A,E
<i>Sources of Evidence</i>				
<i>Required</i>		<i>Optional</i>		
Observation		Other: District-Determined		
Student Voice		Those identified on page 10-11 of the CEP		
Professional Growth Plan (PGP)		Other Teacher Evidence		
Self-Reflection				

Table 1. Overall Performance Rating- Educator

An educator’s Overall Performance Rating is determined using the following steps: Determine the individual measure ratings through the use of sources of evidence and professional judgment. Apply District Decisions Rules for determining an educator’s Professional Performance rating as described on page 17, of this plan.

### Criteria for Determining a Teachers’ Overall Performance Rating

<b>IF...</b>	<b>THEN....</b>
Environment <b>AND</b> Instruction are rated Ineffective	Professional Performance Rating shall be Ineffective
Environment <b>OR</b> Instruction are rated Ineffective	Professional Performance Rating shall be Developing or Ineffective
Planning <b>AND</b> Professionalism are rated Ineffective	Professional Performance Rating shall not be Exemplary
Environment <b>AND</b> Instruction are rated Developing and Planning <b>AND</b> Professionalism are rated Accomplished	Professional Performance Rating shall be Developing
Two Measures are rated Developing (except Environment and Instruction) and two Measures are rated Accomplished	Professional Performance Rating shall be Accomplished
Two Measures are rated Developing and two Measures are rated Exemplary	Professional Performance Rating shall be Accomplished
Two Measures are rated Accomplished and two Measures are rated Exemplary	Professional Performance Rating shall be Exemplary

**Professional Growth Plan and Summative Cycle**

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

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS PROFESSIONAL PRACTICE		
EXEMPLARY/ACCOMPLISHED	DEVELOPING	INEFFECTIVE
<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>• Formative review annually</li> </ul>	<b>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Plan activities designed by evaluator with teacher input</li> <li>• Goal(s) set by teacher with evaluator input.</li> <li>• Review annually</li> </ul>	<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>

**All non-tenured teachers will develop a one- year directed growth plan with their evaluator and will be evaluated annually according to the requirements of the district plan.**

**District Appeals**

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.)



## Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated as confidential as required by law. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

### **ACCESSIBILITY**

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.
3. The Board on advice of legal counsel and upon a majority vote when access to the information is required for lawful District purposes. Access may be permitted without a vote when such records are relevant and necessary to hearing matters or proceedings before the Board such as in the case of a demotion hearing under [KRS 161.765](#). Except as otherwise required or authorized by law, access shall take place in closed session.
4. Records may be subpoenaed in cases where litigation occurs.

### **REFERENCES:**

[KRS 61.878](#)

[KRS 156.557](#)

[KRS 161.765](#)

[704 KAR 003:370](#)

### **RELATED PROCEDURE:**

03.18 AP.11

Review/Revised: 7/16/2015

**Evaluation Appeal Form**

INSTRUCTIONS

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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

\_\_\_\_\_  
**Employee's Signature    Date**

**RELATED PROCEDURES:**

- 03.18 AP.11
- 03.18 AP.12

Review/Revised: 7/9/09

**PRINCIPAL AND ASSISTANT PRINCIPAL  
PROFESSIONAL EFFECTIVENESS SYSTEM**

## Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following 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 measures and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified. The Professional Standards for Educational Leadership are aligned to the four performance measures: planning (standards 1, 9, and 10), environment (standards 3, and 7), instruction (standard 4, 5, and 6), and professional professionalism (standards 2 and 8).

Table 2. Overall Performance Rating- Principal

<i>Performance Criteria &amp; Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Assistant Principal/Principal</u> <i>Professional Standards for Educational Leadership</i>				
	<i>Measure Ratings (Professional Judgment)</i>			
	I,D,A,E	I,D,A,E	I,D,A,E	I,D,A,E
<i>Sources of Evidence</i>				
<i>Required</i>			<i>Optional</i>	
Working Conditions Goal			Other: District-Determined	
Site-Visit			Those identified on page 10-11 of the CEP	
Professional Growth Plan (PGP)			Other Evidence	
Self-Reflection				

## Principal Performance Standards

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice through the standards of: Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, & Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. 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 professional practice will be situated within one or more of the standards. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most 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 which are combined into a single summative rating 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
- Self-Reflection
- Site-Visits
- Working Conditions Goal

Evaluators may use the following products of practice and evidence in determining overall ratings:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Committee Agendas and minutes
- Other relevant evidence

## **Professional Practice**

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

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

- 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.

Superintendent reviews certified evaluation plan expectations of PPES by August 14. A self-reflection must be completed within the first 30 school days of the school year and is to be an ongoing process. An additional self-reflection will be completed after summative meeting or any other time as assigned by the superintendent or designee.

The Professional Growth Plan must be completed within the first eight school weeks of the school year. The Principal/Assistant Principal develop a Professional Growth Goal/Plan. At midyear the

superintendent or the designee will conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed. By June 15, an end of the year conference will be conducted with principal/assistant principal to review their Professional Growth Goal as well as modify any strategies. A copy of the Self Reflection and the Professional Growth Plan will be located in the superintendent's office. If the administrator is hired after August 14, the superintendent will follow the same timeline for expectations, self-reflection, and professional growth plan working from the first date of employment

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

Two formal site visits will be conducted for each building principal by the superintendent or the designee per year. The first site visit will be completed during the first 90 school days of school. The second site visit will be completed by April 13. The post-conference is to be done in person and must be completed within five working days after the site visit. The superintendent may add observations as needed. During the post-conference with the principal, the superintendent will review all Principal Performance Standards and give feedback about each one while using the reflection document on page 38 of the Appendix. The principal may share other forms of evidence connecting practices to the measures. All observations must be documented and a copy kept on file with the superintendent and a copy given to the principal.

#### **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 data that can include K-PREP, parent, student and stakeholder surveys, Impact 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.

The principal, in collaboration with the superintendent/designee, will review the results from the data and set a minimum of one two-year goal that is based on information in the most recent surveys and any additional relevant data that might include school level documentation, etc.

1. Principals will identify an area that indicates a need for growth.
2. The principal will connect this area to one or more of the Professional Standards for Educational Leadership (PSEL). 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.
3. The principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the school year.
4. The principal is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
5. Ongoing reflection and modification of the strategies as needed during the mid-year review (November-January), with input from the superintendent.

#### **Rating Professional Practice**

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

performance level rating (ineffective, developing, accomplished, and exemplary) for each measure will be based on evidence and professional judgment and all ratings must be recorded in the district technology platform

**CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S  
OVERALL PERFORMANCE RATING**

<b>IF...</b>	<b>THEN...</b>
At least TWO of the measures are rated Exemplary <b>AND</b> no measure is rated Developing or Ineffective	Overall Performance Rating shall be Exemplary
TWO of the measures are rated Accomplished <b>AND</b> no measure is rated Ineffective	Overall Performance Rating shall be Accomplished
TWO of the measures are rated Developing <b>AND</b> no measure is rated Ineffective	Overall Performance Rating shall be Developing
TWO or more of the measures are rated Ineffective	Overall Performance Rating shall be Ineffective

**Professional Growth Plan and Summative Cycle**

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

**EXEMPLARY/ACCOMPLISHED**

- Goal set by principal/assistant principal with evaluator input
- Formative review annually

**DEVELOPING**

- Plan activities designed by evaluator with principal/assistant principal input
- Goal(s) set by principal/assistant principal with evaluator input
- Formative review annually

**INEFFECTIVE**

- Goal(s) determined by evaluator
- Focus on low performance areas
- Summative at end of plan

**Appeals Process**

Refer to page 18 of the CEP regarding the appeals process for principals and assistant principals.

# DISTRICT CERTIFIED STAFF PROFESSIONAL EFFECTIVENESS SYSTEM

## DISTRICT CERTIFIED PROFESSIONAL EFFECTIVENESS SYSTEM

### District Certified Personnel Evaluation Overview and Summative Model

District Certified Personnel include District Office Administrators, District Supervisory Personnel, Directors and Coordinators. District Certified Personnel will be evaluated by the responsible supervisor annually.

### District Performance Standards

District Performance standards are designed to support students and outline foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. The Professional Standards for Educational Leaders (formerly known as ISLLC Standards) are as follows: Mission, Vision and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The following chart places each standard with one of four measures:

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

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 professional practice will be situated within one or more of the measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data which are combined into a single summative rating from multiple sources of evidence across each standard. The sources of evidence are the same as used for



principals. 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. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual performance. These factors may include specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities. Contextual variables may have impact on the learning environment, such as unanticipated outside events or traumas. See the principal section for more information on PGP, Self-Reflection and Site Visits.

Table 3. Overall Performance Rating- District Certified

<i>Performance Criteria &amp; Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>District Certified Staff</u> <i>Professional Standards for Educational Leadership</i>				
	<i>Measure Ratings (Professional Judgment)</i>			
	I,D,A,E	I,D,A,E	I,D,A,E	I,D,A,E
<i>Sources of Evidence</i>				
<i>Required</i>			<i>Optional</i>	
Self-Reflection			Other: District-Determined	
Site-Visit			Those identified on page 10-11 of the CEP	
Professional Growth Plan (PGP)			Other Evidence	

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

- Professional Growth Planning
- Self-Reflection
- Site-Visits

Evaluators may use the following products of practice and evidence in determining overall ratings:

- Meeting Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- Committee Agendas and minutes
- Other relevant evidence

### Rating Professional Practice

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator’s cycle. A performance level rating (ineffective, developing, accomplished, and exemplary) for each measure will be based on evidence and professional judgment and all ratings must be recorded in the district technology platform.

## Professional Performance Rating Decision Rules:

Apply the District Decision Rules for determining an Overall Performance Rating

### CRITERIA FOR DETERMINING DISTRICT CERTIFIED OVERALL PERFORMANCE RATING

IF...	THEN...
At least two of the measures are rated Exemplary <b>AND</b> no measure is rated Developing or Ineffective	Performance Rating shall be Exemplary
Two of the measures are rated Accomplished <b>AND</b> no measure is rated Ineffective	Performance Rating shall be Accomplished
Two of the measures are rated Developing <b>AND</b> no measure is rated Ineffective	Performance Rating shall be Developing
Two or more of the measures are rated Ineffective	Performance Rating shall be Ineffective

### Professional Growth Plan and Summative Cycle

The overall Professional Practice rating will determine the type of Professional Growth Plan required of the district certified personnel.

#### **EXEMPLARY/ACCOMPLISHED**

- Goal set by district certified personnel with evaluator input
- Formative review annually

#### **DEVELOPING**

- Plan activities designed by evaluator with the district certified personnel's input
- Goal(s) set by district certified personnel with evaluator input
- Formative review annually

#### **INEFFECTIVE**

- Goal(s) determined by evaluator
- Focus on low performance areas
- Summative at end of plan

#### **Appeals Process**

Refer to pages 16 of the CEP regarding the appeals process.

# APPENDIX

**PRE-OBSERVATION DOCUMENT**

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

**Preconference (Planning Conference)**

<b>Questions for Discussion:</b>	<b>Notes:</b>
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate? What standards will be addressed?	
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, specifically intellectual engagement? What will you do? What will the students do? Will the students work in groups, 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)? How will you know students are intellectually engaged?	
Is there anything that you would like me to specifically observe during the lesson?	

Teacher Professional Growth and Effectiveness System

**POST-CONFERENCE DOCUMENT**

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

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

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

*Evaluator's Formative Observation Rating:*

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

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

Speech Language Professional Growth and Effectiveness System  
**POST-CONFERENCE DOCUMENT**

<b>Speech Language Teacher</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

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

*Evaluator's Formative Observation Rating:*

The Environment	Rating:				Instruction	Rating:			
A: Establishing rapport with students	I	D	A	E	A: responding to referrals and evaluating student needs	I	D	A	E
B: Organizing time effectively	I	D	A	E	B: Developing and implementing treatment plans to maximize student(s) success	I	D	A	E
C: Establishing and maintaining clear procedures for referrals	I	D	A	E	C: Communicating with families	I	D	A	E
D: Establishing standards of conduct in the treatment center.	I	D	A	E	D: Collecting information; writing reports	I	D	A	E
E: Organizing physical space for testing of students and providing therapy	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

Library Media Professional Growth and Effectiveness System  
**POST-CONFERENCE DOCUMENT**

<b>Library Media Teacher</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

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

*Evaluator's Formative Observation Rating:*

The Environment	Rating:				Instruction	Rating:			
	I	D	A	E		I	D	A	E
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	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

Guidance Counselor Professional Growth and Effectiveness System

**POST-CONFERENCE DOCUMENT**

<b>Guidance Counselor</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

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

*Evaluator's Formative Observation Rating:*

<b>Domain 2: The Environment</b>	<b>Rating:</b>				<b>Domain 3: Instruction</b>	<b>Rating:</b>			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing Student Needs	I	D	A	E
B: Establishing a Culture of 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 to 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

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\*Denotes sharing of results, not necessarily agreement



School Psychologist Professional Growth and Effectiveness System  
**POST-CONFERENCE DOCUMENT**

<b>School Psychologist</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

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

*Evaluator's Formative Observation Rating:*

The Environment	Rating:				Delivery of Service	Rating:			
A: Establishing Rapport with students	I	D	A	E	A: Responding to referrals and consulting with teachers and administrators.	I	D	A	E
B: Establishing a culture for positive mental health	I	D	A	E	B: Evaluating student needs and compliance with NASP	I	D	A	E
C: Managing clear procedures for referrals	I	D	A	E	C: Chairing evaluation team	I	D	A	E
D: Establishing standards of conduct in the testing center	I	D	A	E	D: Planning interventions to maximize student success	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Maintain contact with physicians and mental health providers	I	D	A	E
					F: Demonstrating Flexibility and Responsiveness	I	D	A	E

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

Instructional Specialist Professional Growth and Effectiveness System  
**POST-CONFERENCE DOCUMENT**

<b>Instructional Specialists</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

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

*Evaluator's Formative Observation Rating:*

The Environment	Rating:				Delivery of Service	Rating:			
A: Creating an environment of trust and respect	I	D	A	E	A: Collaborating with teachers in design of 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 procedures for instructional support	I	D	A	E	C: Sharing expertise with staff	I	D	A	E
D: Establishing and maintaining norms for professional interactions	I	D	A	E	D: Locating resources for instructional improvement	I	D	A	E
E: Organizing physical space for workshops or training	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

Other Professional Growth and Effectiveness System  
**POST-CONFERENCE DOCUMENT**

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

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

In general how successful has your work been in demonstrating knowledge of current trends in specialty areas and supporting professional learning in the school/district?	
In addition to the student work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent do you engage in professional development and in the professional community? How has that impacted your work in the school/district?	
How has your knowledge of resources both within and beyond the school and district supported your work in the school/district?	
How do you leverage your knowledge of school programs and levels of teacher skill in delivering that program?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

*Evaluator's Formative Observation Rating:*

The Environment	Rating:				Delivery of Service	Rating:			
A: Creating an environment of trust and respect	I	D	A	E	A: Collaborating with teachers in design of 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 procedures for instructional support	I	D	A	E	C: Sharing expertise with staff	I	D	A	E
D: Establishing and maintaining norms for professional interactions	I	D	A	E	D: Locating resources for instructional improvement	I	D	A	E
E: Organizing physical space for workshops or training	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

\_\_\_\_\_  
 Teacher's Signature\*

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

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

Professional Growth and Effectiveness System

**SUMMATIVE EVALUATION**

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

*Evaluator's Formative Observation Rating:*

<b>Planning</b>	<b>Rating:</b>			
<b>Rating</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>COMMENTS</b>				
<b>Environment</b>	<b>Rating:</b>			
<b>Rating</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>COMMENTS</b>				
<b>Instruction</b>	<b>Rating:</b>			
<b>Rating</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>COMMENTS</b>				
<b>Professionalism</b>	<b>Rating:</b>			
<b>Rating</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>COMMENTS</b>				
<b>OVERALL PROFESSIONAL PRACTICE RATING</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

\_\_\_\_\_  
 Teacher's Signature\*                      Date                      Observer's/Evaluator's Signature                      Date

\*Denotes sharing of results, not necessarily agreement with the formative rating. Appeals shall be made to the chairperson of the Appeals Panel writing five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan*.

Principal Professional Growth and Effectiveness System  
**Reflective Practice, and**  
**Professional Growth Planning Template with Examples**

Principal	
School	
Level	

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

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

Standard	Self-Assessment				Strengths and areas for growth
	I	D	A	E	
<b>1. Mission, Vision, and Core Values</b> <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
<b>2. Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>3. Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>4. Curriculum, Instruction and Assessment</b> <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>5. Community of Care and Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
<b>6. Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practices of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>7. Professional Community for Teachers and Staff</b> <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>8. Meaningful Engagement of Families and Community</b> <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>9. Operations and Management</b> <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>10. School Improvement</b> <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	

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

**Part B: Working Conditions Goal**

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

**Other Information on which to Reflect:**  Student Achievement Data  Non-Academic Data  Supervisor Feedback  Other

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 C: Professional Growth & Effectiveness Data Reflection**

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

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

**Information on which to Reflect:**  Student Achievement Data  Non-Academic Data  Supervisor Feedback  Other

Data Selected	Results

## Part D: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B and C, 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>		<b>PGP:</b>	
<b>Connection to Standards</b>			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
<b>Performance Standard:</b>			
<b>Action Plan</b>			
<b>Professional Learning</b> <ul style="list-style-type: none"> <li>• What do I want to change about my leadership or role that will effectively impact student learning?</li> <li>• What is my personal learning necessary to make that change?</li> </ul>	<b>Strategies/Actions</b> <ul style="list-style-type: none"> <li>• What will I need to do in order to learn my identified skill or content?</li> <li>• How will I apply what I have learned?</li> <li>• How will I accomplish my goal?</li> </ul>	<b>Resources/Support</b> <ul style="list-style-type: none"> <li>• What resources will I need to complete my plan?</li> <li>• What support will I need?</li> </ul>	<b>Targeted Completion Date</b> <ul style="list-style-type: none"> <li>• When will I complete each identified strategy/action?</li> </ul>
<b>Administrator's Signature:</b>		<b>Date:</b>	
<b>Superintendent's Signature:</b>		<b>Date:</b>	

Principal Professional Growth and Effectiveness System  
**PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE EVALUATION**

<b>Principal/ Assistant Principal</b>	
<b>School</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

*Summative Observation Rating for each Principal Performance Standard:*

<b>Mission, Vision, and Core Values</b>	Rating:      I          D          A          E
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Comments:

<b>Ethics and Professional Norms</b>	Rating:      I          D          A          E
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Comments:

<b>Equity and Cultural Responsiveness</b>	Rating:      I          D          A          E
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Comments:

<b>Curriculum, Instruction and Assessment</b>	Rating:      I          D          A          E
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Comments:

<b>Community of Care and Support for Students</b>	Rating:      I          D          A          E
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Comments:

<b>Professional Capacity of School Personnel</b>	Rating:      I          D          A          E
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Comments:

<b>Professional Community for Teachers and Staff</b>	Rating:      I          D          A          E
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Comments:

<b>Meaningful Engagement of Families and Community</b>	Rating:      I          D          A          E
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Comments:

<b>Operations and Management</b>	Rating:      I          D          A          E
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Comments:

<b>School Improvement</b>	Rating:      I          D          A          E
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Comments:

<b>OVERALL PROFESSIONAL PRACTICE</b>	Rating:      I          D          A          E
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Evaluatee's Signature\*

Date

Evaluator's Signature

Date

\*Denotes sharing of results, not necessarily agreement with the formative rating. Appeals shall be made to the chairperson of the Appeals Panel writing five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan*.

## GRAVES COUNTY SCHOOLS

### District Certified Summative Evaluation

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_ School Year \_\_\_\_\_

Evaluator \_\_\_\_\_ School/Worksite \_\_\_\_\_

Measures	Ratings			
	Ineffective	Developing	Accomplished	Exemplary
<b>Planning</b>				
Mission, Vision and Core Values				
Operations and Management				
School Improvement				
<b>Environment</b>				
Equity and Cultural Responsiveness				
Community of Care and Support for Students				
Professional Community for Teachers and Staff				
Meaningful Engagement of Families and Community				
<b>Instruction</b>				
Curriculum, Instruction and Assessment				
<b>Professionalism</b>				
Ethics and Professional Norms				
Professional Capacity of School Personnel				

<p><b>Evaluator Comments:</b></p>
<p><b>Evaluatee Comments:</b></p>

<b>Evaluatee Signature</b>	<b>Date</b>	<b>Evaluator Signature</b>	<b>Date</b>

Denotes sharing of results, not necessarily agreement with the formative rating. Appeals shall be made to the chairperson of the Appeals Panel writing five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan*.

**GRAVES COUNTY EVALUATION FREQUENCY TIMELINE**

Superintendent	Evaluation 2 times/year July and January by Bd. of Ed.
All other district administrators	Yearly summative evaluation by June 30 of each year

Copies of the most current summative evaluation shall become part of individual personnel records housed at the district office. These documents shall be submitted to the district by June 30.

\_\_\_\_\_ School Year

**The Individual Corrective Action Plan is developed when an evaluatee receives an Overall Ineffective rating(s) on the Summative Evaluation OR when an immediate change is required in teacher behavior.**

**INDIVIDUAL CORRECTIVE ACTION PLAN**  
for

**Date** \_\_\_\_\_ **Work Site** \_\_\_\_\_

Standard No.	*Present <u>PG</u>	Growth Objective/ Goal(s)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
	Stage:	(describe desired outcomes)		
			(attach more pages if necessary)	

**Evaluatee's Comments:**

**Evaluator's Comments:**

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

\*Professional Growth Stages: O=Orientation/Awareness, A=Preparation/Application, I=Implementation/Management, R=Refinement

## **Instructions for Completing the Individual Corrective Action Plan**

**This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or Ineffective on any one Standard on Formative Observation/ Appraisal Evaluation or from the Summative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.**

### **Standard Number:**

Identify the specific standard(s) from the Formative Observation/ Appraisal Evaluation or Summative Evaluation Form that has an Ineffective assigned.

Present Professional Development (PD) Stage

(Select one of the following PD stages that match your personal stage of growth.)

O = Orientation/ Awareness

A = Preparation/ Application

I = Implementation/ Management

R = Refinement/ Impact

### **Growth Goal (s) and Objective (s)**

Growth objectives and goals must address the specific standard(s) rated as "does not meet" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es). Identify the specific goal(s) and objective(s) that you plan to develop.

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

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

### **Target Dates for Completion/Review:**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

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

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