Certified Personnel Evaluation System

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SUPERINTENDENT
2024-2025

PARIS CITY SCHOOLS BOARD OF EDUCATION
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Assurances - Certified School Certified Evaluation Plan

The Paris City Schools 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 (KRS 156.557).

Administrators: Stephanie Harmon, Leann Pickerill, Monica Ballard, Rob McCann
Teachers: Leslie Morris, Renae Small, Jamie Profitt, Amy Mason

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 <date>. (704 KAR 3:370)

Signature of District Superintendent	Date
Signature of Chairperson, Board of Education	Date

For additional information about the Paris City Schools Certified Personnel Evaluation System, please contact:

Stephanie Harmon
Director of Federal & State Programs
Paris City Schools
310 West Seventh Street
(859) 987 – 2160

Code of Ethics: 704 KAR 20:680

Section 1. Certified Personnel in the Commonwealth:

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

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.	Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.	Shall exemplify behaviors which maintain the dignity and integrity of the profession.
Shall respect the constitutional rights of all students.	Shall endeavor to understand community cultures and diverse home environments of students.	Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities.
Shall take reasonable measures to protect the health, safety, and emotional well- being of students.	Shall not knowingly distort or misrepresent facts concerning educational issues	Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
Shall not use professional relationships or authority with students for personal advantage.	Shall distinguish between personnel views and the views of the employing educational agency.	Shall not use coercive means or give special treatment in order to influence professional decisions.
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.	Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.	Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
Shall not knowingly make false or malicious statements about students or colleagues.	Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.	Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.
Shall refrain from subjecting students to embarrassment or disparagement.	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.	
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 or physical harm; and sexual assault.		

All certified employees of Paris City Schools shall adhere to the Professional Code of Ethics.

Introduction

Paris City Schools recognize and accept the responsibility for providing the most effective teaching possible and for serving all students well.

Teacher evaluation is an invaluable tool, the basic instrument in developing a school's most important resource: the teacher. Evaluation will lead to a more effective and productive teaching staff, while emphasizing professional growth.

Purpose

The purpose of the Paris City Schools Certified Evaluation Process is to:

1. Improve student learning
2. Improve the overall instructional program to provide for educational success of students
3. Motivate personnel to a higher level of performance
4. Identify and promote effective teaching
5. Improve the school district's credibility with the community
6. Provide training for evaluators to assist in improving their instructional leadership
7. Provide information for use in creating a staff development program
8. Provide information to be used in awarding contracts
9. Keep the school system in compliance with state mandates

Overview of Certified Personnel Evaluation System

Each of the components of the certified evaluation process is detailed throughout the plan, beginning with the table of roles below. Preschool teachers will participate in the TPGES but will do so using preschool indicators. Teachers participating in the Kentucky Teacher Intern Program (KTIP) will follow the KTIP standards and process. (*KTIP Program Suspended 19-20 school year. New Teachers will be provided with a mentor teacher and follow the non-tenured Certified Personnel Evaluation Plan). See also **Appendix A**.

PSEL	TPGES	OPGES	KTIP
• Principals • Assistant Principals • Dean of Students	• All certified teaching positions not mentioned in other categories • Preschool teachers	• School Counselors/ Guidance Specialists • Library/Media Specialists • School Instructional Specialists • Speech Therapists	• Teachers participating in the Kentucky Teacher Internship Program (*Program Suspended in 20 - 21 school year)

Some roles within the above categories may be identified as Alternative Settings due to unique factors within the roles. Those roles will be identified at the beginning of each year and explained to staff in those roles within the first 30 calendar days after reporting for employment. An example of a role that would qualify under Alternative Setting is the role of in-school suspension teacher.

Evaluators may complete a summative evaluation in any year with any certified employee when deemed necessary even if it is not the evaluation cycle year. This is done by the evaluator informing the evaluatee of the summative year outside of the cycle in writing.

The rest of this Certified Evaluation Plan will describe in greater detail the standards and processes by which the above roles will be evaluated.

Terms/Definitions

Certified Personnel Evaluation System

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

Roles and Definitions

1. **Artifact**: A product of a certified school personnel's work that demonstrates knowledge and skills.

2. **Assistant Principal**: A certified school personnel who devotes most of the 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 most of the 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 most of the time in a position in a district for which certification is required by EPSB.

5. **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.

6. **Evaluatee**: A certified school personnel who is being evaluated.

7. **Evaluator**: The primary evaluator as described in KRS 156.557(5)(c)2.

8. **Formative Evaluation**: Is defined by KRS 156.557(1)(a).

9. **Full Observation**: An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.

10. **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.

11. **Job Category**: A group or class of certified school personnel positions with closely related functions.

12. **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.

13. **Local Formative Growth Measures**: Is defined by KRS 156.557(1)(b).

14. **Mini Observation**: An observation conducted by a certified observer for 20-30 minutes in length.

15. **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.

16. **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.

17. **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.

18. **Other Professionals**: Certified school personnel, except for teachers, administrators, assistant principals, or principals.

19. **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.

20. **Peer Observation**: Observation and documentation by trained certified school personnel below the level of principal or assistant principal**.**

21. **Performance Criteria**: The areas, skills, or outcomes on which certified school personnel are evaluated.

22. **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.

23. **Principal**: A certified school personnel who devotes most of the employed time to the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

24. **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.

25. **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.

26. **Professional Practice**: The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

27. **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.

28. **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.

29. **Sources of Evidence**: The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

30. **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.

31. **Student Growth**: Is defined by KRS 156.557(1)(c).

32. **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.

33. **Student Growth Percentile**: each student's rate of change compared to other students with a similar test score history.

34. **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.

35. **Summative Evaluation**: Is defined by KRS 156.557(1)(d).

36. **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.

37. **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 704KAR 3:370 Certified Personnel Evaluation System (TPGES)

The Kentucky Framework For Teaching
With Specialist Frameworks For Other Professionals

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

Framework for Teaching	Specialist Frameworks for Other Professionals
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Delivery of Service
Professional Responsibilities	Professional Responsibilities

The Frameworks are included in the Appendix section of this document (Appendix B-G). 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 consider how educators respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence:

- Professional Growth Planning and Self-Reflection
- Observation/Workplace Visits conducted by certified supervisor observer(s)

Local District Decision:

- Assessment data including classroom, benchmark, and state level.
- Examples of effective communication with administration, colleagues, students, & families.
- Other evidence of student learning
- Other evidence deemed appropriate by the evaluator.

Products of Practice/Other Sources of Evidence:
Teachers may also provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the teacher's practice within the domains. Please see possible examples below.

- Student achievement and growth data
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Student data records
- Student work
- Records of student and/or teacher attendance
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Video lessons
- Engagement in professional organizations
- Action research
- Other: sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

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

All Summative Ratings will be recorded and uploaded in the District-approved technology platform or CEP Folder.

Assignment of Primary Evaluator:
The immediate supervisor will assign the primary evaluator for each certified staff member assigned to his/her location by September 1st of each year. Late hires, after September 1st, will have an evaluator assigned within the first 30 days of employment.

Serving Dual Roles:
Educators serving dual roles shall be evaluated on the job role as determined by the evaluator.

Sources of Evidence/Framework for Teaching Alignment

	Framework for Teaching	Sources of Evidence To Inform Professional Practice		
Domain	**Component**	**Supervisor Observation**	**Professional Growth**	**Self-Reflection**
Planning & Preparation	1.A Knowledge of content & Pedagogy	**Evidence Pre/Post Conferences**	**Professional Growth Planning and Self-Reflection**	
	1.B Demonstrate Knowledge of Students			
	1.C Setting Instructional Outcomes			
	1.D Demonstrates Knowledge of Resources			
	1.E Designing Coherent Instruction			
	1.F Designing Student Assessment			
Classroom Environment	2.A Creating an Environment of Respect/Rapport	**Observation**		
	2.B Establishing Culture of Learning			
	2.C Maintaining Classroom Procedures			
	2.D Managing Student Behavior			
	2.E Organizing Physical Space			
Instruction	3.A Communicating with Students			
	3.B Questioning & Discussion Techniques			
	3.C Engaging Students in Learning			
	3.D Using Assessment in Learning			
	3.E Demonstrating Flexibility & Responsiveness			
Professional Responsibilities	4.A Reflecting on Teaching	**Evidence Pre/Post Conferences**		
	4.B Maintaining Accurate Records			
	4.C Communicating with Families			
	4.D Participating in a Professional Learning Community			
	4.E Growing & Developing Professionally			
	4.F Showing Professionalism			

Professional Practice For All Non-Administrative Certified Roles In School Level Positions

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 **(Appendix H-M)**. In collaboration with the administrators, evaluatees 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 evaluatee (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 ongoing self-reflection specifically through the professional growth, implementation, and evaluation process each year.
- All teachers and other professionals will document their evidence on district approved forms.
- All teachers and other professionals, in collaboration with and with approval by their evaluator, will complete their Professional Growth Plan within the first 30 instructional days after reporting for employment for each school year.
- Throughout the school year, all teachers and other professionals will reflect upon the progress and impact of the plan on their professional practice and modify the PGP as appropriate, after collaborating with his/her evaluator.
- All teachers and other professionals will summatively reflect on the degree of goal attainment within their PGPs and implications for next steps.

Timelines

KTIP Timeline: (*Program Suspended 19-20 school year. New Teachers will be provided with a mentor teacher and follow the non-tenured Certified Personnel Evaluation Plan)

PROCESS	TIMELINE
Orientation: • The certified evaluation plan and other expectations shall be explained and discussed with certified school personnel.	• No later than the end of the first thirty (30) calendar days of reporting for employment for the school year.
Professional Growth Plan (PGP) & Self-Reflection: • An initial self-reflection and individual professional growth plan shall be developed jointly by the evaluator and evaluatee.	• Developed annually within the first thirty (30) calendar days after reporting for employment for each school year.
Pre-Observation Conference: • Evaluator holds a pre-observation conference with evaluatees to be evaluated during the school year. May be done face-to-face or electronically.	• On or before the instructional day prior to a formal observation.

PROCESS	TIMELINE
Formal Observations (Full Or Mini): • KTIP Teacher – Conduct formal observation and collect formative data (Intern Teacher and principal). Post observation conferences must be held within five (5) working days of the formal observation. (*KTIP Program Suspended 19-20 school year. New Teachers will be provided with a mentor teacher and follow the non-tenured Certified Personnel Evaluation Plan)	• District personnel will adhere to the KTIP approved guidelines when completing evaluations.
• Teachers and other professionals on 1-year Summative Cycle – Conduct formal observation and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.	• A minimum of two (2) full formal observations with pre and post conferences (one each semester) conducted by the evaluator annually until placed on a 3-year summative cycle. Summative Observations will be completed by April 30.
• Teachers and other professionals on a 3-year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.	• A minimum of three (3) formal observations with pre and post conferences over a three (3) year cycle. The three (3) formal observations must include two (2) mini observations and one (1) full observation (each with a pre and post conference) and must be conducted by the evaluator. The full observation must occur in the final year of the summative cycle by April 30.
• All Other Certified Positions on a 1-Year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.	• A minimum of two (2) formal observations/workplace visits with pre and post conferences annually until placed on a 3-year summative cycle (one each semester). The summative observation must occur by April 30.
• All Other Certified Positions on a 3-Year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.	• A minimum of one (1) formal observation/workplace visit with pre and post conference over the 3-year summative cycle. The summative observation must occur by April 30.
Summative Evaluation: • Evaluator completes evaluation summary.	• By May 10th of each school year.

Late Hire and Extended Absence Timeline

- If a newly hired teacher starts working with one hundred forty (140) or more instructional days remaining in the school year, the full evaluation cycle must be followed as outlined.
- If a newly hired teacher starts working with less than one hundred forty (140) instructional days remaining, the timelines for Orientation, Professional Growth Plan, and Student Growth Goals are unchanged (within 30 days of reporting for employment). No less than one full formal observation shall be conducted in the year of hire. The teacher's summative cycle begins the following school year.
- If a returning teacher experiences an extended absences/leave that impact the ability to meet the timeline, refer to Schedule on page 20 of this CEP.

Evaluation Cycle – TPGES & OPGES Roles

Observation/Workplace Visits

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor observation for each certified teacher. Supervisor observations will use the same instruments. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection. Mini observations by the principal may be unannounced and do not require a pre-observation conference.

Models

The observation model for tenured employees on a 3-year summative cycle must fulfill the following minimum criteria:

- A minimum of three observations/workplace visits (one each year of the cycle) conducted by the evaluator.
- Final observation/workplace visit is conducted by the supervisor and is a full observation/workplace visit consisting of a full class, lesson, or event (for other professionals).
- Evidence of observation/site-visit will be documented.
- Observers may conduct two mini observations/workplace visits of approximately 20-30 minutes each in the first two years of the summative cycle. Observers may choose to expand these mini sessions to full observations/workplace visits.

The observation model for non-tenured employees on a one-year summative cycle must fulfill the following minimum criteria:

- A minimum of two observations/workplace visits (one full session each semester) conducted by the supervisor.
- Evidence of observation will be documented.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- Pre- and post-conferences must be conducted for all formal observations (full); however, pre-conferences may take place face-to-face or electronically while post-conferences must take place face-to-face.
- Pre-conferences must take place no less than one instructional day prior to the observation.
- Conduct observation post conference within five working days following each observation.

Observation Schedule

Observers will adhere to the following observation/workplace visit schedule:

- Observations/workplace visits may begin after the evaluation training takes place within the first 30 calendar days after reporting for employment.
- During the summative year, the following timeline must be met:
    - The final, full observation must occur by April 30th.
    - A minimum of one (1) full observation/workplace visit shall be conducted by the supervisor (by April 30th) for any teacher or other professional hired who reports to work with less than one hundred forty (140) instructional days remaining in the school year.

- Exceptions to the timeline:
    - In extenuating circumstances in which a teacher or other professional who is on a continuing contract and meets the following criteria, the evaluator with approval from the Superintendent/Designee may extend the summative cycle by one (1) extra year and allow the summative evaluation data to be used from the previous year(s) in the summative cycle:
        - Is in the last year of the summative cycle.
        - Misses more than half of the instructional days during the school year for approved leave per district policy.
        - The decision to extend the summative cycle to an extra year will be documented in writing and included in the employee's summative evaluation documentation.
        - Evidence of observation/workplace visit will be documented.
    - The Superintendent/Designee may grant permission to extend the summative cycle by an extra year on a case-by-case basis if an extenuating circumstance exists that does not meet the above criteria.
        - The decision to extend the summative cycle to an extra year will be documented in writing and included in the employee's summative evaluation documentation.
- All evaluatees will have the opportunity to submit a written statement in response to the summative rating and that response will be included in the official personnel record.

Observer Certification

All evaluators must successfully complete the initial certified evaluation training per KRS 156.557 which requires a minimum of six (6) hours annually of EILA-approved training. This includes training in:

- effective observation and conferencing techniques
- in providing clear and timely feedback
- in establishing and assisting with a professional growth plan
- in summative decision techniques

Evaluators must meet CEP requirements prior to conducting a formative or summative evaluation. If a supervisor has yet to complete the Initial Certified Evaluation Training, 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 principal has not completed Initial Certified Evaluation Training and is therefore unable to conduct observations during the observation window, the superintendent/designee will provide a certified evaluator(s) to help conduct observations/evaluations until the principal obtains certification. The uncertified principal must accompany the certified evaluator(s) and passively participate in all aspects of evaluation.
- The district will provide training support for district administrators, principals, and assistant principals currently employed in those roles annually to ensure evaluator calibration as required per KRS 156.557.

Rating Professional Practice

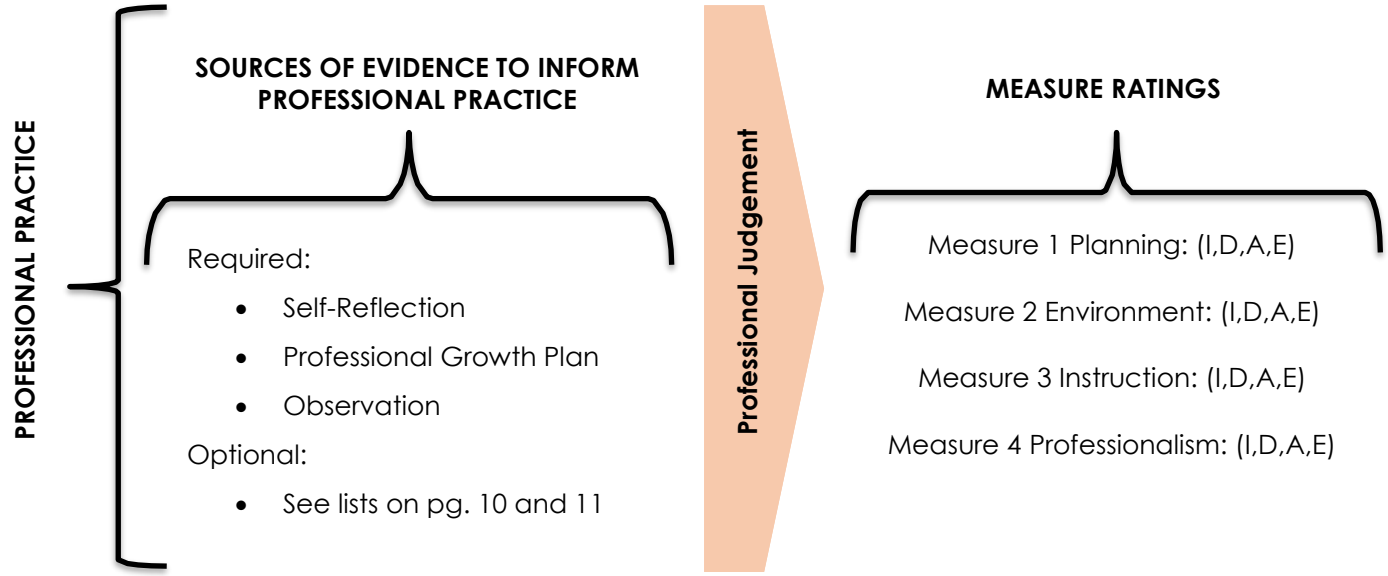
Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on the four performance measures. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Performance Measures

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

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

- Provide a rating for each measure based on evidence and professional judgement.



Determining the Overall Performance Category

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

- Determine individual measure ratings using sources of evidence and professional judgment.
- Apply District Decisions Rules for determining an educator's overall performance measure rating.

See **Appendix N-Y** for Evaluation Forms

Criteria for Determining A Teacher And Other Professional Performance Measure

IF…	THEN…
Environment and Instruction are rated **INEFFECTIVE**	Evaluation Rating shall be **INEFFECTIVE**
Planning and Professionalism are rated **INEFFECTIVE**	Evaluation Rating shall **NOT** be **EXEMPLARY**
Environment and Instruction are rated **DEVELOPING**	Evaluation Rating shall **NOT** be higher than **DEVELOPING**
Two measures are rated **DEVELOPING** (cannot be Environment and Instruction - see above), and two measures are rated **ACCOMPLISHED**.	Evaluation Rating shall be **ACCOMPLISHED**
Two measures are rated **DEVELOPING** (cannot be Environment and Instruction), and two measures are rated **EXEMPLARY**	Evaluation Rating shall be **ACCOMPLISHED**
Environment and Instruction are rated **ACCOMPLISHED**, and Planning and Professionalism are rated **EXEMPLARY**	Evaluation Rating shall be **ACCOMPLISHED**
Environment and Instruction are rated **EXEMPLARY**, Planning and Professionalism are rated **ACCOMPLISHED**	Evaluation Rating shall be **EXEMPLARY**

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below. It is required that the Overall Performance Category process be used to determine an educator's effectiveness.

Professional Growth Plan And Cycle For Tenured Teachers And Other Professionals

ACCOMPLISHED/ EXEMPLARY	**THREE-YEAR CYCLE** SELF-DIRECTED GROWTH PLAN • Goal set by teacher with evaluator input • One goal must focus on low student growth outcome • Formative review annually • Plan activities are teacher directed and implemented with colleagues. • Summative occurs at the end of year 3.
DEVELOPING	**ONE-YEAR CYCLE** DIRECTED GROWTH PLAN • Goal(s) Determined by Evaluator • Goals focus on professional practice • Plan activities designed by evaluator with teacher input • Summative review annually
INEFFECTIVE	**UP TO 12-MONTH** IMPROVEMENT PLAN • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan

Professional Standards for Educational Leaders (PSEL)

The next section explains the evaluation standards and processes used for all school principals. With the changes in the proposed amended 704 KAR 3:370, the Professional Standards for Educational Leaders (PSEL) will be used to evaluate principals and assistant principals in the 2020-21 school year.

Professional Standards for Educational Leadership (PSEL)

The Professional Standards for Educational Leadership are designed to support student achievement and professional best-practice through the standards of:

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

Included in the Professional Standards **(Appendix Z)** are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional 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 ten (10) 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 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 consider how principals respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development.

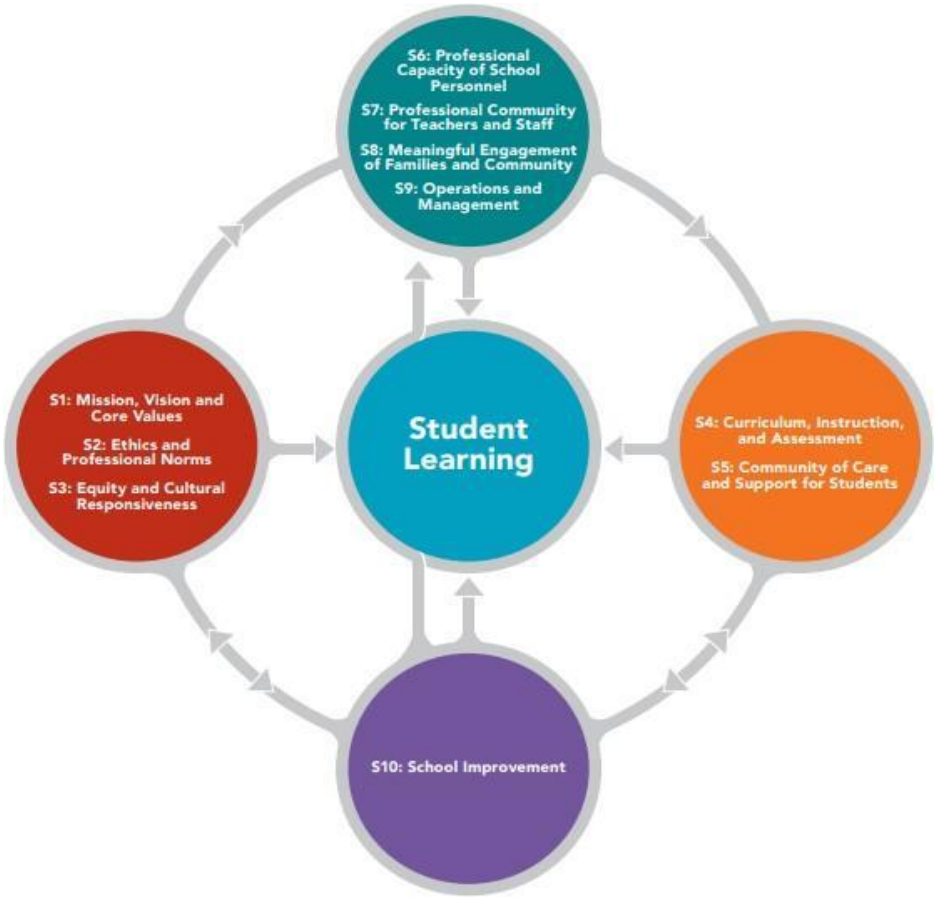
Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

- Required Sources of Evidence
    - Professional Growth Planning and Self-Reflection
    - Site-Visits
    - Working Conditions Goal – IMPACT Survey

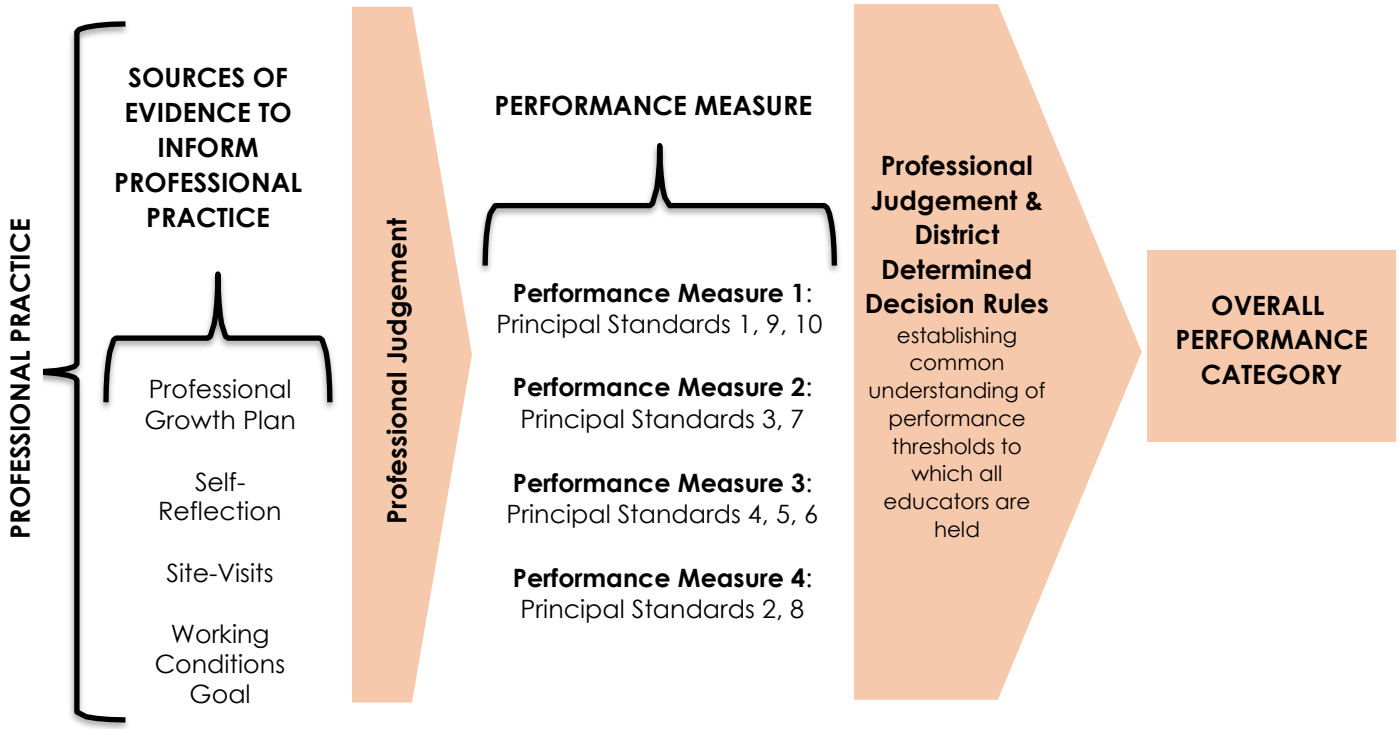
Evaluators may use the following categories of evidence in determining overall ratings:

- Observations/workplace visits conducted by certified supervisor/observer(s)
- Self-reflection/professional growth plans
- Student achievement and growth data
- Program Review evidence
- Communication logs
- Student data records
- Student work
- Records of student and/or teacher attendance
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Engagement in professional organizations
- Action research
- Other: sources of evidence determined with the collaboration of principal and evaluator that uniquely supports educator practice of effectiveness for the school level.



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 Professional Standards for Educational Leaders.

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. **See Appendix AA**

Administrators

- Individual growth plans will be developed annually. This plan may be an enrichment or improvement plan, based on the performance rating of the formal evaluation and/or other formative data.
- The summative evaluation for administrators will be completed by June 15.
- A copy of the summative evaluation report will be given to the administrator.
- The summative evaluation report will be placed in the administrator's file in the Central Office.

Required for all Administrators

- 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.

Principal/Assistant Principal Timeline

Principals Hired Prior To The 60th Instructional Day Of The School Year	Principals Hired On Or After The 60th Instructional Day Of The School Year
August 1: Superintendent or designee reviews expectations of PSEL	**Within 30 Calendar Days of Reporting for Work:** Superintendent reviews expectations of PSEL
September 30: Principal/Assistant Principal collaboratively develop Working Conditions Goal and Professional Growth Goal/Plan	**Within 30 Instructional Days of Reporting for Work:** Principal/Assistant Principal collaboratively develop Student Growth and Achievement, Working Conditions Goal and Professional Growth Goal/Plan
Within the First Two Grading Periods: Superintendent/Designee Conducts a Site Visit	**Within 60 Instructional Days of Reporting for Work:** Superintendent/Designee Conducts a Site Visit
Mid-Year: Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.	**After the Site Visit:** Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
District Determined: Completion of IMPACT Survey	**District Determined:** Completion of IMPACT Survey
Within the Last Two Grading Periods: Superintendent/Designee conducts a Site Visit	
By June 15: Superintendent/Designee conferences with principal/assistant principal to review their Student Growth and Achievement, Working Condition Goal, and Professional Growth Goal as well as modify any strategies. Overall Performance Measure Rating will be developed by this date.	**By June 15:** Superintendent/Designee conferences with principal/assistant principal to review their Student Growth and Achievement, Working Condition Goal, and Professional Growth Goal as well as modify any strategies. Overall Performance Measure Rating will be developed by this date.

- Additional Conferences may be held as deemed necessary to monitor the PGP process.
- All dates are tentative based on the adjustment of the school calendar.

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

Required for all Principals: Conducted at least twice each year

Site visits will be conducted twice annually after the completion of the PGP. The first will take place prior to the end of the 2nd grading period. The second will occur during the 3rd or 4th grading periods (assuming four (4) grading periods per year). For principals hired on or after the 60th instructional day, a minimum of one (1) site visit must occur (see chart above),

During the follow-up conference with the principal, the superintendent/designee will review all Principal Performance Standards and give feedback about each standard.

Optional: The Principal may ask the Superintendent to give specific feedback about a particular standard.

Conferencing:

A minimum of three (3) will take place between Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Conference

    a. Purpose of the Meeting
    b. Discuss reflections of data
    c. Discuss and come to agreement on the Student Growth and Achievement Plan
    d. Discuss reflections of the Professional Standards for Educational Leaders (PSEL)
    e. Discuss and come to agreement on the Professional Growth Goal and Action Plan
    f. Questions/Concerns/Comments
    g. Set tentative date for Mid-Year Review

2. Mid-Year (Conference)

    a. Purpose of Meeting
    b. Discuss first observation/site visit and provide feedback
    c. Share progress toward Student Growth Goal
    d. Discuss documentation of each standard-determine if any other documentation is needed
    e. Questions/Concerns/Comments
    f. Set tentative date for End of Year Review

3. End of Year Review (Conference)

    a. Purpose of Meeting
    b. Discuss second observation/site visit and provide feedback
    c. Share progress toward Student Growth Goal (not used in personnel decisions in 2014- 2015)
    d. Share progress toward Professional Growth Goal
    e. Discuss progress of each standard-determine if any other documentation is needed
    f. Discuss overall rating based on Professional Practice and Student Growth
    g. Questions/Concerns/Comments

Working Conditions Goal

Principals are responsible for setting a 2-year Working Conditions Growth Goal **(Appendix BB)** based on information included in the results of the most recent IMPACT 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. This goal is inherited by the Assistant Principal(s).

Required for all Principals

- Developed following the completion of the IMPACT Kentucky Survey.
- Minimum of one 2-year goal.

Working Conditions Goal(s)

Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent IMPACT Kentucky Survey and any additional relevant data which may include school level documentation, etc. The principal, in collaboration with the superintendent/designee, will review results from the IMPACT Kentucky Survey.

1. Principals will identify an IMPACT survey question that indicates a need for growth and will then identify additional IMPACT survey questions that may have similar results.

2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in appendix).

3. Next, the principal will develop a Working Conditions Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.

4. Next, they will complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.

5. During a mid-year review, principals can choose from one of the following:

    a. Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.
    b. Conduct a sample survey using identified questions from IMPACT (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.
    c. Use results for a variety of sources to linked to IMPACT Data questions that support growth according to the WCG

6. Ongoing reflection and modification of the strategies when needed.

Products of Practice/Other Sources of Evidence

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

Principals can choose from the following:

- 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
- Other

Rating Overall Professional Practice

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. Using the sources of evidence for principals/other building level administrators, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Performance Category. It is required that the Overall Decision Rules (below) be used for determining an educator's Overall Performance Category.

	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
PRINCIPAL Professional Standards for Educational Leaders (PSEL)	Standard 1: Mission, Vision, & Core Values Standard 9: Operations & Management Standard 10: School Improvement	Standard 3: Equity & Cultural Responsiveness Standard 7: Professional Community for Teachers & Staff	Standard 4: Curriculum, Instruction & Assessment Standard 5: Community of Care and Support for Students Standard 6: Professional Capacity of School Personnel	Standard 2: Ethics & Professional Norms Standard 8: Meaningful Engagement of Families & Community

*Use District decision rules to make overall performance category.

Determining the Overall Performance Category

Each Performance Measure will be rated Exemplary, Accomplished, Developing, or Ineffective based on the final Kentucky Principal Performance Standard(s) rating using the PSEL rubric added to the appendix after its release on May 30,2020

See **Appendix CC**

Criteria for Determining Principal Performance Measures

Performance Measures Planning and Environment Only
To determine the rating for the Planning Performance Measure and Environment Performance Measure, the following decision rules will be applied.

IF…	THEN…
One standard is rated Developing, and one standard is rated Accomplished	Planning/Environment Performance Measure shall be rated Accomplished
One standard is rated Developing, and one standard is rated Exemplary	Planning/Environment Performance Measure shall be rated Accomplished
One standard is rated Accomplished, and one standard is rated Exemplary	Planning/Environment Performance Measure shall be rated Exemplary
One Standard is rated as Ineffective	Planning/Environment Performance Measure shall not be ANY higher than Accomplished
Two standards are rated Ineffective	Planning/Environment Performance Measure shall be Ineffective

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

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

District Level Certified Personnel - Evaluation Cycle

The Paris City Schools Certified Personnel Plan is individualized in that each employee is evaluated independently of all other employees including observations, conferences, reporting, and planning for professional growth. Each cycle will include formative observations, summative evaluation, self-reflection, and a professional growth plan **(Appendix EE)**. Formative observations will consist of formal (announced) and informal and (unannounced) observations. The Primary Evaluator for district certified personnel will be the superintendent.

Performance Criteria
District Certified roles may include CIO, CAO, Assistant Superintendent, DoSE, etc.): ISLLC Standards **(Appendix DD)**

District Certified Personnel Timelines

Hired Prior To The 60th Instructional Day Of The School Year	Hired On Or After The 60th Instructional Day Of The School Year
August 1: Superintendent or designee reviews CEP	**Within 30 Calendar Days of Reporting for Work:** Superintendent reviews CEP
September 30: District Certified Personnel works collaboratively to develop Professional Growth Goal/Plan	**Within 30 Instructional Days of Reporting for Work:** District Certified Personnel works collaboratively to develop Professional Growth Goal/Plan
Within the First Two Grading Periods: Superintendent/Designee Conducts a Site Visit	**Within 60 Instructional Days of Reporting for Work:** Superintendent/Designee Conducts a Site Visit
Mid-Year: Conference to review/reflect upon goals and modify any strategies as needed.	**After the Site Visit:** Conference to review/reflect upon goals and modify any strategies as needed.
Within the Last Two Grading Periods: Superintendent/Designee conducts a Site Visit	
By June 15: Superintendent/Designee conferences with District Certified Personnel to review their Professional Growth Plan as well as modify any strategies. Overall Performance Measure Rating will be developed by this date.	**By June 15:** Superintendent/Designee conferences with District Certified Personnel to review their Professional Growth Plan as well as modify any strategies. Overall Performance Measure Rating will be developed by this date.

- Additional Conferences may be held as deemed necessary to monitor the PGP process.
- All dates are tentative based on the adjustment of the school calendar.

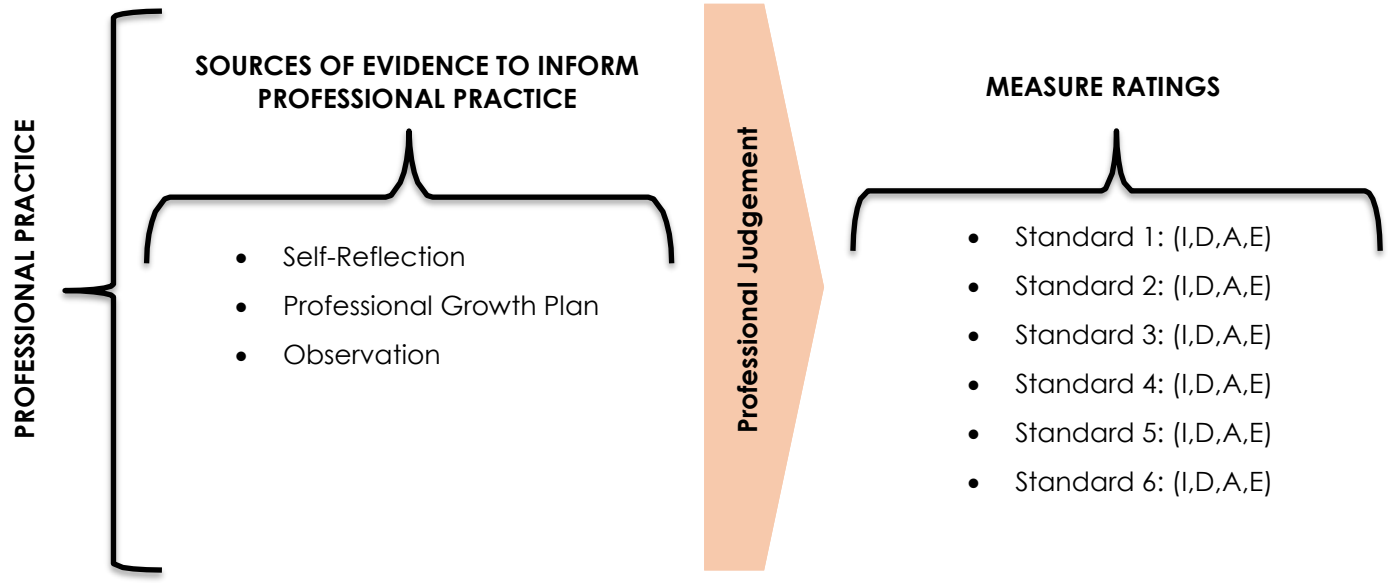
Frequency Of Evaluation
Administrators shall have a summative evaluation annually. The evaluator at his/her discretion may use various formative collection processes, as he/she deems appropriate. A Final Summative Evaluation Form shall be completed by the primary evaluator and will be reviewed during a summative conference.

Letters and Memos
In addition to district-adopted evaluation forms, letters, e-mails, memos, or other forms of written communication may be used to document both outstanding performance and performance which needs improvement or other performance which needs documentation.

Rating Overall Professional Practice

Superintendents are responsible for determining an Overall Performance Category for all district level certified personnel at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the ratings on Performance Measures.

Performance Measures	Planning	Environment	Instruction	Professionalism
ISLLC Standards	Standard 3 Management Standard 6 Political, Economic, Legal	Standard 2 School Culture and Learning	Standard 4 Collaboration	Standard 1 Vision Standard 5 Integrity, Fairness, Ethics



Determining the Overall Performance Category

Each Performance Standard is rated as Exemplary, Accomplished, Developing, or Ineffective based on the ratings for the ISLLC standards or Specialist Framework.

See **Appendix FF**

Criteria for Determining District Level Certified Personnel Performance Measures

Performance Measures Planning and Environment Only

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

IF…	THEN…
One standard is rated **Developing**, and one standard is rated **Accomplished**	Planning/Environment Performance Measure shall be rated **Accomplished**
One standard is rated **Developing**, and one standard is rated **Exemplary** shall be rated	Planning/Environment Performance Measure **Accomplished**
One standard is rated **Accomplished**, and one standard is rated **Exemplary**	Planning/Environment Performance Measure shall be rated **Exemplary**
One Standard is rated as **Ineffective**	Planning/Environment Performance Measure shall not be ANY higher than **Accomplished**
Two standards are rated **Ineffective**	Planning/Environment Performance Measure shall be **Ineffective**

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

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

Instructions for Completing Corrective Action Plan

A corrective action plan **(Appendix GG)** may be written at any time during the school year but shall be written if evaluatee receives an "Ineffective" or "Does- Not- Meet" on the Final Summative Form. Corrective action plans shall be reviewed continuously until performance is judged to consistently meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when a "Does-Not-Meet" rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing:

1. Corrective Action Plan goals and objectives
2. Procedures and activities designed to achieve Corrective Action Plan goals and objectives.
3. Targeted dates for appraising the evaluatee's improvement towards the identified Corrective Action Plan goals and objectives.

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them we be subject to further corrective action and/or consequence. Continued lack of progress could result in employer action or termination.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, another area may be added.

<u>Recommended Procedures</u>

1. Identify the specific domain(s) or standard(s) from the Final Summative Evaluation Form that has an "Ineffective" or "does-not meet" rating assigned.
2. Select the stage of professional development that best reflects the evaluatee's level.
    - O - Orientation/Awareness
    - A - Preparation/Application
    - I - Implementation/Management
    - R - Refinement/Impact
3. List Growth Objective(s) Goals. The growth objectives must address the specific domain(s) or standard(s) rated as "Ineffective" or "does-not-meet" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).
4. Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
5. List 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.
6. Documentation of all reviews, corrective actions, and the evaluator's assistance must be provided periodically (as they occur) to the evaluatee. Evaluators must follow the local district professional development growth and evaluation plan process, and procedures for implementing an Individual Correction Action Plan.

Appeals Process

Local Appeals Panel

1. The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.

2. The panel shall consist of three (3) certified employees. Two members of the panel shall be elected by and from the certified employees of the district. The two (2) alternates shall be decided from the same election. The certified employees receiving the third and fourth number of votes shall be the two (2) alternates. The local board of education shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

3. All terms of panel members and alternates shall be for two (2) years and run from July 1 to June 30. Members may be re-appointed or re-elected.

4. The chairman of the panel shall be the certified employee appointed by the local board of education.

5. Any evaluatee who believes that he or she was not fairly evaluated on the summative evaluation must submit the Evaluation Appeals Hearing Request Form **(Appendix HH)** to the Appeals Panel Chair within five (5) working days of the receipt of the summative evaluation.

6. The appeal shall be written and signed on the Evaluation Appeals Heari ng Request Form. The form shall state that evaluation records may be presented to and reviewed by the panel.

7. No panel member shall serve on any panel on which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve on the panel. The immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparents, cousin and corresponding in- laws.

8. Formal Hearing Process:
    a. The evaluatee appealing to the panel has the burden of proof. Copies of all pertinent documentation for the hearing shall be provided for the appeals panel from the evaluator and evaluatee prior to the hearing.
    b. Legal counsel/representation is allowed for both parties. Prior notification of legal counsel for the evaluatee is required within four (4) working days of the hearing.
    c. Witnesses will be allowed to testify.
    d. The panel shall issue one of the following three recommendations to the superintendent within fourteen (14) working days from the date an appeal is filed.
        i. Uphold the original summative evaluation.
        ii. Remove the whole evaluation or any part of the summative evaluation.
        iii. Order a second evaluation conducted by a trained evaluator employed by the district.

The superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

State Evaluation Appeals Panel

1. Pursuant to KRS 156.557—Standards for Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, any 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. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

2. 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.

3. 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.

Appeals Panel 2024 - 2025 and 2025 - 2026 School Years

Board Appointed Members

- --- TBD
- --- (alternate) TBD

Elected Members

- --- TBD
- --- TBD
- --- (alternate) TBD
- --- (alternate) TBD

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Kentucky Framework for Personnel Evaluation Role Group, Measure and Performance Criteria

Performance Criteria and Role	Measures			
	Planning	**Environment**	**Instruction**	**Professionalism**
Teacher **KY Framework for Teaching**	Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional **KY Frameworks for Teaching – Specialists Frameworks**	Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal **Professional Standards for Educational Leaders** **PSEL**	Standard 1 Mission, Vision, & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff	Standard 4 Curriculum, Instruction, & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community
District Certified Personnel **District determined performance criteria specific to evaluatee's job category**	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance Criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance Criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance Criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance Criteria applicable to the evaluatee that characterizes professional effectiveness

TPGES - Kentucky Framework for Teaching

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of Learning Process iii. Knowledge of students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs C. Selecting Instructional Outcomes i. Value, Sequence, & Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content iii. Knowledge and Pedagogy iv. Resources for Students E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure F. Designing Student Assessment i. Congruence with Instructional ii. Outcomes iii. Criteria and Standards iv. Design of Formative Assessments v. Use for Planning	A. Creating an Environment of Respect and Rapport i. Teacher Interaction with Students ii. Student Interactions with One Another B. Establishing a Culture for Learning i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work C. Managing Classroom Procedures i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties D. Managing Student Behavior i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior E. Organizing Physical Space i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources	A. Communicating with Students i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language B. Using Questioning and Discussion Techniques i. Quality of Questions ii. Discussion Techniques iii. Student Participation C. Engaging Students in Learning i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing D. Using Assessment in Instruction i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress E. Demonstrating Flexibility and Responsiveness i. Lesson Adjustment ii. Response to Students iii. Persistence	A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations

OPGES Framework for Instructional Specialists

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Services	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of current trends in specialty area and professional development B. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program C. Establishing goals for the instructional support program appropriate to the setting and the teachers served D. Demonstrating knowledge of resources both within and beyond the school and district E. Planning the instructional support program integrated with the overall school program F. Developing a plan to evaluate the instructional support program	A. Creating an environment of trust and respect B. Establishing a culture for ongoing instructional improvement C. Establishing clear procedures for teachers to gain access to the instructional support D. Establishing and maintaining norms of behavior for professional interactions E. Organizing physical space for workshops or training	A. Collaborating with teachers in the design of instructional units and lessons B. Engaging teachers in learning new instructional skills C. Sharing expertise with staff D. Locating resources for teachers to support instructional improvement E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Preparing and submitting budgets and reports C. Coordinating work with other instructional specialists D. Participating in a professional community E. Engaging in professional development F. Showing professionalism including integrity and confidentiality

OPGES Framework for Therapeutic Specialists

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Services	Domain 4 Professional Responsibilities
A. Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license B. Establishing goals for the therapy program appropriate to the setting and the students served C. Demonstrating knowledge of District, state, and federal regulations and guidelines D. Demonstrating knowledge of resources both within and beyond the school and district E. Planning the therapy program integrated with the regular school program to meet the needs of individual students F. Developing a plan to evaluate the therapy program	A. Establishing rapport with students B. Organizing time effectively C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the treatment center E. Organizing physical space for testing of students and providing therapy	A. Responding to referrals and evaluating student needs B. Developing and implementing treatment plans to maximize student's success C. Communicating with families D. Collecting information; writing reports E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Collaborating with teachers and administrators C. Maintaining an effective data management system D. Participating in a professional community E. Engaging and professional development F. Showing professionalism including integrity advocacy and maintaining confidentiality

OPGES Framework for School Guidance Counselors/Social Workers

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Services	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of counseling theory and techniques B. Demonstrating knowledge of child and adolescent development C. Establishing goals for the counseling program appropriate to the setting and the students served D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district E. Plan in the counseling program integrated with the regular school program F. Developing a plan to evaluate the counseling program	A. Creating an environment of respect and rapport B. Establishing a culture for productive communication C. Managing routines and procedures D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school E. Organizing physical space	A. Assessing student needs B. Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs C. Using counseling techniques in individual and classroom programs D. Brokering resources to meet needs E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Maintaining records and submitting them in a timely fashion C. Communicating with families D. Participating in a professional community E. Engaging in professional development F. Showing professionalism

OPGES Framework for School Psychologists

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Services	Domain 4 Professional Responsibilities
A. Demonstrating knowledge and skill in using psychological instruments to evaluate students B. Demonstrating knowledge of child and adolescent development and psychopathology C. Establishing goals for the psychology program appropriate to the setting and the students served D. Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district E. Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention F. Developing a plan to evaluate the psychology program	A. Establishing rapport with students B. Establishing a culture for positive mental health throughout the school C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the testing center E. Organizing physical space for testing the students and storage of materials	A. Responding to referrals consulting with teachers and administrators B. Evaluating student needs and compliance with National Association of School Psychologists NASP guidelines C. Chairing evaluation team D. Planning interventions to maximize student's likelihood of success E. Maintaining contact with physicians and community mental health service providers F. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Communicating with families C. Maintaining accurate records D. Participating in a professional community E. Engaging in professional development F. Showing professionalism

OPGES Framework for Library Media Specialists

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Services	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of content curriculum and process i. Knowledge of curriculum ii. Knowledge of information, media, and digital literacy iii. Knowledge of the research process B. Demonstrating knowledge of students i. Knowledge of child and adolescent development ii. Knowledge of the learning process iii. Knowledge of students' skills and knowledge and language proficiency iv. Knowledge of students' Interests and cultural heritage v. Knowledge of students' special needs C. Supporting instructional goals i. Instructional resources and technology ii. Instructional services D. Demonstrating knowledge and use of resources i. Instructional materials and resources ii. Search strategies E. Demonstrating a knowledge of literature and lifelong learning i. Children's and young adult literature ii. Reading promotion F. Collaborating in the design of instructional experiences i. Collaborative skills ii. Instructional materials and resources iii. Research process iv. Information, media, digital and technology literacy	A. Creating an environment of respect and rapport i. Interpersonal relations ii. Student interactions iii. Staff interactions B. Establishing a culture for learning i. Ethos ii. Expectations for learning C. Managing library procedures i. Circulation procedures ii. Scheduling procedures D. Managing student behavior i. Expectations ii. Monitoring of student behavior iii. Response to misbehavior E. Organizing physical space i. Safety ii. Traffic flow iii. Self-directed use iv. Consideration of functions v. Flexibility	A. Communicating clearly and accurately i. Directions and procedures ii. Use of different methods B. Using questioning and research techniques i. Quality of questions ii. Research techniques iii. Student inquiry C. Engaging students in learning i. Instructional materials and resources ii. Expectations for students D. Assessment in instruction (whole class, one-on-one and small group) i. Assessment criteria ii. Monitoring of student learning iii. Quality feedback iv. Student self-assessment and monitoring of progress E. Demonstrating flexibility and responsiveness i. Teaching strategies ii. Lesson adjustments iii. Response to students iv. Persistence	A. Reflecting on practice i. Reflection ii. Vision iii. Change B. Maintaining accurate records i. Catalog ii. Circulation iii. Statistics iv. Inventory v. Using data C. Communicating with school staff and community i. Information about the library program ii. Advocacy D. Participating in a professional community i. Service to the school ii. Participation in school and district projects iii. Involvement in a culture of professional inquiry iv. Relationship with colleagues E. Growing and developing professionally i. Enhancement of professional knowledge ii. Receptivity to feedback from colleagues iii. Service to the profession F. Collection development and maintenance i. Assessment ii. Selection weeding G. Managing the library budget i. Data driven decisions ii. Budget development iii. Record keeping H. Managing personnel i. Motivating leadership ii. Delegating responsibility iii. Training iv. Supervision v. Evaluation I. Professional ethics i. Library Bill of Rights ii. Copyright law iii. Ethical use of information iv. Intellectual freedom v. Privacy vi. Confidentiality

TPGES Self Reflection & PGP – School Year: 2024 – 2025

Teacher: _____ **School:** _____ **Evaluation Type:** ☐ Non-Tenured ☐ Tenured

Administrator: _____ **Grade/Content:** _____

Directions: Completed by Teacher. Mark a rating for each component & then explain why you gave yourself that rating in the rationale box.

I – Ineffective D – Developing A – Accomplished E – Exemplary

Component		Rating I D A E	Rationale
1.A	Knowledge of content & Pedagogy		
1.B	demonstrate Knowledge of Students		
1.C	Setting Instructional Outcomes		
1.D	Demonstrates Knowledge of Resources		
1.E	Designing Coherent Instruction		
1.F	Designing Student Assessment		
2.A	Creating an Environment of Respect/Rapport		
2.B	Establishing Culture of Learning		
2.C	Maintaining Classroom Procedures		
2.D	Managing Student Behavior		
2.E	Organizing Physical Space		
3.A	Communicating with Students		
3.B	Questioning & Discussion Techniques		
3.C	Engaging Students in Learning		
3.D	Using Assessment in Learning		
3.E	Demonstrating Flexibility & Responsiveness		
4.A	Reflecting on Teaching		
4.B	Maintaining Accurate Records		
4.C	Communicating with Families		
4.D	Participating in a Professional Learning Community		
4.E	Growing & Developing Professionally		
4.F	Showing Professionalism		

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Teacher Mid-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Growing and Developing Professionally**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

Teacher Mid-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Growing and Developing Professionally**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

Instructional Specialists Self Reflection & PGP – School Year: 2024 – 2025

Teacher: _____ **School:** _____ **Evaluation Type:** ☐ Non-Tenured ☐ Tenured

Administrator: _____ **Grade/Content:** _____

Directions: Completed by Teacher. Mark a rating for each component & then explain why you gave yourself that rating in the rationale box.

I – Ineffective D – Developing A – Accomplished E – Exemplary

Component		Rating I	D	A	E	Rationale
1.A	Demonstrating knowledge of current trends in specialty area and professional development					
1.B	Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program					
1.C	Establishing goals for the instructional support program appropriate to the setting and the teachers served					
1.D	Demonstrating knowledge of resources both within and beyond the school and district					
1.E	Planning the instructional support program integrated with the overall school program					
1.F	Developing a plan to evaluate the instructional support program					
2.A	Creating an environment of trust and respect					
2.B	Establishing a culture for ongoing instructional improvement					
2.C	Establishing clear procedures for teachers to gain access to the instructional support					
2.D	Establishing and maintaining norms of behavior for professional interactions					
2.E	Organizing physical space for workshops or training					
3.A	Collaborating with teachers in the design of instructional units and lessons					
3.B	Engaging teachers in learning new instructional skills					
3.C	Sharing expertise with staff					
3.D	Locating resources for teachers to support instructional improvement					
3.E	Demonstrating flexibility and responsiveness					
4.A	Reflecting on practice					
4.B	Preparing and submitting budgets and reports					
4.C	Coordinating work with other instructional specialists					
4.D	Participating in a professional community					
4.E	Engaging in professional development					
4.F	Showing professionalism including integrity and confidentiality					

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Mid-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

End-of-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

Therapeutic Specialists Self Reflection & PGP – School Year: 2024 – 2025

Teacher: _____ **School:** _____ **Evaluation Type:** ☐ Non-Tenured ☐ Tenured

Administrator: _____ **Grade/Content:** _____

Directions: Completed by Teacher. Mark a rating for each component & then explain why you gave yourself that rating in the rationale box.

I – Ineffective D – Developing A – Accomplished E – Exemplary

Component		Rating I	D	A	E	Rationale
1.A	Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license					
1.B	Establishing goals for the therapy program appropriate to the setting and the students served					
1.C	Demonstrating knowledge of District, state, and federal regulations and guidelines					
1.D	Demonstrating knowledge of resources both within and beyond the school and district					
1.E	Planning the therapy program integrated with the regular school program to meet the needs of individual students					
1.F	Developing a plan to evaluate the therapy program					
2.A	Establishing rapport with students					
2.B	Organizing time effectively					
2.C	Establishing and maintaining clear procedures for referrals					
2.D	Establishing standards of conduct in the treatment center					
2.E	Organizing physical space for testing of students & providing therapy					
3.A	Responding to referrals and evaluating student needs					
3.B	Developing and implementing treatment plans to maximize student's success					
3.C	Communicating with families					
3.D	Collecting information; writing reports					
3.E	Demonstrating flexibility and responsiveness					
4.A	Reflecting on practice					
4.B	Collaborating with teachers and administrators					
4.C	Maintaining an effective data management system					
4.D	Participating in a professional community					
4.E	Engaging in professional development					
4.F	Showing professionalism including integrity advocacy and maintaining confidentiality					

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Mid-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

End-of-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

School Guidance Counselor/Social Worker Self Reflection & PGP – School Year: 2024 – 2025

Teacher: _____ **School:** _____ **Evaluation Type:** ☐ Non-Tenured ☐ Tenured

Administrator: _____ **Grade/Content:** _____

Directions: Completed by Teacher. Mark a rating for each component & then explain why you gave yourself that rating in the rationale box.

I – Ineffective D – Developing A – Accomplished E – Exemplary

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

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Mid-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

End-of-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

School Psychologist Self Reflection & PGP – School Year: 2024 – 2025

Teacher: _____ **School:** _____ **Evaluation Type:** ☐ Non-Tenured ☐ Tenured

Administrator: _____ **Grade/Content:** _____

Directions: Completed by Teacher. Mark a rating for each component & then explain why you gave yourself that rating in the rationale box.

I – Ineffective D – Developing A – Accomplished E – Exemplary

Component		Rating I D A E	Rationale
1.A	Demonstrating knowledge and skill in using psychological instruments to evaluate students		
1.B	Demonstrating knowledge of child and adolescent development and psychopathology		
1.C	Establishing goals for the psychology program appropriate to the setting and the students served		
1.D	Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district		
1.E	Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention		
1.F	Developing a plan to evaluate the psychology program		
2.A	Establishing rapport with students		
2.B	Establishing a culture for positive mental health throughout the school		
2.C	Establishing and maintaining clear procedures for referrals		
2.D	Establishing standards of conduct in the testing center		
2.E	Organizing physical space for testing the students and storage of materials		
3.A	Responding to referrals consulting with teachers and administrators		
3.B	Evaluating student needs and compliance with National Association of School Psychologists NASP guidelines		
3.C	Chairing evaluation team		
3.D	Planning interventions to maximize student's likelihood of success		
3.E	Maintaining contact with physicians and community mental health service providers		
3.F	Demonstrating flexibility and responsiveness		
4.A	Reflecting on practice		
4.B	Communicating with families		
4.C	Maintaining accurate records		
4.D	Participating in a professional community		
4.E	Engaging in professional development		
4.F	Showing professionalism		

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Mid-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

End-of-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Engaging in Professional Development**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

Library Media Specialist Self Reflection & PGP – School Year: 2024 – 2025

Teacher: _____ **School:** _____ **Evaluation Type:** ☐ Non-Tenured ☐ Tenured

Administrator: _____ **Grade/Content:** _____

Directions: Completed by Teacher. Mark a rating for each component & then explain why you gave yourself that rating in the rationale box.

I – Ineffective D – Developing A – Accomplished E – Exemplary

Component		Rating I D A E	Rationale
1.A	Demonstrating knowledge of content curriculum & process		
1.B	Demonstrating knowledge of students		
1.C	Supporting instructional goals		
1.D	Demonstrating knowledge & use of resources		
1.E	Demonstrating a knowledge of literature & lifelong learning		
1.F	Collaborating in the design of instructional experiences		
2.A	Creating an environment of trust & respect		
2.B	Establishing a culture for learning		
2.C	Managing library procedures		
2.D	Managing student behavior		
2.E	Organizing physical space		
3.A	Communicating clearly & accurately		
3.B	Using questioning & research techniques		
3.C	Engaging students in learning		
3.D	Assessment in instruction(whole class, one-on-one, small group)		
3.E	Demonstrating flexibility & responsiveness		
4.A	Reflecting on practice		
4.B	Maintaining accurate records		
4.C	Communicating with school staff & community		
4.D	Participating in a Professional Community		
4.E	Growing & developing professionally		
4.F	Collection development & maintenance		
4.G	Managing the library budget		
4.H	Managing personnel		
4.I	Professional ethics		

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Mid-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Growing and Developing Professionally**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

End-of-Year Reflection:
Next Steps:

Professional Growth - Connection to Framework for Teaching				
• **4.A Reflects on Teaching**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
• **4.E Growing and Developing Professionally**	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

Employee Signature	**Date**	**Employee Signature**	**Date**

Paris City Schools TPGES/KTIP Formative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Mini or Full Obs.
1.A Knowledge of Content & Pedagogy I D A E N/A	2.A Creating an Environment of Respect & Rapport I D A E N/A	3.A Communicating with Students I D A E N/A	4.A Reflects on Teaching I D A E N/A	Pre-Conference Date:
1.B Knowledge of Students I D A E N/A	2.B Establishing a Culture of Learning I D A E N/A	3.B Questioning/Discussion Techniques I D A E N/A	4.B Maintaining Accurate Records I D A E N/A	
1.C Setting Instructional Outcomes I D A E N/A	2.C Managing Classroom Procedures I D A E N/A	3.C Engaging Students in Learning I D A E N/A	4.C Communicating With Families I D A E N/A	Observation Date:
1.D Demonstrates Knowledge of Resources I D A E N/A	2.D Managing Student Behavior I D A E N/A	3.D Using Assessment in Instruction I D A E N/A	4.D Participating in a Professional Learning Community I D A E N/A	
1.E Designing Coherent Instruction I D A E N/A	2.E Organizing Physical Space I D A E N/A	3.E Demonstrating Flexibility & Responsiveness I D A E N/A	4.E Growing & Developing Professionally I D A E N/A	Post-Conference Date:
1.F Designing Student Assessment I D A E N/A			4.F Demonstrating Professionalism I D A E N/A	

Evaluatee Comments:	Evaluator Comments:

I am knowledgeable about the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

Evaluatee's Signature **Date** **Evaluator's Signature** **Date**

Paris City Schools TPGES/KTIP Summative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Obs./Site Visit Documentation
1.A Knowledge of Content & Pedagogy I D A E	2.A Creating an Environment of Respect & Rapport I D A E	3.A Communicating with Students I D A E	4.A Reflects on Teaching I D A E	**Formative Observation #1** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.B Knowledge of Students I D A E	2.B Establishing a Culture of Learning I D A E	3.B Questioning/Discussion Techniques I D A E	4.B Maintaining Accurate Records I D A E	
1.C Setting Instructional Outcomes I D A E	2.C Managing Classroom Procedures I D A E	3.C Engaging Students in Learning I D A E	4.C Communicating With Families I D A E	**Formative Observation #2** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.D Demonstrates Knowledge of Resources I D A E	2.D Managing Student Behavior I D A E	3.D Using Assessment in Instruction I D A E	4.D Participating in a Professional Learning Community I D A E	
1.E Designing Coherent Instruction I D A E	2.E Organizing Physical Space I D A E	3.E Demonstrating Flexibility & Responsiveness I D A E	4.E Growing & Developing Professionally I D A E	**Formative Observation #3** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.F Designing Student Assessment I D A E			4.F Demonstrating Professionalism I D A E	

Domain 1	**Domain 2**	**Domain 3**	**Domain 4**	**OVERALL SCORE**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ **EXEMPLARY**
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ **ACCOMPLISHED**
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ **DEVELOPING**
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ **INEFFECTIVE**

_____ I agree with the above evaluation.
_____ I disagree with the above evaluation for the following reasons:

I - Ineffective D - Developing A - Accomplished E – Exemplary

Evaluatee Comments:	**Evaluator Comments**:

If Measures 2 & 3 are rated "I"	**Summative rating shall be "I"**
If Measures 2 or 3 are rated "I"	**Summative rating shall be "D" or "I"**
If Measures 1 or 4 are rated "I"	**Summative rating shall NOT be "E"**
If 2 Measures are rated "D" & 2 are rated "A	**Summative rating shall be "A"**
If 2 Measures are rated "D" & 2 are rated "E"	**Summative rating shall be "A"**
If 2 Measures are rated "A" & 2 Measures are rated "E"	**Summative rating shall be "E"**

Evaluatee's Signature **Date**

***Any Measure Rating of "ineffective" requires the development of an Individual Corrective Action Plan.**

Evaluator's Signature **Date**

Paris City Schools OPGES Instructional Specialist Formative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Mini or Full Obs.
1.A Knowledge of Current Trends I D A E N/A	2.A Environment of Trust & Respect I D A E N/A	3.A Collaborating on Design of Units/Lessons I D A E N/A	4.A Reflecting on Practice I D A E N/A	Pre-Conference Date:
1.B Knowledge of School Programs I D A E N/A	2.B Culture of Instructional Improvement I D A E N/A	3.B Engaging Teachers in Learning I D A E N/A	4.B Preparing Budgets & Reports I D A E N/A	
1.C Instructional Support Goals I D A E N/A	2.C Clear Procedures I D A E N/A	3.C Sharing Expertise I D A E N/A	4.C Coordinating Work I D A E N/A	Observation Date:
1.D Knowledge of Resources I D A E N/A	2.D Norms of Behavior for Professional Interactions I D A E N/A	3.D Locating Resources I D A E N/A	4.D Participating in a Professional Learning Community I D A E N/A	
1.E Integrating Instructional Support Programs I D A E N/A	2.E Organizing Physical Space I D A E N/A	3.E Demonstrating Flexibility & Responsiveness I D A E N/A	4.E Engaging in Professional Development I D A E N/A	Post-Conference Date:
1.F Evaluating Instructional Support Programs I D A E N/A			4.F Showing Professionalism I D A E N/A	

Evaluatee Comments:	Evaluator Comments:

I am knowledgeable about the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

Evaluatee's Signature _____ **Date** _____ **Evaluator's Signature** _____ **Date** _____

Paris City Schools OPGES Instructional Specialist Summative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Obs./Site Visit Documentation
1.A Knowledge of Current Trends I D A E	2.A Environment of Trust & Respect I D A E	3.A Collaborating on Design of Units/Lessons I D A E	4.A Reflecting on Practice I D A E	**Formative Observation #1** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.B Knowledge of School Programs I D A E	2.B Culture of Instructional Improvement I D A E	3.B Engaging Teachers in Learning I D A E	4.B Preparing Budgets & Reports I D A E	
1.C Instructional Support Goals I D A E	2.C Clear Procedures I D A E	3.C Sharing Expertise I D A E	4.C Coordinating Work I D A E	**Formative Observation #2** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.D Knowledge of Resources I D A E	2.D Norms of Behavior for Professional Interactions I D A E	3.D Locating Resources I D A E	4.D Participating in a Professional Learning Community I D A E	
1.E Integrating Instructional Support Programs I D A E	2.E Organizing Physical Space I D A E	3.E Demonstrating Flexibility & Responsiveness I D A E	4.E Engaging in Professional Development I D A E	**Formative Observation #3** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.F Evaluating Instructional Support Programs I D A E			4.F Showing Professionalism I D A E	

Domain 1	**Domain 2**	**Domain 3**	**Domain 4**	**OVERALL SCORE**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ **EXEMPLARY**
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ **ACCOMPLISHED**
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ **DEVELOPING**
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ **INEFFECTIVE**

_____ I agree with the above evaluation.
_____ I disagree with the above evaluation for the following reasons:

I - Ineffective D - Developing A - Accomplished E – Exemplary

Evaluatee Comments:	**Evaluator Comments**:

If Measures 2 & 3 are rated "I"	**Summative rating shall be "I"**
If Measures 2 or 3 are rated "I"	**Summative rating shall be "D" or "I"**
If Measures 1 or 4 are rated "I"	**Summative rating shall NOT be "E"**
If 2 Measures are rated "D" & 2 are rated "A	**Summative rating shall be "A"**
If 2 Measures are rated "D" & 2 are rated "E"	**Summative rating shall be "A"**
If 2 Measures are rated "A" & 2 Measures are rated "E"	**Summative rating shall be "E"**

Evaluatee's Signature **Date**

***Any Measure Rating of "ineffective" requires the development of an Individual Corrective Action Plan.**

Evaluator's Signature **Date**

Paris City Schools OPGES Guidance Counselor/Social Worker Formative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Mini or Full Obs.
1.A Demonstration of Knowledge of Counseling Theory & Technique I D A E N/A	2.A Creating an Environment of Respect & Rapport I D A E N/A	3.A Assessing Student Needs I D A E N/A	4.A Reflects on Practice I D A E N/A	Pre-Conference Date:
1.B Demonstrating Knowledge of Child Development I D A E N/A	2.B Establishing a Culture for Productive Communication I D A E N/A	3.B Assisting Students with Academic, Personal, Social, & Career Plans I D A E N/A	4.B Maintaining Records I D A E N/A	
1.C Establishing Goals for Counseling I D A E N/A	2.C Managing Routines & Procedures I D A E N/A	3.C Counseling Techniques I D A E N/A	4.C Communicating With Families I D A E N/A	Observation Date:
1.D Demonstrating Knowledge of Regulations/Resources I D A E N/A	2.D Standards of Conduct/ Contributing to Student Behavior I D A E N/A	3.D Brokering Resources I D A E N/A	4.D Participating in a Professional Learning Community I D A E N/A	
1.E Integrating the Counseling Program I D A E N/A	2.E Organizing Physical Space I D A E N/A	3.E Demonstrating Flexibility & Responsiveness I D A E N/A	4.E Engaging in Professional Development I D A E N/A	Post-Conference Date:
1.F Evaluating the Counseling Program I D A E N/A			4.F Showing Professionalism I D A E N/A	

Evaluatee Comments:	Evaluator Comments:

I am knowledgeable about the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

_____ _____ _____ _____

Evaluatee's Signature **Date** **Evaluator's Signature** **Date**

Paris City Schools OPGES Guidance Counselor/Social Worker Summative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Obs./Site Visit Documentation
1.A Demonstration of Knowledge of Counseling Theory & Technique I D A E	2.A Creating an Environment of Respect & Rapport I D A E	3.A Assessing Student Needs I D A E	4.A Reflects on Practice I D A E	**Formative Observation #1** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.B Demonstrating Knowledge of Child Development I D A E	2.B Establishing a Culture for Productive Communication I D A E	3.B Assisting Students with Academic, Personal, Social, & Career Plans I D A E	4.B Maintaining Records I D A E	
1.C Establishing Goals for Counseling I D A E	2.C Managing Routines & Procedures I D A E	3.C Counseling Techniques I D A E	4.C Communicating With Families I D A E	**Formative Observation #2** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.D Demonstrating Knowledge of Regulations/Resources I D A E	2.D Standards of Conduct/ Contributing to Student Behavior I D A E	3.D Brokering Resources I D A E	4.D Participating in a Professional Learning Community I D A E	
1.E Integrating the Counseling Program I D A E	2.E Organizing Physical Space I D A E	3.E Demonstrating Flexibility & Responsiveness I D A E	4.E Engaging in Professional Development I D A E	**Formative Observation #3** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.F Evaluating the Counseling Program I D A E			4.F Showing Professionalism I D A E	

Domain 1	**Domain 2**	**Domain 3**	**Domain 4**	**OVERALL SCORE**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ **EXEMPLARY**
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ **ACCOMPLISHED**
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ **DEVELOPING**
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ **INEFFECTIVE**

_____ **I agree with the above evaluation.**
_____ **I disagree with the above evaluation for the following reasons:**

I - Ineffective D - Developing A - Accomplished E – Exemplary

Evaluatee Comments:	**Evaluator Comments**:

If Measures 2 & 3 are rated "I"	**Summative rating shall be "I"**
If Measures 2 or 3 are rated "I"	**Summative rating shall be "D" or "I"**
If Measures 1 or 4 are rated "I"	**Summative rating shall NOT be "E"**
If 2 Measures are rated "D" & 2 are rated "A	**Summative rating shall be "A"**
If 2 Measures are rated "D" & 2 are rated "E"	**Summative rating shall be "A"**
If 2 Measures are rated "A" & 2 Measures are rated "E"	**Summative rating shall be "E"**

Evaluatee's Signature **Date**

***Any Measure Rating of "ineffective" requires the development of an Individual Corrective Action Plan.**

Evaluator's Signature **Date**

Paris City Schools OPGES Therapeutic Specialist Formative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Mini or Full Obs.
1.A Demonstrating Knowledge & Skill of Therapy I D A E N/A	2.A Rapport with Students I D A E N/A	3.A Evaluating Student Needs I D A E N/A	4.A Reflects on Practice I D A E N/A	Pre-Conference Date:
1.B Establishing Program Goals I D A E N/A	2.B Organizing Time I D A E N/A	3.B Developing/Implementing Treatment Plans I D A E N/A	4.B Collaborating on Staff I D A E N/A	
1.C Demonstrating Knowledge of Regulations I D A E N/A	2.C Managing Referral Procedures I D A E N/A	3.C Communicating with Families I D A E N/A	4.C Effective Data Management I D A E N/A	Observation Date:
1.D Demonstrates Knowledge of Resources I D A E N/A	2.D Standards of Conduct I D A E N/A	3.D Collecting Information I D A E N/A	4.D Participating in a Professional Learning Community I D A E N/A	
1.E Integrating the Program I D A E N/A	2.E Organizing Physical Space I D A E N/A	3.E Demonstrating Flexibility & Responsiveness I D A E N/A	4.E Engaging in Professional Development I D A E N/A	Post-Conference Date:
1.F Program Evaluation I D A E N/A			4.F Showing Professionalism I D A E N/A	

Evaluatee Comments:	Evaluator Comments:

I am knowledgeable about the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

Evaluatee's Signature _____ **Date** _____ **Evaluator's Signature** _____ **Date** _____

Paris City Schools OPGES Therapeutic Specialist Summative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Obs./Site Visit Documentation
1.A Demonstrating Knowledge & Skill of Therapy I D A E	2.A Rapport with Students I D A E	3.A Evaluating Student Needs I D A E	4.A Reflects on Practice I D A E	**Formative Observation #1** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.B Establishing Program Goals I D A E	2.B Organizing Time I D A E	3.B Developing/Implementing Treatment Plans I D A E	4.B Collaborating on Staff I D A E	
1.C Demonstrating Knowledge of Regulations I D A E	2.C Managing Referral Procedures I D A E	3.C Communicating with Families I D A E	4.C Effective Data Management I D A E	**Formative Observation #2** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.D Demonstrates Knowledge of Resources I D A E	2.D Standards of Conduct I D A E	3.D Collecting Information I D A E	4.D Participating in a Professional Learning Community I D A E	
1.E Integrating the Program I D A E	2.E Organizing Physical Space I D A E	3.E Demonstrating Flexibility & Responsiveness I D A E	4.E Engaging in Professional Development I D A E	**Formative Observation #3** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.F Program Evaluation I D A E			4.F Showing Professionalism I D A E	

Domain 1	**Domain 2**	**Domain 3**	**Domain 4**	**OVERALL SCORE**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ **EXEMPLARY**
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ **ACCOMPLISHED**
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ **DEVELOPING**
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ **INEFFECTIVE**

_____ **I agree with the above evaluation.**
_____ **I disagree with the above evaluation for the following reasons:**

I - Ineffective D - Developing A - Accomplished E – Exemplary

Evaluatee Comments:	**Evaluator Comments**:

If Measures 2 & 3 are rated "I"	**Summative rating shall be "I"**
If Measures 2 or 3 are rated "I"	**Summative rating shall be "D" or "I"**
If Measures 1 or 4 are rated "I"	**Summative rating shall NOT be "E"**
If 2 Measures are rated "D" & 2 are rated "A	**Summative rating shall be "A"**
If 2 Measures are rated "D" & 2 are rated "E"	**Summative rating shall be "A"**
If 2 Measures are rated "A" & 2 Measures are rated "E"	**Summative rating shall be "E"**

Evaluatee's Signature **Date**

***Any Measure Rating of "ineffective" requires the development of an Individual Corrective Action Plan.**

Evaluator's Signature **Date**

Paris City Schools OPGES School Psychologist Formative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Mini or Full Obs.
1.A Use of Instruments to Evaluate Students I D A E N/A	2.A Establishing Rapport with Students I D A E N/A	3.A Responding to Referrals & Consulting with Staff I D A E N/A	4.A Reflects on Practice I D A E N/A	Pre-Conference Date:
1.B Knowledge of Development & Psychology I D A E N/A	2.B Establishing Positive Mental Health Culture I D A E N/A	3.B Evaluate Student Needs within NASP Guidelines I D A E N/A	4.B Communicating with Families I D A E N/A	
1.C Establishing Appropriate Goals for Program I D A E N/A	2.C Clear Procedures for Referrals I D A E N/A	3.C Chairing Evaluation Team I D A E N/A	4.C Maintaining Accurate Records I D A E N/A	Observation Date:
1.D Demonstrates Knowledge of Regulations & Resources I D A E N/A	2.D Standards of Conduct in Testing Center I D A E N/A	3.D Planning Interventions to Maximize Success I D A E N/A	4.D Participating in a Professional Community I D A E N/A	
1.E Planning Integrated Programs I D A E N/A	2.E Organizing Physical Testing Space & Materials I D A E N/A	3.E Contact with Community Service Providers I D A E N/A	4.E Engaging in Professional Development I D A E N/A	Post-Conference Date:
1.F Developing a Plan to Evaluate the Program I D A E N/A		3.F Flexibility & Responsiveness I D A E N/A	4.F Showing Professionalism I D A E N/A	

Evaluatee Comments:	Evaluator Comments:

I am knowledgeable about the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

Evaluatee's Signature _____ **Date** _____ **Evaluator's Signature** _____ **Date** _____

Paris City Schools OPGES School Psychologist Formative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Obs./Site Visit Documentation
1.A Use of Instruments to Evaluate Students I D A E	2.A Establishing Rapport with Students I D A E	3.A Responding to Referrals & Consulting with Staff I D A E	4.A Reflects on Practice I D A E	**Formative Observation #1** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.B Knowledge of Development & Psychology I D A E	2.B Establishing Positive Mental Health Culture I D A E	3.B Evaluate Student Needs within NASP Guidelines I D A E	4.B Communicating with Families I D A E	
1.C Establishing Appropriate Goals for Program I D A E	2.C Clear Procedures for Referrals I D A E	3.C Chairing Evaluation Team I D A E	4.C Maintaining Accurate Records I D A E	**Formative Observation #2** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.D Demonstrates Knowledge of Regulations & Resources I D A E	2.D Standards of Conduct in Testing Center I D A E	3.D Planning Interventions to Maximize Success I D A E	4.D Participating in a Professional Community I D A E	
1.E Planning Integrated Programs I D A E	2.E Organizing Physical Testing Space & Materials I D A E	3.E Contact with Community Service Providers I D A E	4.E Engaging in Professional Development I D A E	**Formative Observation #3** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.F Developing a Plan to Evaluate the Program I D A E		3.F Flexibility & Responsiveness I D A E	4.F Showing Professionalism I D A E	

Domain 1	**Domain 2**	**Domain 3**	**Domain 4**	**OVERALL SCORE**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ **EXEMPLARY**
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ **ACCOMPLISHED**
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ **DEVELOPING**
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ **INEFFECTIVE**

_____ **I agree with the above evaluation.**
_____ **I disagree with the above evaluation for the following reasons:**

I - Ineffective D - Developing A - Accomplished E – Exemplary

Evaluatee Comments:	**Evaluator Comments**:

If Measures 2 & 3 are rated "I"	**Summative rating shall be "I"**
If Measures 2 or 3 are rated "I"	**Summative rating shall be "D" or "I"**
If Measures 1 or 4 are rated "I"	**Summative rating shall NOT be "E"**
If 2 Measures are rated "D" & 2 are rated "A	**Summative rating shall be "A"**
If 2 Measures are rated "D" & 2 are rated "E"	**Summative rating shall be "A"**
If 2 Measures are rated "A" & 2 Measures are rated "E"	**Summative rating shall be "E"**

Evaluatee's Signature **Date**

***Any Measure Rating of "ineffective" requires the development of an Individual Corrective Action Plan.**

Evaluator's Signature **Date**

Paris City Schools OPGES Library Media Specialist Formative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Mini or Full Obs.
1.A Demonstrating Knowledge of Content & Curriculum I D A E N/A	2.A Creating an Environment of Respect I D A E N/A	3.A Communicating Clearly I D A E N/A	4.A Reflects on Practice I D A E N/A	Pre-Conference Date:
1.B Demonstrating Knowledge of Students I D A E N/A	2.B Establishing a Culture for Learning I D A E N/A	3.B Questioning & Research I D A E N/A	4.B Managing Accurate Records I D A E N/A	
1.C Supporting Instructional Goals I D A E N/A	2.C Managing Procedures I D A E N/A	3.C Engaging Students in Learning I D A E N/A	4.C Communicating with Staff I D A E N/A	
1.D Demonstrating Knowledge of Resources I D A E N/A	2.D Managing Student Behavior I D A E N/A	3.D Using Assessment in Instruction I D A E N/A	4.D Participating in a Professional Community I D A E N/A	Observation Date:
1.E Literature & Learning I D A E N/A	2.E Organizing Physical Space I D A E N/A	3.E Demonstrating Flexibility & Responsiveness I D A E N/A	4.E Growing & Developing Professionally I D A E N/A	
1.F Design of Instruction I D A E N/A			4.F Collection Development & Maintenance I D A E N/A	
			4.G Managing a Budget I D A E N/A	Post-Conference Date:
			4.H Managing Personnel I D A E N/A	
			4.I Professional Ethics I D A E N/A	

Evaluatee Comments:	Evaluator Comments:

Evaluatee's Signature _____ **Date** _____ **Evaluator's Signature** _____ **Date** _____

Paris City Schools OPGES Library Media Specialist Summative Evaluation - School Year: 2024 – 2025

Evaluatee Name: _____ **Content/Grade:** _____ **School/Location:** _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	Obs./Site Visit Documentation
1.A Demonstrating Knowledge of Content and Curriculum I D A E	2.A Creating an Environment of Respect I D A E	3.A Communicating Clearly I D A E	4.A Reflects on Practice I D A E	**Formative Observation #1** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.B Demonstrating Knowledge of Students I D A E	2.B Establishing a Culture for Learning I D A E	3.B Questioning & Research I D A E	4.B Managing Accurate Records I D A E	
1.C Supporting Instructional Goals I D A E	2.C Managing Procedures I D A E	3.C Engaging Students in Learning I D A E	4.C Communicating with Staff I D A E	**Formative Observation #2** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
1.D Demonstrating Knowledge of Resources I D A E	2.D Managing Student Behavior I D A E	3.D Using Assessment in Instruction I D A E	4.D Participating in a Professional Community I D A E	
1.E Literature & Learning I D A E	2.E Organizing Physical Space I D A E	3.E Demonstrating Flexibility & Responsiveness I D A E	4.E Growing & Developing Professionally I D A E	
1.F Design of Instruction I D A E			4.F Collection Development & Maintenance I D A E	**Formative Observation #3** Pre-Conf Date: _____ Site Visit Date: _____ Post-Conf Date: _____
			4.G Managing a Budget I D A E	
			4.H Managing Personnel I D A E	
			4.I Professional Ethics I D A E	

Domain 1	Domain 2	Domain 3	Domain 4	OVERALL SCORE
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ **EXEMPLARY**
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ **ACCOMPLISHED**
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ **DEVELOPING**
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ **INEFFECTIVE**

_____ I agree with the above evaluation. _____ I disagree with the above evaluation for the following reasons:

I - Ineffective D - Developing A - Accomplished E – Exemplary

Evaluatee Comments:	**Evaluator Comments**:	**If Measures 2 & 3 are rated "I"**	**Summative rating shall be "I"**
		If Measures 2 or 3 are rated "I"	**Summative rating shall be "D" or "I"**
		If Measures 1 or 4 are rated "I"	**Summative rating shall NOT be "E"**
		If 2 Measures are rated "D" & 2 are rated "A	**Summative rating shall be "A"**
		If 2 Measures are rated "D" & 2 are rated "E"	**Summative rating shall be "A"**
		If 2 Measures are rated "A" & 2 Measures are rated "E"	**Summative rating shall be "E"**
		Evaluatee's Signature	**Date**
***Any Measure Rating of "ineffective" requires the development of an Individual Corrective Action Plan.**		**Evaluator's Signature**	**Date**

Principal Standards for Educational Leaders Framework

Standard 1: 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.	
1.A	Develop an educational mission for the school to promote the academic success and well-being of each student.
1.B	In collaboration with members of the school and the Community and using relevant data, develop and promote a vision for the school on the successful learning and Development of each child and on instructional and organizational practices that promote such success.
1.C	Articulate, advocate, and cultivate core values that define The school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
1.D	Strategically develop, implement, and evaluate actions to achieve the vision for the school.
1.E	Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
1.F	Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
1.G	Model and pursue the school's mission, vision, and core values in all aspects of leadership.
Standard 2: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	
2.A	Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
2.B	Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
2.C	Place children at the center of education and accept responsibility for each student's academic success and well- being.
2.D	Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
2.E	Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
2.F	Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	
3.A	Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
3.B	Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
3.C	Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
3.D	Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
3.E	Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
3.F	Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
3.G	Act with cultural competence and responsiveness in their interactions, decision making, and practice.
3.H	Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: 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.	
4.A	Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
4.B	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
4.C	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
4.D	Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
4.E	Promote the effective use of technology in the service of teaching and learning.
4.F	Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
4.G	Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	
5.A	Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
5.B	Create and sustain a school environment in which each student is known, accepted, and valued, trusted, and respected, cared for, and encouraged to be an active and responsible member of the school community.
5.C	Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
5.D	Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
5.E	Cultivate and reinforce student engagement in school and positive student conduct.
5.F	Infuse the school's learning environment with the cultures and languages of the school's community.
Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	
6.A	Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
6.B	Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
6.C	Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
6.D	Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
6.E	Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
6.F	Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
6.G	Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
6.H	Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
6.I	Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	
7.A	Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
7.B	Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
7.C	Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
7.D	Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school.
7.E	Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
7.F	Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
7.G	Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
7.H	Encourage faculty-initiated improvement of programs and practices.
Standard 8: 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.	
8.A	Are approachable, accessible, and welcoming to families and members of the community.
8.B	Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
8.C	Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
8.D	Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
8.E	Create means for the school community to partner with families to support student learning in and out of school.
8.F	Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
8.G	Develop and provide the school as a resource for families and the community.
8.H	Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
8.I	Advocate publicly for the needs and priorities of students, families, and the community.
8.J	Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	
9.A	Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
9.B	Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
9.C	Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
9.D	Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

9.E	Protect teachers' and other staff members' work and learning from disruption.
9.F	Employ technology to improve the quality and efficiency of operations and management.
9.G	Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
9.H	Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.
9.I	Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
9.J	Develop and manage productive relationships with the central office and school board.
9.K	Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
9.L	Manage governance processes and internal and external politics toward achieving the school's mission and vision.
Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	
10.A	Seek to make school more effective for each student, teachers and staff, families, and the community.
10.B	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
10.C	Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
10.D	Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
10.E	Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
10.F	Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
10.G	Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
10.H	Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
10.I	Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10.J	Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.

PSEL Self-Reflection & PGP – School Year: 2024 – 2025

Name: _____ **Date:** _____ **School Year:** _____

Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating.

I – Ineffective D – Developing A – Accomplished E – Exemplary

Component		Rating I D A E	Rationale
1.A	Develop an educational mission for the school to promote the academic success and well-being of each student.		
1.B	In collaboration with members of the school and the Community and using relevant data, develop and promote a vision for the school on the successful learning and Development of each child and on instructional and organizational practices that promote such success.		
1.C	Articulate, advocate, and cultivate core values that define The school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.		
1.D	Strategically develop, implement, and evaluate actions to achieve the vision for the school.		
1.E	Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.		
1.F	Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.		
1.G	Model and pursue the school's mission, vision, and core values in all aspects of leadership.		
2.A	Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.		
2.B	Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.		
2.C	Place children at the center of education and accept responsibility for each student's academic success and well- being.		
2.D	Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.		
2.E	Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.		
2.F	Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.		

3.A	Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.		
3.B	Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.		
3.C	Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.		
3.D	Develop student policies and address student misconduct in a positive, fair, and unbiased manner.		
3.E	Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.		
3.F	Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.		
3.G	Act with cultural competence and responsiveness in their interactions, decision making, and practice.		
3.H	Address matters of equity and cultural responsiveness in all aspects of leadership.		
4.A	Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.		
4.B	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.		
4.C	Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.		
4.D	Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.		
4.E	Promote the effective use of technology in the service of teaching and learning.		
4.F	Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.		
4.G	Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.		
5.A	Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.		
5.B	Create and sustain a school environment in which each student is known, accepted, and valued, trusted, and respected, cared for, and encouraged to be an active and responsible member of the school community.		
5.C	Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.		

5.D	Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.		
5.E	Cultivate and reinforce student engagement in school and positive student conduct.		
5.F	Infuse the school's learning environment with the cultures and languages of the school's community.		
6.A	Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.		
6.B	Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.		
6.C	Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.		
6.D	Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.		
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6.G	Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.		
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6.I	Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.		
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7.D	Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school.		
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8.G	Develop and provide the school as a resource for families and the community.		
8.H	Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.		
8.I	Advocate publicly for the needs and priorities of students, families, and the community.		
8.J	Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.		
9.A	Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.		
9.B	Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.		
9.C	Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.		
9.D	Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.		
9.E	Protect teachers' and other staff members' work and learning from disruption.		
9.F	Employ technology to improve the quality and efficiency of operations and management.		

9.G	Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.		
9.H	Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.		
9.I	Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.		
9.J	Develop and manage productive relationships with the central office and school board.		
9.K	Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.		
9.L	Manage governance processes and internal and external politics toward achieving the school's mission and vision.		
10.A	Seek to make school more effective for each student, teachers and staff, families, and the community.		
10.B	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.		
10.C	Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.		
10.D	Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.		
10.E	Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.		
10.F	Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.		
10.G	Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.		
10.H	Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.		
10.I	Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.		
10.J	Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.		

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Mid-Year Reflection:
Next Steps:

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

End-of-Year Reflection:
Next Steps:

Employee Signature	**Date**	**Employee Signature**	**Date**

PSEL Working Conditions Growth Goal Form

Name: _____ **Date:** _____ **School Year:** _____

Target Category: (must be a SMART goal and include the current measurement being utilized):
Working Conditions Goal Rationale:

Goals Developed:		**Mid-Year Review:**		**Annual Review:**	
Employee's Signature	**Date**	**Employee's Signature**	**Date**	**Employee's Signature**	**Date**
Supervisor's Signature	**Date**	**Supervisor's Signature**	**Date**	**Supervisor's Signature**	**Date**

Summative Evaluation Form – Principal Standards for Educational Leaders

Name: _____ **Date:** _____ **School Year:** _____

Standard 1: Mission, Vision, & Core Values	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 2: Ethics & Professional Norms	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 3: Equity & Cultural Responsiveness	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 4: Curriculum, Instruction, Assessment	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 5: Community of Care & Support for Students	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 6: Professional Capacity of School Personnel	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 7: Professional Community for Teachers & Staff	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 8: Meaningful Engagement of Families & Community	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 9: Operations & Management	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 10: School Improvement	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

IF…	**THEN…**
One standard is rated **Developing**, and one standard is rated **Accomplished**	Planning/Environment Performance Measure shall be rated **Accomplished**
One standard is rated **Developing**, and one standard is rated **Exemplary**	Planning/Environment Performance Measure shall be rated **Accomplished**
One standard is rated **Accomplished**, and one standard is rated **Exemplary**	Planning/Environment Performance Measure shall be rated **Exemplary**
One Standard is rated as **Ineffective**	Planning/Environment Performance Measure shall not be ANY higher than **Accomplished**
Two standards are rated **Ineffective**	Planning/Environment Performance Measure shall be **Ineffective**

	PLANNING	**ENVIRONMENT**	**INSTRUCTION**	**PROFESSIONALISM**
PRINCIPAL Professional Standards for Educational Leaders (PSEL)	**Standard 1 -** I D A E	**Standard 3 -** I D A E	**Standard 4 -** I D A E	**Standard 2 -** I D A E
	Standard 9 - I D A E	**Standard 7 -** E A D I	**Standard 5 -** I D A E	**Standard 8 -** I D A E
	Standard 10 - I D A E		**Standard 6 -** I D A E	
Overall Rating	I D A E	I D A E	I D A E	I D A E

IF…	THEN…
Two Performance Measures are rated **Developing**, and two performance Measures are rated **Accomplished**	The Overall Summative Rating shall be rated **Accomplished**.
Two Performance Measures are rated **Developing**, and two Performance Measures are rated **Exemplary**	The Overall Summative Rating shall be rated **Accomplished**.
Two Performance Measures are rated **Accomplished**, and two Performance Measures are rated **Exemplary**	The Overall Summative Rating shall be rated **Exemplary**.
Two or more Performance Measures are rated **ineffective**	The Overall Summative Rating shall be rated **Ineffective**.
One Performance Measure is rated Ineffective or **Developing**	The Overall Summative Rating shall not be ANY higher than **Accomplished**.
Three or more Performance Measures are rated **Developing**	The Overall Summative Rating shall be **Developing**.
Two Performance Measures are rated **Developing**, one Performance Measure is rated **Accomplished**, and one Performance Measure is rated **Exemplary**	The Overall Summative Rating shall not be ANY higher than **Accomplished**.

OVERALL PERFORMANCE RATING:			
☐ **EXEMPLARY**	☐ **ACCOMPLISHED**	☐ **DEVELOPING**	☐ **INEFFECTIVE**
Evaluatee Comments:		Evaluator Comments:	
☐ **I agree with the evaluation.** ☐ **I disagree with the evaluation.**	*Any Performance Standard Rating of "ineffective" requires the development of an Individual Corrective Action Plan.		
Evaluatee's Signature	**Date**	**Evaluator's Signature**	**Date**

ISLLC – Central Office Certified Administrators

Standards and Indicators for Administrators

(All performance criteria may not apply to all administrative positions – Formative)

Standard 1: Vision

- An education leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders**.
- Performances – The administrator facilitates processes and engages in activities ensuring that:

A	Collaboratively develop and implement a shared vision and mission
B	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C	Create and implement plans to achieve goals
D	Promote continuous and sustainable improvement
E	Monitor and evaluate progress and revise plans

Standard 2: School Culture and Learning

- An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth**.
- Performances – The administrator facilitates processes and engages in activities ensuring that:

A	Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B	Create a comprehensive, rigorous, and coherent curricular program
C	Create a personalized and motivating learning environment for students
D	Supervise instruction
E	Develop assessment and accountability systems to monitor student progress
F	Develop the instructional and leadership capacity of staff
G	Maximize time spent on quality instruction
H	Promote the use of the most effective and appropriate technologies to support teaching and learning
I	Monitor and evaluate the impact of the instructional program

Standard 3: Management

- An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**
- Performances – The administrator facilitates processes and engages in activities ensuring that:

A	Monitor and evaluate the management and operational systems
B	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C	Promote and protect the welfare and safety of students and staff
D	Develop the capacity for distributed leadership
E	Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: Collaboration

- An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**
- Performances – The administrator facilitates processes and engages in activities ensuring that:

A	Collect and analyze data and information pertinent to the educational environment
B	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C	Build and sustain positive relationships with families and caregivers
D	Build and sustain productive relationships with community partners

Standard 5: Integrity, Fairness, Ethics

- An education leader promotes the success of every student by acting **with integrity, fairness, and in an ethical manner.**
- Performances – The administrator facilitates processes and engages in activities ensuing that:

A	Ensure a system of accountability for every student's academic and social success
B	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C	Safeguard the values of democracy, equity, and diversity
D	Consider and evaluate the potential moral and legal consequences of decision-making
E	Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: Political, Economic, Legal

- An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**
- Performances – The administrator facilitates processes and engages in activities ensuring that:

A	Advocate for children, families, and caregivers
B	Act to influence local, district, state, and national decisions affecting student learning
C	Assess, analyze, and anticipate emerging trends and initiatives to adapt leadership strategies

Notations:

Central Office Certified Administrator Self-Reflection & PGP – School Year: 2024 – 2025

Name: _____ **Date:** _____ **School Year:** _____

Directions: Completed by Teacher. Mark a rating for each component and then type in the rationale box to explain why you gave yourself that rating.

I – Ineffective D – Developing A – Accomplished E – Exemplary

Component		Rating I D A E	Rationale
1.A	Collaboratively develop and implement a shared vision and mission		
1.B	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning		
1.C	Create and implement plans to achieve goals		
1.D	Promote continuous and sustainable improvement		
1.E	Monitor and evaluate progress and revise plans		
2.A	Nurture and sustain a culture of collaboration, trust, learning, and high expectations		
2.B	Create a comprehensive, rigorous, and coherent curricular program		
2.C	Create a personalized and motivating learning environment for students		
2.D	Supervise instruction		
2.E	Develop assessment and accountability systems to monitor student progress		
2.F	Develop the instructional and leadership capacity of staff		
2.G	Maximize time spent on quality instruction		
2.H	Promote the use of the most effective and appropriate technologies to support teaching and learning		
2.I	Monitor and evaluate the impact of the instructional program		

3.A	Monitor and evaluate the management and operational systems		
3.B	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources		
3.C	Promote and protect the welfare and safety of students and staff		
3.D	Develop the capacity for distributed leadership		
3.E	Ensure teacher and organizational time is focused to support quality instruction and student learning		
4.A	Collect and analyze data and information pertinent to the educational environment		
4.B	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources		
4.C	Build and sustain positive relationships with families and caregivers		
4.D	Build and sustain productive relationships with community partners		
5.A	Ensure a system of accountability for every student's academic and social success		
5.B	Model principles of self-awareness, reflective practice, transparency, and ethical behavior		
5.C	Safeguard the values of democracy, equity, and diversity		
5.D	Consider and evaluate the potential moral and legal consequences of decision-making		
5.E	Promote social justice and ensure that individual student needs inform all aspects of schooling		
6.A	Advocate for children, families, and caregivers		
6.B	Act to influence local, district, state, and national decisions affecting student learning		
6.C	Assess, analyze, and anticipate emerging trends and initiatives to adapt leadership strategies		

Select a component for your Professional Growth Goal development:	
Current level of performance for selected level of component:	☐ **Ineffective** ☐ **Developing** ☐ **Accomplished** ☐ **Exemplary**

Professional Growth Goal: • **What do I want to change about my instruction that will effectively impact student learning?** • **What is my personal learning necessary to make that change?** • **What are the measures of success?**
Professional Learning: • **What professional learning is necessary to help me meet my goal?**
Resources & Support • **What resources & support are necessary to help me meet my goal?**
Target Completion Date:
Measures of Goal Attainment: • **What tools and instruments will be used to help me meet my goal?**
Expected Student Growth Impact: • **Strategies and skills will….** • **Measures of success will include…**
Demonstrable: • **Identify the documentation intended to demonstrate your professional growth (i.e. Artifacts, Self-Assessment, Teaming with Colleagues, On-going Self-Reflection, Observation Data, etc.)**

Employee Signature	**Date**	**Employee Signature**	**Date**

Mid-Year Conference Date: _____

Mid-Year Reflection:
Next Steps:

Employee Signature	**Date**	**Employee Signature**	**Date**

End-of-Year Conference Date: _____

End-of-Year Reflection:
Next Steps:

Employee Signature	**Date**	**Employee Signature**	**Date**

Summative Evaluation Form – Central Office Certified Administrator

Name: _____ **Date:** _____ **Role:** _____

Standard 1: Vision	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 2: School Culture & Learning	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 3: Management	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 4: Collaboration	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 5: Integrity, Fairness, Ethics	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**
Standard 6: Political, Economic, Legal	☐ **Ineffective**	☐ **Developing**	☐ **Accomplished**	☐ **Exemplary**

IF…	**THEN…**
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	PLANNING	**ENVIRONMENT**	**INSTRUCTION**	**PROFESSIONALISM**
ISLLC Standards	**Standard 3** I D A E	**Standard 2** I D A E	**Standard 4** I D A E	**Standard 1** I D A E
	Standard 6 I D A E			**Standard 5** I D A E
Overall Rating	I D A E	I D A E	I D A E	I D A E

IF...	THEN...
Two Performance Measures are rated **Developing**, and two performance Measures are rated **Accomplished**	The Overall Summative Rating shall be rated **Accomplished**.
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OVERALL PERFORMANCE RATING:			
☐ **EXEMPLARY**	☐ **ACCOMPLISHED**	☐ **DEVELOPING**	☐ **INEFFECTIVE**
Evaluatee Comments:		Evaluator Comments:	
☐ **I agree with the evaluation.** ☐ **I disagree with the evaluation.**	*Any Performance Standard Rating of "ineffective" requires the development of an Individual Corrective Action Plan.		
Evaluatee's Signature	**Date**	**Evaluator's Signature**	**Date**

Corrective Action Plan

Name: _____ **Date:** _____ **School Year:** _____

Present Stage* O,A, I, or R	Domain 1,2,3,4 &/or Standard	Growth Objective(s)/Goal(s) (Describe Desired Outcomes)	Procedures & Activities for Achieving Goals and Objectives (Including Support Personnel)	Appraisal Method with Target Dates

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

Corrective Action Plan Developed:		Annual Review:	
Employee Signature	**Date**	**Employee Signature**	**Date**
Supervisor Signature	**Date**	**Supervisor Signature**	**Date**

Paris City Schools Evaluation Appeals Hearing Request Form

TO: Certified Employee Appeals Panel

FROM: _____ Name

_____ School or Worksite

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

My Evaluator was: _____

They reviewed my summative growth assessment with me on: _____

I have filed a formal appeal of the assessment of my performance by my Primary Evaluator, _____, which was conducted during the 20____ - 20____ school year. I understand that for the Appeals Panel to review my case, it will be necessary for them to have access to all forms, correspondence, anecdotal records, or other information in my file, which is related to my performance. I hereby grant Paris City Schools Certified Employee Appeals Panel members access to all information in my personnel file pertinent to the assessment of my professional performance.

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

_____ _____

Signature Date

Copies to:

Evaluator:

Evaluatee: