Bracken County Schools
Certified Evaluation Plan

2025-2026

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APPENDIX

EVALUATION PLANNING 50-50 COMMITTEE

Taylor Elementary School	
Amanda Gerhard	Teacher
Brad Riley	Principal
Bracken County Middle School	
Elizabeth Jones	Teacher
Chris Yelton	Principal
Bracken County High School	
Amity Kelsch	Teacher
Andy Bisotti	Principal
Bracken County Special Education	
Kevin Courtney	Special Education and Preschool Director
Christy Graves	Special Education Teacher
Bracken County School District	
Clay King	Superintendent of Schools (Facilitator)
Jamey Johnson	Instructional Supervisor, DPP (Facilitator)
Lila Brindley	Curriculum Specialist, Point of Contact (Facilitator)

Bracken County School District
Assurances
Certified Personnel Evaluation Plan

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

- The evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
- The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within thirty (30) calendar days of reporting for employment. This shall occur prior to the implementation of the plan.
- The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.
- All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.
- All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.
- All tenured teachers will be evaluated a minimum of once every three years.
- Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.
- Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluation with the evaluator regarding his/her performance and the summative evaluation shall be filed with the official personnel records.
- An opportunity for written response shall be included in the official personnel records.
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.
- The evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
- This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

Bracken County Board of Education

1048 Bladeston Drive

Brooksville, KY 41004
July, 2024

Introduction

The Evaluation of Certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of the performances and the products to:

- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The overall purpose of evaluation of certified personnel is improvement of instruction, assessment and other professional responsibilities, which leads to increased students' achievement.

The Certified Evaluation Plan is developed by the district 50/50 Committee, made up of equal members: teachers, other professionals, and administrators.

The plan is reviewed and approved by the local board of education and the Kentucky Department of Education, ensuring that the plan meets requirements of KRS 156.557 and 704 KAR 3:370

Performance criteria for evaluation of certified personnel (below the level of superintendent) is based on KRS 156.557. The performance measures for each employee are : Planning and Preparation, Instruction, Environment and Professionalism) and are derived from:

- Kentucky Framework for Teaching (inter/first year teacher, non-tenured teacher, tenured teacher, special educators)
- Kentucky Framework for Teaching: Special Frameworks (guidance Counselor, Instructional specialist/coach, Library/media specialist, therapeutic specialist-SLP,OT)
- Professional Standards for Educational Leaders (principal, assistant principal, district administrators).
- Professional performance criteria specific to district administrators (Chief academic advisor, Finance officer, Director of Special Education, District Technology Coordinator, Personnel Director, Etc.)

Timeline Certified School Personnel

Steps	Procedures	Completion
1	Administrators/Supervisors Observer Initial Training Administrators/Supervisors Observer Update Training	Prior to First Day of School
2a	Supervisor/Evaluator meets with certified staff (240-235 Day Employees) ● Annual Review CEP ● Access to CEP and Documents ● Evidence, Procedures, Documents and Ratings ● Summative Evaluations Due	By end of July (Within 30 work days of the first day of work)
2b	Supervisor/Evaluator meets with certified staff (all others) ● Annual Review CEP ● Access to CEP and Documents ● Evidence, Procedures, Documents and Ratings ● Summative Evaluations Due	By end of August (Within 30 work days of the first day of work)
2c	Supervisor/Evaluator meets with certified staff (mid-year hires or maternity) ● Annual Review CEP ● Access to CEP and Documents ● Evidence, Procedures, Documents and Ratings ● Summative Evaluations Due	Within 30 work days of the first day of work
2d	Documentation of meetings submitted to Point of Contact	September 1 (and after new hires or maternity)
3a	Self-Evaluation/Reflection	Within 30 Days Employment (work days)
3b	Professional Growth Plans submitted to District Point of Contact	September 30
4	Observations, Conferencing, and Monitoring	Continuous
5	Post-Observation Conference	Within 5 days of the observation
6	Summative Evaluations	By April 15
7	Summative Documents to District Point of Contact	By April 20

Timeline of Evaluation Activities for Late Hires or Staff Missing Sixty (60) Consecutive School Days

The Superintendent, or his/her designee, will be the primary evaluator and may reduce the number of minimum observations of an evaluatee during the summative evaluation cycle for evaluatees who are late hires or do not report for work sixty (60) or more consecutive school days. A late hire will be expected to have a minimum of 1 full/final observation in their summative year. If an employee in their summative evaluation year misses more than 90 days, the superintendent or designee may suspend the summative evaluation until the following school year.

The Superintendent, or his/her designee, will collaborate with the primary evaluator to determine the appropriate requirements, timelines, deadlines for the completion of all components of the Certified Evaluation Plan. The revised timeline and deadlines for completion of all components of the Certified Evaluation Plan. The revised timeline and deadlines for completion shall be noted on the district approved form and added to the evaluatee's personnel file.

Kentucky Framework for Personnel Evaluation Role Group Performance Criteria

Measures	Teacher	Other Professional	Principal & Assistant Principal	District Administrator
	KY Framework for Teaching	KY Framework for Teaching – Specialist Frameworks	Professional Standards for Educational Leaders (PSEL)	Professional Standards for Educational Leaders (PSEL)
Planning & Preparation	Domain 1 Planning & Preparation	Domain 1 Planning & Preparation	Standard 1 Vision, Mission & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 1 Vision, Mission & Core Values Standard 9 Operations & Management Standard 10 School Improvement
Environment	Domain 2 Classroom Environment	Domain 2 The Environment	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff
Instruction or Delivery of Service	Domain 3 Instruction	Domain 3 Delivery of Service	Standard 4 Curriculum, Instruction & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel	Standard 4 Curriculum, Instruction & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel
Professional Responsibilities	Domain 4 Professional Responsibilities	Domain 4 Professional Responsibilities	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community

Performance Ratings

Performance Rating means the rating (Exemplary, Accomplished, Developing, or Ineffective) for each performance measure aligned to the Kentucky Framework for Personnel Evaluation for certified personnel below the level of superintendent. The following Performance Rating information addresses **ALL** Role Groups:
- A performance rating will be provided for each performance measure: Planning, Environment, Instruction, Professionalism
- Evaluators use evidence in combination with professional judgment to inform the employee's rating for each performance measure as:
  - Exemplary- consistently exceeds expectations for effective performance
  - Accomplished- consistently meets expectations for effective performance
  - Developing- inconsistently meets expectations for effective performance
  - Ineffective- consistently fails to meet expectations for effective performance

Summative Evaluation

Summative Rating means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
- Summative evaluations will be documented in writing on the district-approved form and be included in the official personnel file located at the central office
- Employees will be provided a copy of their summative evaluation and it will be uploaded electronically to their certified evaluation folder
- Both employee and evaluator will sign the summative evaluation as verification that the summative evaluation has been shared with the employee. Employee signature does not denote agreement with the evaluation.
- All evidence used to determine as overall performance (summative) rating will be included in the documentation of the summative evaluation
- Employees will be provided an opportunity to make a written statement in response to the summative evaluation. This is not an appeal.

Criteria for Determining Summative Ratings- All Roles	
IF…..	**THEN…...**
Environment Measure **AND** Instruction Measure are rated INEFFECTIVE	Summative Rating will be INEFFECTIVE
Environment Measure **OR** Instruction Measure are rated INEFFECTIVE	Summative Rating will be either DEVELOPING or INEFFECTIVE
Planning MEasure **OR** Professionalism Measure is rated INEFFECTIVE	Summative Rating CANNOT be ACCOMPLISHED or EXEMPLARY
Two measure are rated DEVELOPING and two measures are rated ACCOMPLISHED	Summative Rating will be ACCOMPLISHED
Two measure are rated DEVELOPING and two measures are rated Exemplary	Summative Rating will be ACCOMPLISHED
Three measures are rated ACCOMPLISHED and one measure is rated EXEMPLARY	Summative Rating will be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Summative rating will be EXEMPLARY

Evaluation Cycle

The Personnel Evaluation System (PES) requires annual summative evaluations for each certified employee who has **NOT** attained continuing service status (non-tenured). Additionally, the PES requires summative evaluation at least once every five (5) years for a certified employee who has attained continuing service status (tenured), including principals, assistant principals and district administrators.

- Tenured employees may be assigned to ONE (1) year summative cycle as a condition of a corrective action plan or as a result of ineffective ratings.
- A summative evaluations will be provided at the end of each summative cycle
- The employee will be provided an opportunity to submit a written statement in response to the summative rating (within FIVE school days) and be included in the official personnel file a central office

Self- Reflection & Professional Growth Planning

- All certified employees will engage in Self-Reflection and Professional Growth planning annually and will be documented using district-approved forms.
- The Self-Reflection and Professional Growth Plan are uploaded electronically to the employee's certified evaluation folder and printed for the employee's personnel file at central office.
- A supervisor- approved, signed copy of the Professional Growth Plan is placed in the employee's personnel file at the central office.
- It is recommended that employees returning for the next year complete the reflection at the end of the school year to begin the self-reflection and Professional Growth Planning Process.
- In addition to the Self-Reflection document, the Professional Growth Plan includes reflection questions that certified employees complete prior to developing the action plan for professional growth. Responses to these questions should be related to professional practice.

Documentation

- The Personnel Evaluation System (PES) Point of Contact will provide annually a spreadsheet to primary evaluators communicating the summative evaluations that are due and provide a means to track progress toward completion.
- Observations, evaluations and documentation of evidence will be stored on district-approved data collection forms, in the district-created electronic collection system.
  - District Folder (Access to PES Point of Contact & Superintendent)
    - School Folders (Access to Principal and Assistant Principal)
      - Employee Folder (Access to individual employee)

Evaluator Training

- Evaluators must meet all CEP requirements **PRIOR** to conducting observations or summative evaluations.
- Initial certified evaluation training and testing provided by KDE or approved provider is required for new evaluators.
- All Administrators serving as observer or evaluator will engage annually in a minimum of SIX (6) hours of ELIA-approved personnel evaluation system training (district- provided):
  - Effective observation and conferencing techniques when using observation to evaluate personnel (Performance Criteria & Sources of Evidence)
  - Providing clear and timely feedback
  - Establishing and assisting with a professional growth plan
  - Summative decision techniques
  - Ensuring consistent and reliable ratings

- Evaluators will engage in on-going review of topics listed above and calibration activities to ensure consistent and reliable ratings (EILA- approved) through the district's principal's meeting structure.

Observations

Teachers	- The primary supervisor/observer is the school principal - Other certified evaluators (assistant principal, instruction supervisor) may be designated to conduct observations and summative evaluations - For non-tenured teachers a minimum of 2 formative and 1 summative observation will be conducted in each summative cycle (yearly). For tenured teachers a total of 2 formative and 1 summative observation will be conducted by the end of the 5 year cycle. If there is an area of concern, more observations may be added at the discretion of the supervisor. - All monitoring and observation of performance is conducted openly with full knowledge of the teacher - Pre-observation conferences are optional (supervisor discretion) - If Pre-observation conferences will take place, it will be within FIVE (5) school days prior to each observation (face-to-face or electronic) - Supervisors may conduct additional observations (of any length) at their discretion - Summative Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting - Formative Observation evidence may be collected on electronic forms provided by the district, through paper/pencil note-taking/scripting. - Pre-observation form is located in the Appendix and on the district webpage - Observation evidence and findings/ratings will be shared with the teacher - Observations evidence will be uploaded to the employees's certified evaluations folder - Post-observation conferences will take place within FIVE (5) school days following each observation (face-to-face or electronic) - Post- observation form is located in the Appendix and on the district webpage

	- The primary supervisor/observer is the school principal - Other certified evaluators (assistant principal, instruction supervisor) may be designated to conduct observations and summative evaluations - For non-tenured certified staff a minimum of 2 formative and 1 summative observations will be conducted in each summative cycle (yearly). For tenured certified staff a total of 2 formative and 1 summative observation will be conducted by the end of the 5 year cycle. If there is an area of concern, more observations may be

Other Professionals	added at the discretion of the supervisor. ● All monitoring and observation of performance is conducted openly with full knowledge of the teacher ● Pre- observation conferences are optional (supervisor discretion) ● If Pre-observation conferences will take place, it will be within FIVE (5) school days prior to each observation (face-to-face or electronic) ● Supervisors may conduct additional observations (of any length) at their discretion ● Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting ● Pre-observation form is located in the Appendix and on the district webpage ● Observation evidence and findings/ratings will be shared with the professional ● Observations evidence will be uploaded to the employees's certified evaluations folder ● Post-observation conferences will take place within FIVE (5) school days following each observation (face-to-face or electronic) ● Post- observation form is located in the Appendix and on the district webpage

Principals/Assistant Principals	● The primary supervisor/observer is the school principal or Superintendent ● Other certified evaluators (superintendent) may be designated to conduct observations and summative evaluations ● A minimum of 1 summative observation will be conducted in each summative cycle (1 or 5 years) ● All monitoring and observation of performance is conducted openly with full knowledge of the professional ● Pre-observation conferences are optional (supervisor discretion) ● If Pre-observation conferences will take place, it will be within FIVE (5) school days prior to each observation (face-to-face or electronic) ● Supervisors may conduct additional observations (of any length) at their discretion ● Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting ● Pre- observation form is located in the Appendix and on the district webpage ● Observation evidence and findings/ratings will be shared with the professional ● Observations evidence will be uploaded to the employees's certified evaluations folder ● Post-observation conferences will take place within FIVE (5) school days following each observation (face-to-face or electronic) ● Post- observation form is located in the Appendix and on the district webpage

	● The primary supervisor/observer is the Superintendent. ● Other certified evaluators may be designated to conduct observations and summative evaluations ● A minimum of summative observation will be conducted in each summative cycle (1 or 5 years) ● All monitoring and observation of performance is conducted openly with full knowledge of the teacher

District Administrator (Certified)	● Pre- observation conferences are optional (supervisor discretion) ● If Pre-observation conferences will take place, it will be within FIVE (5) school days prior to each observation (face-to-face or electronic) ● Supervisors may conduct additional observations (of any length) at their discretion ● Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting ● Pre- observation form is located in the Appendix and on the district webpage ● Observation evidence and findings/ratings will be shared with the District Administrator ● Observations evidence will be uploaded to the employees's certified evaluations folder ● Post-observation conferences will take place within FIVE (5) school days following each observation (face-to-face or electronic) ● Post- observation form is located in the Appendix and on the district webpage

Special Circumstances for Evaluator Certification

All administrators serving as primary evaluators must complete the initial two-day evaluation training prior to conducting observations for the purpose of evaluation. Only supervisors who have attended the approved initial evaluation training can conduct partial and/or full observations for the purpose of evaluation. In the event that supervisor has yet to complete the initial evaluation training, the district will provide the following supports:

● District-level personnel qualified to evaluate teachers will be assigned by the district personnel director to conduct the observation with the principal, modeling the process and providing mentorship.
● Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
● In the event a supervisor suffers an emergency situation such as long-term leave or other extenuating circumstances, the district office can waive the presence of the supervisor.

Corrective Action

A Corrective Action Plan (CAP) will be developed by the supervisor for any certified personnel whose observation or summative evaluation results are ineffective. The supervisor may involve other support personnel, as appropriate, in the development and monitoring of the CAP(e.g. instructional supervisor, director of special education, etc.)

Conditions requiring an Corrective Action Plan (CAP):

- One or more "Ineffective" rating for one or more measures during any observation
- One or more "Ineffective" rating for one or more measures on any summative evaluation
- Supervisor- Identified need for immediate action

The Corrective Action Plan (CAP) will be implemented immediately and monitored at least 4 times during the corrective action plan.

While identified needs may encompass multiple measures, indicators, or standards, the CAP should address only two or three goals at a time, provide professional support (e.g. mentoring, coaching, opportunities to observe accomplished/exemplary practice, and other intensive professional opportunities), and allow adequate times (1-4 months, depending on the extent of growth needed) for the employee to implement the desired change.

When performance moves to at least the "developing" level, the CAP may be revised to address additional indicators/ goals or the employee may exit CAP. The CAP and related documentation become part of the official personnel file at the central office.

Certified Improvement Program

In the event an Corrective Action Plan (CAP) proves unsuccessful in regard to an employee's performance, a supervisor may choose to initiate a Certified Improvement Plan (CIP). The purpose of the CIP is to provide systematic support and feedback to certified employees whose performance evaluation is rated "ineffective" and whose Corrective Action Plan has not been successful. The goal is to improve the employee's skills to at least a "developing" level on district evaluation measures.

CIP Team

The Certified Improvement Program is a team effort with a focus on the teaching/coaching process and will be comprised of the following:

- Building level evaluator of supervisor (Principal)
- Superintendent or designee
- One peer, appointed by the principal, after consultation with employee (The employee gives written permission for the peer teacher's participation)

Due Process Guidelines

1. The discrepancy/concern has been made known to the certified evaluatee and it reasonably relates to the efficient/orderly operation of a school and/or the improvement of student achievement.
2. The certified evaluatee was notified in writing about the discrepancy/concern. Furthermore, the evaluatee was notified of possible consequences.
3. A fair and objective evaluation program was used with evaluatee being provided with additional assistance to target areas of discrepancy/concern.
4. Specific data was used to determine and verify the situation.
5. Results from the process were consistent with the situation.
6. The evauatee's previous record was considered and the recommended outcomes are consistent with that afforded other certified employees of the schools/district in similar circumstances.

Certified Improvement Program Process

1. Formal evaluation contacts increase to NINE (9) visits during the school year by the CIP Team (3 visits per team member).
2. The CIP Team will meet with the employee and collaboratively identify areas of strength, as well as target areas for improvement. The Corrective Action Plan (CAP) will be reviewed/ revised. The CIP Team may determine that developing a new professional growth plan would be preferable to adding to or revising the CAP. The areas targeted will relate to instruction and obstacles that are impending student learning and achievement.
3. The first collaborative meeting will take place prior to June 1.
4. The employee will be given time to improve his/her performance (for the first day of employment of the new school year to April 15).
5. The CIP Team will provide resources and ideas in the areas identified for professional growth.
6. The evaluatee will conference with the CIP Team member after each observation. After each round of observations (to be scheduled by October 1, December 1, and February 15) The team will jointly confer with the evaluatee concerning progress in the targeted area(s).

7. The CIP Team will require an employee portfolio that addresses instructional/service delivery needs and reflects application of ideas in the classroom/work-site setting. Samples of quality student work should be included in a teacher portfolio and the portfolio should be available for review at all collaborative meetings.
8. A written summary will be provided to the employee at each of the joint conferences.

Outcomes of the CIP Process

At the conclusion of the CIP process, the team will reach consensus regarding the progress of the evaluatee and subsequent actions/expectations. The following chart summarizes the three possible outcomes.

Outcomes Rating	Action
Meets (satisfactory progress has been made)	The immediate supervisor will monitor with yearly formal and informal observations and evaluations. (1-year cycle)
Growth Needed (Improvement is still needed)	The CIP Team will continue to monitor and evaluate. Observations/evaluations will decrease to SIX (6). General guidelines for the CIP process continue to be applicable.
Does Not Meet (Progress had not been satisfactory)	The CIP Team recommends dismissal/demotion proceeding according to Board policy.

District Appeals

- Certified employees have the right to a hearing for each appeal submitted
- An appeals panel will be established, comprised of two (2) members elected by certified employees and one (1) member appointed by the board of education
- An opportunity will be provided five (5) days before the hearing for both the evaluator and evaluatee to review all documents that are to be presented to the panel
- Evaluatees have the right to have chosen representation present at the appeals hearing
- The entire district policy and procedures for appeals can be found in the Appendix

State Appeals

- A certified school employee who believes that the local district in not properly implementing the district certified evaluation system as approved has the opportunity to appeal to the Kentucky Board of Education's state evaluation appeals panel (SEAP)
- The SEAP's jurisdiction is limited to procedural matters already addressed by the local district appeals panel related to the district's alleged failure to implement an evaluation system as approved, not complaints involving professional judgment.
- A certified school employee may submit a written request to the chief state school officer for a review before the SEAP no later than thirty (30) calendar days after the final action or decision by the local district appeals panel.
- A decision of the SEAP will be rendered within fifteen (15) working days after the review
- A determination of district non-compliance with the district evaluation plan or absence of a local district evaluation will render the evaluation void.

Performances Measures - Sources of Evidence for Teachers

Performance Measures/ Competency Connections The four performance measures are connected to competencies in the BRIDGE Performance Indicators that teachers, as professionals, demonstrate in their practice.	Kentucky Framework for Teaching Level (1-4) The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teachers move along a competency continuum from Level 1-4.	Evidence for Teacher Performance Measures May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. Bold - required evidence.
Planning & Preparation ● Problem Solving ● Innovation & Creativity ● Self-Discipline	**Domain 1: Planning and Preparation** Knowledge of content, students, instruction, resources, unit and assessment design	● Data Analysis/Use in Decision-Making ● Lesson/Unit Plans ● PLC Meetings ● RTI ● Personalized Learning Plans
Environment ● Communication ● Teamwork	**Domain 2: Classroom Environment** Environment of trust and rapport, culture for learning, classroom procedures, student behavior management, and physical environment/space	● Classroom Observation ● Peer Observation ● Walkthrough Data ● Learning Targets ● Positive Behavior Systems ● Student Work/Student Voice
Instruction ● Communication ● Innovation & Creativity ● Growth & Achievement	**Domain 3: Instruction** Communicating with students, questioning and discussion techniques, student engagement, assessment in instruction, flexibility and responsiveness	● Classroom Observation ● Walkthrough Data ● Learning Targets ● Personalized Learning ● Formative/Summative Assessments ● Students Growth - Goals/Documentation ● Student Work/Student Voice
Professional Responsibilities ● Purpose ● Self-Discipline ● Service ● Teamwork ● Communication ● Growth & Achievement ● Innovation & Creativity	**Domain 4: Professional Responsibilities** Reflection on practice, record keeping, communicating with families, participating in professional community, professional growth, professionalism	● Professional Growth Plan ● Professional Learning Documentation ● Self-Reflection ● Parent/Family Engagement ● Collaboration ● Leadership Activities ● Engagement in Professional Organizations ● PLC Participation ● Attendance

Performance Measures - Sources of Evidence for Other Professionals

Performance Measures/ Competency Connections The four performance measures are connected to competencies in the BRIDGE Performance Indicators that Other Professionals demonstrate in their practice.	Kentucky Framework for Teaching (Level 1-4) The framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Other Professionals move along a competency continuum from Level 1-4	Evidence for Teacher Performance Measures May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. BOLD: required evidence			
		Guidance Counselors	Library/Media Specialists	Therapeutic Specialists	Instructional Specialists
Planning & Preparation - Problem Solving - Innovation & Creativity - Communication - Self-Discipline	**Planning & Preparation**	- School guidance plan - Pre-observation conference - Plans for large/small group guidance - Plans for programming - Resources - Collaborative Planning Data sources/analysis	- Library/media center plan/goals - Pre-observation conference - Lesson plans - Budget planning - Plans for programming - Resources - Collaborative planning - Data sources/ analysis	- Support systems plans - Pre-observation conference - Screening - Eligibility forms - Individualized Education Plan goal Development - Therapy Resources - Data sources/analysis	- Support system plans - Pre-observation conference - Coaching plans - PLC protocol/plans - School professionalism learning plan - Curriculum planning - Data sources/analysis
Environment	**Environment**	**Site Observation**	**Site Observation**	**Site Observation**	**Site Observation**

• **Communication** • **Teamwork**		• Therapy/counseling space • Social/Emotional learning support • Interventions • Needs assessments • Surveys and Forms • Collaboration with school personnel	• Social Media • Media center displays • Student work displays • Student work space • Programming • Advisory council • Collaboration • Advisory council	• Therapy schedule • Therapy space • Therapy and evaluation materials • Collaboration	• Trainings provided • Collaboration • Personalized teacher capacity-building • Workspace/PLC space • Surveys • Needs assessment
Delivery of Service • Communication • Innovation & Creativity • Growth & Achievement	**Delivery of Services**	• **Site Observation/ Post Observation Conference** • Needs assessment • Academic/career/ personal goal setting • Counseling services • ILP assistance • Testing services	• **Site Observation/ Post Observation Conference** • Programming • Student work • Technology integration • Collaboration • Center usage data	• **Site Observation/ Post Observation Conference** • Referral and evaluation data • Implementation of strategies • Progress monitoring • Parent contacts	• **Site Observation/ Post Observation Conference** • Co-teaching or modeling sessions • Coaching sessions • PLC • Collaboration
Professional Responsibilities • Purpose • Self-Discipline • Service • Teamwork • Communication • Growth & Achievement • Innovation & Creativity	**Professional Responsibility**	• **Professional Growth Plan** • **Professional Learning Documentation** • Self-Reflection • Parent/family engagement • Documentation of counseling program • Documentation of counselor time • Professional Organizations • Attendance	• **Professional Growth Plan** • **Professional Learning Documentation** • Self-Reflection • Parent/family/ community engagement • Professional Organizations • Documentation of library/media program • Calendar of events • Attendance	• **Professional Growth Plan** • **Professional Learning Documentation** • Self-Reflection • Parent/Family engagement • Professional organizations • Medicaid documentation • PLC participation • Attendance	• **Professional Growth Plan** • **Professional Learning Documentation** • Parent/family/ community engagement • Professional organizations • Calendar of meeting/ collaboration • Leadership activities • Attendance

Performance Measures - Sources of Evidence for Principals & Assistant Principals

Performance Measures/ Competency Connections The four performance measures are connected to competencies in the BRIDGE Performance Indicators that principals, as professionals, demonstrate in their practice.	Performance Standards for Educational Leaders (PSEL) (Level 1-4) PSEL provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Principals/Assistant Principals move along a competency continuum from Level 1-4	Evidence for Principal/Assistant Principal Performance Measures May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. **Bold -** required evidence.
Planning & Preparation ● Problem Solving ● Innovation & Creativity ● Communication ● Self-Discipline	**Standard 1: Vision, Mission & Core Values** 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. **Standard 9: Operations & Management** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. **Standard 10: School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	● **Site Observation** ● 30-60-90 Day Plan ● Staffing Plan ● Facility Plan ● School Safety Plan ● School Budget ● SBDM Policies, Agendas, Minutes ● Leadership Team Agendas, Minutes ● CSIP
Environment ● Communication ● Teamwork	**Standard 3: Equity & Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. **Standard 7: Professional Community for Teachers & Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	● **Site Observation** ● Positive Behavior Plan ● Advocacy Plan ● Behavior & Attendance Data ● Cultural Competency/Responsiveness Documentation ● Staff Supervision/Documentation ● Survey Data
Delivery of Service ● **Communication** ● **Innovation & Creativity** ● **Growth & Achievement**	**Standard 4: Curriculum, Instruction & Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and wellbeing. **Standard 5: Community of Care & Support for Students** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. **Standard 6: Professional Capacity of School Personnel** Effective educational leaders develop the	● **Site Observation** ● RTI Plan ● Professional Learning Plan ● Grade/Department PLC Schedule, Protocol, Minutes ● School-wide PLC Schedule, Agendas ● Innovative Learning Structures for Personalized Learning ● Personalized Learning Plans

	professional capacity and practice of school personnel to promote each student's academic success and well-being.	● Staff Professional Growth Plans
Professional Responsibilities ● **Purpose** ● **Self-Discipline** ● **Service** ● **Teamwork** ● **Communication** ● **Growth & Achievement** ● **Innovation & Creativity**	**Standard 2: Ethics & Professional Norms** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. **Standard 8: Meaningful Engagement of Families & Community** 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.	● **Professional Growth Plan** ● **Professional Learning Documentation (PL & EILA)** ● Self-Reflection ● Attendance ● Leadership Activities (local, regional, state, national) ● Principal Communications (Students, Parents, Teachers, Community) ● Committee Membership ● Published Work ● Professional Presentations

Performance Measures - Sources of Evidence for District Administrator (Certified)

Performance Measures/ Competency Connections The four performance measures are connected to competencies in the BRIDGE Performance Indicators that principals, as professionals, demonstrate in their practice.	**Performance Standards for Educational Leaders (PSEL) (Level 1-4)** PSEL provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Principals/Assistant Principals move along a competency continuum from Level 1-4	**Evidence for Principal/Assistant Principal Performance Measures** May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. **Bold -** required evidence.
Planning & Preparation ● Problem Solving ● Innovation & Creativity ● Communication ● Self-Discipline	**Standard 1: Vision, Mission & Core Values** 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. **Standard 9: Operations & Management** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. **Standard 10: School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	● **Site Observation** ● Framework/Protocols ● Resource Allocation/Management ● Budgets ● Meetings/Agendas ● Improvement Planning (CDIP) ● 30-60-90 ● Quarterly Report ● Communications
Environment ● Communication ● Teamwork	**Standard 3: Equity & Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each	● **Site Observation** ● Communications ● Resources

	student's academic success and well-being. **Standard 7: Professional Community for Teachers & Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	● Collaboration across Departments ● Collaboration with Stakeholders ● Meetings/Agendas ● Trainings provided ● Staff supervision/documentation
Delivery of Service ● **Communication** ● **Innovation & Creativity** ● **Growth & Achievement**	**Standard 4: Curriculum, Instruction & Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and wellbeing. **Standard 5: Community of Care & Support for Students** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. **Standard 6: Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	● **Site Observation** ● Meetings/Agenda ● Communications ● Student Achievement Data ● Trainings provided ● State/Federal Reporting ● Time in Schools Documentation
Professional Responsibilities ● **Purpose** ● **Self-Discipline** ● **Service** ● **Teamwork** ● **Communication** ● **Growth & Achievement** ● **Innovation & Creativity**	**Standard 2: Ethics & Professional Norms** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. **Standard 8: Meaningful Engagement of Families & Community** 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.	● **Professional Growth Plan** ● **Professional Learning Documentation (PL & EILA)** ● Self-Reflection ● Attendance ● Leadership Activities (local, regional, state, national) ● Principal Communications (Students, Parents, Teachers, Community) ● Communications with policy makers ● Partnerships with local, state, and national leaders in education ● Committee Membership ● Published Work ● Professional Representations

APPENDIX

Contain the forms necessary to complete the processes required and contained within the CEP Plan.

Forms will be in digital format for access and review by employee and evaluator.

Responsibility Chart

Evaluator	Evaluatees (Certified)
Bracken County Board of Education	Superintendent
Superintendent	Assistant Superintendent Chief Academic Officer Chief Information Officer Director of Pupil Personnel Director of Special education Principals
Director of Pupil Personnel	Homebound Teacher
Principal	Assistant Principal
Principal/Assistant Principal	Teachers Intenerate Teachers (Home School) Guidance Counselors Library/Media Specialists

	Reading Interventionists Therapeutic Specialists

Roles and Definitions

1. **Appeals:** A process whereby any certified school personnel who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified Evaluation Plan:** the procedures and forms for evaluation of certified personnel below the level of superintendent, developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
6. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
7. **Competency Connections:** The four performance measures are connected to competencies in the Bridge Performance Indicators that certified personnel in all role groups, as professionals, demonstrate in their practice.
8. **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.
9. **Continuing Contract:** A contract for the employment of an educator which shall remain in full force and effect until the educator resigns or retires, or until the educator is terminated or suspended as provided by KRS 161.790 and 161.800.
10. **Corrective Action Plan:** A plan whereby a person being evaluated/ supervised establishes specific goals under the direction of the evaluator to improve an identified area of concern in performance. The evaluator takes an active role in the development and appraisal of the activities along with the evaluation.
11. **Evaluatee:** A certified school personnel who is being evaluated.
12. **Evaluatee Committee:** a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district
13. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training and as described in KRS 156.557(5)(c)2.
14. **Evaluator Certification:** successful competition of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatee demonstrate proficiency in rating teachers and other professionals for the purpose of evaluation and feedback.
15. **Formative Evaluation:** Is defined by KRS 156.557(1)(a). A continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.
16. **Full Observation**: An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
17. **Job Category:** A group or class of certified school personnel positions with closely related functions.
18. **Late Hire:** Certified professionals with a start date on or after the 60th instructional school day of the current school year's calendar or who does not report for work sixty (60) or more consecutive school days.
19. **Leave and Absence:** see Board Policy 03.123 Leave and absences.

20. **Limited Contract:** A contract for the employment of an educator for the term of one (1) year only or for that portion of the school year that remains at the time of employment.
21. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
22. **Non-Tenured Educator:** An educator on a limited contract.
23. **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.
24. **Observer:** Means a certified administrator or District Approved trained peer that observes, collects, shares evidence, and provides feedback.
25. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
26. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal for the purpose of sharing collegially for professional growth evidence.
27. **Performance Standards Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
28. **Performance Rating:** The summative description of a teacher, other professional, principal, assistant principal or other district administrator evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
29. **Post Conference:** A meeting between the evaluator and evaluate to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee's accomplishments and areas for growth.
30. **Pre Conference:** A meeting between the evaluator and the evaluatee to discuss the upcoming announced observation/site visit.
31. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
32. **Product of Practice:** The academic learning that provides the basis for relatively long-term change in one's personal knowledge. 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.
33. **Professional Growth Plan (PGP):** 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.
34. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
35. **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.
36. **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.

37. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
38. **Summative Evaluation:** Is defined by KRS 156.557(1)(d). The summary of, and conclusions from, the evaluation data that: occurs at the end of an evaluation cycle; and include a conference between the evaluator and the evaluated certified employee; and includes a written evaluation report.
39. **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.
40. **Tenured Educator:** An educator who is on a continuing contract.

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

Bracken County Schools

<u>Certified Evaluation Plan Checklist</u>

TPGES Checklist   ____ Year 1   ____ Year 2   ____Year3

1. <u>**Explanation & Review of Certified Evaluation Process –**</u> <mark>**8-22-2024**</mark>

    Teacher has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

    ☐   Verification of attendance on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

2. <u>**Self-Reflection (1) –**</u> <mark>**9-30-2024**</mark>   **(Copy MUST be submitted to Central Office for personnel file)**

    ☐   Teacher has completed a self-reflection on district approved forms and submitted to Principal.

    ☐   Verification on file.

3. <u>**Professional Growth Plan- No Later than**</u> <mark>**9-30-2024**</mark> **(Copy MUST be submitted to Central Office for personnel file)**

    ☐   Teacher has submitted a complete professional growth plan

    ☐   Principal has approved professional growth plan.

    ☐   Verification on file.

Observations   (All copies of observations MUST be submitted to CO for personnel file during Year 3 cycle)

Observation #1   Formative   *(May be in Year 1, 2, and/or 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   _____ Full _____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation #2 Formative   *(May be in Year 1, 2, and/or Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   _____ Full _____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation # 3 Summative   *(Must be in Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(optional)*

☐   Observation Date _____   * Must be a Full Observation

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Summative Evaluation & Conference - No later than <mark>4-15-2025</mark> (Copy MUST be submitted to CO for personnel file)

☐   Principal has completed Summative.

☐   Professional Practice Rating Assigned.

☐   Employment recommendation to Central Office.

End of the Year Conference   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Review of PGP and goal evidence presented.

☐   Status of PGP indicated and signatures required.

Teacher Signature: _____

School:_____

Teacher Self-Reflection Template

Evaluatee:_____

School Year:_____

Domain: Planning & Preparation	Self-Assessment			
	I	**D**	**A**	**E**
1a: Knowledge of Content and Pedagogy	☐	☐	☐	☐
1b: Demonstrating Knowledge of Students	☐	☐	☐	☐
1c: Setting Instructional Outcomes	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources	☐	☐	☐	☐
1e: Designing Coherent Instruction	☐	☐	☐	☐
1f: Designing Student Assessment	☐	☐	☐	C

Rationale for Performance Measure - Planning & Preparation

Domain: Classroom Environment	Self-Assessment			
	I	D	**A**	E
2a: Creating an Environment of Respect & Rapport	☐	☐	☐	☐
2b: Establishing a Culture of Learning	☐	☐	☐	☐
2c: Managing Classroom Procedures	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐

Rationale for Performance Measure - Classroom Environment

Domain: Instruction	Self-Assessment			
	I	D	**A**	E
3a: Communicating with Students	☐	☐	☐	☐
3b: Questioning & Discussion Techniques	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐
3d: Using Assessment in Instruction	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsiveness	☐	☐	☐	☐

Rationale for Performance Measure - Instruction

Domain: Professional Responsibilities	Self-Assessment			
	I	D	**A**	E
4a: Reflecting On Teaching	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐
4c: Communicating With Families	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐
4e: Growing & Developing Professionally	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐

Rationale for Performance Measure - Professional Responsibilities

Teacher Professional Growth Plan Template

Evaluatee:_____   **School Year:_____**

Guiding Questions for Goal Development

Professional Practice
What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning
Please select one or more areas that show how your goal connects with a priority area of need.

☐ Self-Reflection

☐ Observations

☐ Framework for Teaching

☐ Comprehensive District or School Improvement Plan

Component Alignment

Domain 1 Planning & Preparation	**Domain 2 Classroom Environment**	**Domain 3 Instruction**	**Domain 4 Professional Responsibilities**
☐ 1a: Knowledge of Content & Pedagogy ☐ 1b: Demonstrating Knowledge of students ☐ 1c: Setting Instructional Outcomes ☐ 1d: Demonstrating Knowledge of Resources ☐ 1e: Designing Coherent Instruction ☐ 1f: Designing Student Assessment	☐ 2a: Creating an Environment of Respect & Rapport ☐ 2b: Establish Culture of Learning ☐ 2c: Managing Classroom Procedures ☐ 2d: Managing Student Behavior ☐ 2e: Organizing Physical Space	☐ 3a: Communicating with Students ☐ 3b: Questioning & Discussion Techniques ☐ 3c: Engaging Students in Learning ☐ 3d: Using Assessment in Instruction ☐ 3e: Demonstrating Flexibility & Responsiveness	☐ 4a: Reflecting On Teaching ☐ 4b: Maintaining Accurate Records ☐ 4c: Communicating With Families ☐ 4d: Participating in a Professional Community ☐ 4e: Growing & Developing Professionally ☐ 4f: Showing Professionalism

Teacher Professional Growth Plan Template Continued

Professional Learning
What personal learning is necessary to make that
change?_____

_____

Monitoring Progress
How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson
Plans, Video-taped Lessons)

_____

_____

Action Plan

Action Plan
What is my plan of action to advance my professional
growth?_____

_____

Support and Resources
What resources and/or support do I need to achieve my
goal?_____

_____

Target Completion Date
What is my target completion date for achievement of my
goal?_____

_____

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

Teacher Professional Growth Plan Template Continued

End of Year Reflection

Professional Learning Update and Instructional Changes
List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact
Describe the impact the professional learning activities have had on student learning.

End of Year Status
Select the status of your goal.

☐ Achieved   ☐ Revised   ☐ Continued

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

Bracken County School District
Interview Protocol for Planning in the Framework
PRE-OBSERVATION

Educator:	
School:	
Grade Level/Subject(s):	
Number of Students:	
Date/Time of Observation:	
Observer:	

Questions for Discussion:	Notes:
What is your identified student learning target(s)? (Component 1A)	
How are the learning targets congruent with the current standards? (Component 1C)	
How does this learning fit in the overall sequence of learning for this class?(Component 1C)	
What information specific to your students' backgrounds, skills, and interests have you taken into consideration when planning the lesson? (Component 1B)	
How does your plan for this lesson help students develop proficiency of the desired essential skills? What learning experiences are designed for students to engage with the intended outcomes? (Component 1E) How will you engage the students in the learning? What will you do? What will the students do? *Provide any materials that the students will be using.*	
How will you differentiate instruction for individuals or groups of students? (Component 1B/1D)	
How and when will you know whether the students have achieved the learning target(s)? How do you plan to use the results of the assessment? (Component 1F)	
Is there anything that you would like me to specifically observe during the lesson?	

_____   _____

        Employee Signature and Date   Evaluator Signature and Date

Bracken County Schools

Formative Performance
Review/Observation
Certified School Personnel

Evaluator:

Evaluatee:

School Year:

Date of Observation:

Date of Post Observation Meeting:

Directions*: Evaluators use this form to maintain a record of evidence documented for each performance measure of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records. (No*- Indicates Not observed during lesson.)

Performance Measure 1. Planning & Preparation

Domain: Planning & Preparation	Formative Performance Review				
	I	D	A	E	NO*
1a: Knowledge of Content & Pedagogy	☐	☐	☐	☐	☐
1b: Demonstrating Knowledge of Students	☐	☐	☐	☐	☐
1c: Setting Instructional Outcomes	☐	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources	☐	☐	☐	☐	☐
1e: Designing Coherent Instruction	☐	☐	☐	☐	☐
1f: Designing Student Assessment	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective	☐	Developing	☐	Accomplished	☐	Exemplary	☐

Comments:_____

_____

Performance Measure 2: Classroom Environment

Domain: Classroom Environment	Formative Performance Review				
	I	D	A	E	NO*
2a: Creating an Environment of Respect & Rapport	☐	☐	☐	☐	☐
2b: Establishing Culture of Learning	☐	☐	☐	☐	☐
2c: Managing Classroom Procedures	☐	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 3: Instruction

Domain: Instruction	Formative Performance Review				
	I	D	A	E	NO*
3a: Communicating with Students	☐	☐	☐	☐	☐
3b: Questioning & Discussion Techniques	☐	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐	☐
3d: Using Assessment in Instruction	☐	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsiveness	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 4: Professional Responsibilities

Domain: Professional Responsibilities	Formative Performance Review				
	I	D	**A**	E	NO*
4a: Reflecting on Teaching	☐	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐	☐
4c: Communicating with Families	☐	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐	☐
4e: Growing and Developing Professionally	☐	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐	☐
*4g: Managing the Library Budget	☐	☐	☐	☐	☐
*4h: Managing Personnel	☐	☐	☐	☐	☐
*4i: Professional ethics	☐	☐	☐	☐	☐

* Library/Media Specialists only

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Summary of Formative Performance For Certified School Personnel

Commendations:_____

_____

Areas Noted for
Improvement:_____

_____

Improvement
Goals:_____

_____

Evaluator's
Name:_____

Evaluator's
Signature:_____

Date:_____

Evaluatee's
Name:_____
_____

Evaluatee's
 Signature:

Date:_____   _____

(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Comments:_____

_____

Evaluator & evaluatee keep a copy. Original to Human Resource

Summative Performance Review

Certified School Personnel

Evaluatee:	
Position:	
School:	
Evaluator:	

Date(s) of Observation(s):				
Date(s) of Conference(s):				

Performance Measures	Rating			
	I	**D**	**A**	**E**
1. Planning & Preparation Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
2. Classroom Environment Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
3. Instruction Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
4. Professional Responsibilities Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
Overall Professional Practice Rating	☐	☐	☐	☐

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF….	THEN…
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review Continued – Certified School Personnel
Employment Recommendation to the Central Office

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

- Evaluator Comments:

- Evaluator's Name: _____

- Evaluator's Signature: _____

- Date: _____

- Evaluatee's Name: _____

- Evaluatee's Signature: _____

- Date: _____

  ☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation

Evaluatee's Comments: (May also be attached)

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.
Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Bracken County Post-Observation Form
Interview Protocol for Planning in the Framework

Educator:	
Date/Time of Observation:	
Date of Conference:	
Observer :	

Observation Type	Observation 1	Observation 2	Full	Peer

To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)	
Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)	
If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Additional Comments:

_____   _____
Employee Signature and Date   Evaluator Signature and Date

Bracken County Schools

Certified Evaluation Plan Checklist

OPGES Checklist   ____ Year 1   ____ Year 2   ____Year3

1. **Explanation & Review of Certified Evaluation Process – <mark>8-22-2024</mark>**

    Library/Media Specialist has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

☐ Verification of attendance on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

2. **Self-Reflection (1) – <mark>9-30-2024</mark>**   **(Copy MUST be submitted to Central Office for personnel file)**

☐ Library/Media Specialist has completed a self-reflection on district approved forms and submitted to Principal.

☐ Verification on file.

3. **Professional Growth Plan- No Later than <mark>9-30-2024</mark> (Copy MUST be submitted to Central Office for personnel file)**

☐ Library/Media Specialist has submitted a complete professional growth plan

☐ Principal has approved professional growth plan.

☐ Verification on file.

Observations   (All copies of observations MUST be submitted to CO for personnel file during Year 3 cycle)

      Observation #1   Formative   *(May be in Year 1, 2, and/or 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____ ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

      Observation #2 Formative   *(May be in Year 1, 2, and/or Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____ ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

      Observation # 3 Summative   *(Must be in Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(optional)*

☐   Observation Date _____ * Must be a Full Observation

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

<u>Summative Evaluation & Conference - No later than <mark>4-15-2025</mark></u> (Copy MUST be submitted to CO for personnel file)

☐   Principal has completed Summative.

☐   Professional Practice Rating Assigned.

☐   Employment recommendation to Central Office.

<u>End of the Year Conference</u>   (Copy MUST be submitted to Central Office for personnel file)

☐   Review of PGP and goal evidence presented.

☐   Status of PGP indicated and signatures required.

Library/Media Specialist Signature:

_____

School:_____

Library/Media Specialist Self-Reflection Template

Evaluatee: **School Year:**

Domain: Planning & Preparation	Self-Assessment			
	I	**D**	**A**	**E**
1a: Demonstrating Knowledge of Content Curriculum and Process	☐	☐	☐	☐
1b: Demonstrating Knowledge of Students	☐	☐	☐	☐
1c: Supporting Instructional Goals	☐	☐	☐	☐
1d: Demonstrating Knowledge and Use of Resources	☐	☐	☐	☐
1e: Demonstrating a Knowledge of Literature and Lifelong Learning	☐	☐	☐	☐
1f: Collaborating in the Design of Instructional Experiences	☐	☐	☐	☐

Rationale for Performance Measure - Planning & Preparation

Domain: Environment	Self-Assessment			
	I	**D**	**A**	**E**
2a: Creating an Environment of Respect and Rapport	☐	☐	☐	☐
2b: Establishing a Culture for Learning	☐	☐	☐	☐
2c: Managing Library Procedures	☐	☐	☐	☐
2d: Managing student behavior	☐	☐	☐	☐
2e: Organizing physical space	☐	☐	☐	☐

Rationale for Performance Measure - Environment

Domain: Delivery of Service	Self-Assessment			
	I	D	A	E
3a: Communicating Clearly and Accurately	☐	☐	☐	☐
3b: Using Questioning and Research Techniques	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐
3d: Assessment in Instruction (whole class, one-on-one and small group)	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Rationale for Performance Measure - Delivery of Service

_____

_____

_____

Domain: Professional Responsibilities	Self-Assessment			
	I	D	A	E
4a: Reflecting on Practice	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐
4c: Communicating with School Staff and Community	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐
4e: Growing and Developing Professionally	☐	☐	☐	☐
4f: Collection Development and Maintenance	☐	☐	☐	☐
4g: Managing the Library Budget	☐	☐	☐	☐
4h: Managing Personnel	☐	☐	☐	☐
4i: Professional Ethics	☐	☐	☐	☐

Rationale for Performance Measure - Professional Responsibilities

_____

_____

_____

Library/Media Specialist Professional Growth Plan Template

Evaluatee: **School Year:**

Guiding questions for Goal Development

Professional Practice
What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning
Please select one or more areas that show how your goal connects with a priority area of need.

☐ Self-Reflection

☐ Observations

☐ Framework for Library/Media Specialist

☐ Comprehensive District or School Improvement Plan

Component Alignment

Domain 1 Planning & Preparation	Domain 2 Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
☐ 1a: Demonstrating Knowledge of Content Curriculum and Process ☐ 1b: Demonstrating Knowledge of Students ☐ 1c: Supporting Instructional Goals ☐ 1d: Demonstrating Knowledge and Use of Resources ☐ 1e: Demonstrating a Knowledge of Literature and Lifelong Learning ☐ 1f: Collaborating in the Design of Instructional Experiences	☐ 2a: Creating an Environment of Respect and Rapport ☐ 2b: Establishing a Culture for Learning ☐ 2c: Managing Library Procedures ☐ 2d: Managing Student Behavior ☐ 2e: Organizing Physical Space	☐ 3a: Communicating Clearly and Accurately ☐ 3b: Using Questioning and Research Techniques ☐ 3c: Engaging Students in Learning ☐ 3d: Assessment in Instruction (whole class, one-on-one and small group) ☐ 3e: Demonstrating Flexibility and Responsiveness	☐ 4a: Reflecting on Practice ☐ 4b: Maintaining Accurate Record ☐ 4c: Communicating with School Staff and Community ☐ 4d: Participating in a Professional Community ☐ 4e: Growing and Developing Professionally ☐ 4f: Collection Development and Maintenance ☐ 4g: Managing the Library Budget ☐ 4h: Managing Personnel ☐ 4i: Professional Ethics

Library/Media Specialist Professional Growth Plan Template Continued

Professional Learning
What personal learning is necessary to make that change?

Monitoring Progress
How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

<u>Action Plan</u>

Action Plan
What is my plan of action to advance my professional growth?

Support and Resources
What resources and/or support do I need to achieve my goal?

Target Completion Date
What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

End of Year Reflection

Professional Learning Update and Instructional Changes
List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact
Describe the impact the professional learning activities have had on student learning.

End of Year Status
Select the status of your goal.

☐ Achieved   ☐ Revised   ☐ Continued

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

Bracken County Schools

Formative Performance Review/Observation
Certified School Personnel

Evaluator:

Evaluatee:

School Year:

Date of Observation:

Date of Post Observation Meeting:

Directions*:* Evaluators use this form to maintain a record of evidence documented for each performance measure of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records. (No*- Indicates Not observed during lesson.)

Performance Measure 1. Planning & Preparation

Domain: Planning & Preparation	Formative Performance Review				
	I	D	A	E	NO*
1a: Demonstrating Knowledge of Content and Pedagogy	☐	☐	☐	☐	☐
1b: Demonstrating Knowledge of Students	☐	☐	☐	☐	☐
1c: Setting Instructional Goals	☐	☐	☐	☐	☐
1d: Demonstrating Knowledge and Use of Resources	☐	☐	☐	☐	☐
1e: Demonstrating a Knowledge of Literature and Lifelong Learning	☐	☐	☐	☐	☐
1f: Collaboration in the Design of Instructional Experiences	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective	☐	Developing	☐	Accomplished	☐	Exemplary	☐

Comments:_____

_____

Performance Measure 2: Environment

Domain: Environment	Formative Performance Review				
	I	D	A	E	NO*
2a: Creating an Environment of Respect & Rapport	☐	☐	☐	☐	☐
2b: Establishing a Culture for Learning	☐	☐	☐	☐	☐
2c: Managing Library Procedures	☐	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 3: Delivery of Service

Domain: Deliver of Service	Formative Performance Review				
	I	D	A	E	NO*
3a: Communicating Clearly and Accurately	☐	☐	☐	☐	☐
3b: Using Questioning & Research Techniques	☐	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐	☐
3d: Using Assessment in Instruction (whole class, one-on-one and small group)	☐	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsiveness	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 4: Professional Responsibilities

Domain: Professional Responsibilities	Formative Performance Review				
	I	D	A	E	NO*
4a: Reflecting on Practice	☐	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐	☐
4c: Communicating with School Staff and Community	☐	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐	☐
4e: Growing and Developing Professionally	☐	☐	☐	☐	☐
4f: Collection Development and Maintenance	☐	☐	☐	☐	☐
*4g: Managing the Library Budget	☐	☐	☐	☐	☐
*4h: Managing Personnel	☐	☐	☐	☐	☐
*4i: Professional Ethics	☐	☐	☐	☐	☐

* Library/Media Specialists only

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Summary of Formative Performance For Certified School Personnel

Commendations:_____

_____

Areas Noted for
Improvement:_____

_____

Improvement
Goals:_____

_____

Evaluator's
Name:_____

Evaluator's
Signature:_____

Date:_____

Evaluatee's
Name:_____

_____

Evaluatee's
 Signature:

_____

Date:_____   _____

(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Comments:_____
_____

Evaluator & evaluatee keep a copy. Original to Human Resource

Summative Performance Review
Certified School Personnel

Evaluatee:	
Position:	
School:	
Evaluator:	

Date(s) of Observation(s):				
Date(s) of Conference(s):				

Performance Measures	Rating			
	I	**D**	**A**	**E**
1. Planning and Preparation Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
2. The Library Environment Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
3. Instruction/Delivery of Service Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
4. Professional Responsibilities Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
Overall Professional Practice Rating	☐	☐	☐	☐

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF….	THEN…
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review Continued – Certified School Personnel
Employment Recommendation to the Central Office

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

- Evaluator Comments:

- Evaluator's Name: _____

- Evaluator's Signature: _____

- Date: _____

- Evaluatee's Name: _____

- Evaluatee's Signature: _____

- Date: _____

☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation

Evaluatee's Comments: (May also be attached)

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.
Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Bracken County Schools

<u>Certified Evaluation Plan Checklist</u>

OPGES Checklist   _____ Year 1   _____ Year 2   _____Year3

1. **<u>Explanation & Review of Certified Evaluation Process –<mark>8-22-2024</mark></u>**

   School Counselor/Social Worker has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

☐ Verification of attendance on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

2. **<u>Self-Reflection (1) – <mark>9-30-2024</mark></u>**   **(Copy MUST be submitted to Central Office for personnel file)**

☐ School Counselor/Social Worker has completed a self-reflection on district approved forms and submitted to Principal.

☐ Verification on file.

3. **<u>Professional Growth Plan- No Later than <mark>9-30-2024</mark></u> (Copy MUST be submitted to Central Office for personnel file)**

☐ School Counselor/Social Worker has submitted a complete professional growth plan

☐ Principal has approved professional growth plan.

☐ Verification on file.

Observations   (All copies of observations MUST be submitted to CO for personnel file during Year 3 cycle)

    Observation #1   Formative   *(May be in Year 1, 2, and/or 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

    Observation #2 Formative   *(May be in Year 1, 2, and/or Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

    Observation # 3 Summative   *(Must be in Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(optional)*

☐   Observation Date _____   * Must be a Full Observation

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Summative Evaluation & Conference - No later than <mark>4-15-2025</mark> (Copy MUST be submitted to CO for personnel file)

☐   Principal has completed Summative.

☐   Professional Practice Rating Assigned.

☐   Employment recommendation to Central Office.

End of the Year Conference   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Review of PGP and goal evidence presented.

☐   Status of PGP indicated and signatures required.

School Counselor/Social Worker:

_____

 School:_____

School Counselor/Social Worker Self-Reflection Template

Evaluatee: **School Year:**

Domain: Planning & Preparation	Self-Assessment			
	I	**D**	**A**	**E**
1a: Demonstrating Knowledge of Counseling Theory and Techniques	☐	☐	☐	☐
1b: Demonstrating Knowledge of Child and Adolescent Development	☐	☐	☐	☐
1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	☐	☐	☐	☐
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District	☐	☐	☐	☐
1e: Planning the Counseling Program Integrated with the Regular School Program	☐	☐	☐	☐
1f: Developing a Plan to Evaluate the Counseling Program	☐	☐	☐	☐

Rationale for Performance Measure - Planning & Preparation

_____

_____

_____

Domain: Environment	Self-Assessment			
	I	D	**A**	E
2a: Creating an Environment of Respect and Rapport	☐	☐	☐	☐
2b: Establishing a Culture for Productive Communication	☐	☐	☐	☐
2c: Managing Routines and Procedures	☐	☐	☐	☐
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	☐	☐	☐	☐
2e: Organizing physical space	☐	☐	☐	☐

Rationale for Performance Measure - Environment

_____

_____

_____

Domain: Delivery of Service	Self-Assessment			
	I	D	A	E
3a: Assessing Student Needs	☐	☐	☐	☐
3b: Assisting Students and Teachers in the Formulation of Academic Personal Social and Career Plans Based on Knowledge of Student Needs	☐	☐	☐	☐
3c: Using Counseling Techniques in Individual and Classroom Programs	☐	☐	☐	☐
3d: Brokering Resources to Meet Needs	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Rationale for Performance Measure - Delivery of Service

Domain: Professional Responsibilities	Self-Assessment			
	I	D	A	E
4a: Reflecting on Practice	☐	☐	☐	☐
4b: Maintaining Records and Submitting Them in a Timely Fashion	☐	☐	☐	☐
4c: Communicating with Families	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐
4e: Engaging in Professional Development	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐

Rationale for Performance Measure - Professional Responsibilities

School Counselor/Social Worker Professional Growth Plan Template

Evaluatee: **School Year:**

Guiding questions for Goal Development

Professional Practice
What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning
Please select one or more areas that show how your goal connects with a priority area of need.

□ Self-Reflection

□ Observations

□ Framework for School Guidance Counselor/Social Worker

□ Comprehensive District or School Improvement Plan

Component Alignment

Domain1	Domain 2	Domain 3	Domain4
□ 1a: Demonstrating Knowledge of Counseling Theory and Techniques	□ 2a: Creating an Environment of Respect and Rapport	□ 3a: Assessing Student Needs	□ 4a: Reflecting on Practice
□ 1b: Demonstrating Knowledge of Child and Adolescent Development	□ 2b: Establishing a Culture for Productive Communication	□ 3b: Assisting Students and Teachers in the Formulation of Academic Personal Social and Career Plans Based on Knowledge of Student Needs	□ 4b: Maintaining Records and Submitting Them in a Timely Fashion
□ 1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	□ 2c: Managing Routines and Procedures		□ 4c: Communicating with Families
□ 1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District	□ 2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	□ 3c: Using Counseling Techniques in Individual and Classroom Programs	□ 4d: Participating in a Professional Community
		□ 3d: Brokering Resources to Meet Needs	□ 4e: Engaging in Professional Development
□ 1e: Planning the Counseling Program Integrated with the Regular School Program	□ 2e: Organizing Physical Space	□ 3e: Demonstrating Flexibility and Responsiveness	□ 4f: Showing Professionalism
□ 1f: Developing a Plan to Evaluate the Counseling program			

School Counselor/Social Worker Professional Growth Plan Template Continued

Professional Learning
What personal learning is necessary to make that change?

Monitoring Progress
How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan
What is my plan of action to advance my professional growth?

Support and Resources
What resources and/or support do I need to achieve my goal?

Target Completion Date
What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

_____   _____

Evaluator's Signature   Date

_____   _____

Evaluatee's Signature   Date

School Counselor/Social Worker Professional Growth Plan Template Continued

End of Year Reflection

Professional Learning Update and Instructional Changes
List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact
Describe the impact the professional learning activities have had on student learning.

End of Year Status
Select the status of your goal.

☐ Achieved   ☐ Revised   ☐ Continued

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

Bracken County Schools
Formative Performance Review/Observation
Certified School Personnel

Evaluator:

Evaluatee:

School Year:

Date of Observation:

Date of Post Observation Meeting:

Directions*:* Evaluators use this form to maintain a record of evidence documented for each performance measure of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records. (No*- Indicates Not observed during lesson.)

Performance Measure 1. Planning & Preparation

Domain: Planning & Preparation	Formative Performance Review				
	I	D	A	E	NO*
1a: Demonstrating Knowledge of Counseling Theory and Techniques	☐	☐	☐	☐	☐
1b: Demonstrating Knowledge of Child and Adolescent Development	☐	☐	☐	☐	☐
1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	☐	☐	☐	☐	☐
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District	☐	☐	☐	☐	☐
1e: Planning the Counseling Program Integrated with the Regular School Program	☐	☐	☐	☐	☐
1f: Developing a Plan to Evaluate the Counseling Program	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 2: Environment

Domain: Environment	Formative Performance Review				
	I	D	A	E	NO*
2a: Creating an Environment of Respect and Rapport	☐	☐	☐	☐	☐
2b: Establishing a Culture for Productive Communication	☐	☐	☐	☐	☐
2c: Managing Routines and Procedures	☐	☐	☐	☐	☐
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	☐	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 3: Delivery of Service

Domain: Delivery of Service	Formative Performance Review				
	I	D	A	E	NO*
3a: Assessing Student Needs	☐	☐	☐	☐	☐
3b: Assisting Students and Teachers in the Formulation of Academic Personal Social and Career Plans Based on Knowledge of Student Needs	☐	☐	☐	☐	☐
3c: Using Counseling Techniques in Individual and Classroom Programs	☐	☐	☐	☐	☐
3d: Brokering Resources to Meet Needs	☐	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 4: Professional Responsibilities

Domain: Professional Responsibilities	Formative Performance Review				
	I	**D**	**A**	**E**	**NO***
4a: Reflecting on Practice	☐	☐	☐	☐	☐
4b: Maintaining Records and Submitting Them in a Timely Fashion	☐	☐	☐	☐	☐
4c: Communicating with Families	☐	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐	☐
4e: Engaging in Professional Development	☐	☐	☐	☐	☐
4f Showing Professionalism	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Summary of Formative Performance For Certified School Personnel

Commendations:_____

_____

Areas Noted for
Improvement:_____

_____

Improvement
Goals:_____

_____

Evaluator's
Name:_____

Evaluator's
Signature:_____

Date:_____

Evaluatee's
Name:_____
_____

Evaluatee's
 Signature:

Date:_____   _____

(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Comments:_____

_____

Evaluator & evaluatee keep a copy. Original to Human Resource

Summative Performance Review
Certified School Personnel

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				

Performance Measures	Rating			
	I	**D**	**A**	**E**
1. Planning & Preparation Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
2. Environment Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
3. Delivery of Service Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
4. Professional Responsibilities Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
Overall Professional Practice Rating	☐	☐	☐	☐

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF….	THEN…
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review Continued – Certified School Personnel
Employment Recommendation to the Central Office

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

- Evaluator Comments:

- Evaluator's Name: _____

- Evaluator's Signature: _____

- Date: _____

- Evaluatee's Name: _____

- Evaluatee's Signature: _____

- Date: _____

☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation

Evaluatee's Comments: (May also be attached)

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.
Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Bracken County Schools

<u>Certified Evaluation Plan Checklist</u>

OPGES Checklist   ____ Year 1   ____ Year 2   ____Year3

1. <u>**Explanation & Review of Certified Evaluation Process –**</u> <mark>**8-22-2024**</mark>

   Therapeutic Specialist has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

☐   Verification of attendance on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

2. <u>**Self-Reflection (1) –**</u> <mark>**9-30-2024**</mark>   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Therapeutic Specialist has completed a self-reflection on district approved forms and submitted to Principal.

☐   Verification on file.

3. <u>**Professional Growth Plan- No Later than**</u> <mark>**9-30-2024**</mark> **(Copy MUST be submitted to Central Office for personnel file)**

☐   Therapeutic Specialist has submitted a complete professional growth plan

☐   Principal has approved professional growth plan.

☐   Verification on file.

Observations   (All copies of observations MUST be submitted to CO for personnel file during Year 3 cycle)

Observation #1   Formative   *(May be in Year 1, 2, and/or 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation #2 Formative   *(May be in Year 1, 2, and/or Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation # 3 Summative   *(Must be in Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(optional)*

☐   Observation Date _____   * Must be a Full Observation

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

<u>Summative Evaluation & Conference - No later than</u> <mark>4-15-2025</mark> **(Copy MUST be submitted to CO for personnel file)**

☐   Principal has completed Summative.

☐   Professional Practice Rating Assigned.

☐   Employment recommendation to Central Office.

<u>End of the Year Conference</u>   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Review of PGP and goal evidence presented.

☐   Status of PGP indicated and signatures required.

Therapeutic Specialist Signature:

_____

School:_____

Therapeutic Specialist Self-Reflection Template

Evaluatee: **School Year:**

Domain: Planning & Preparation	Self-Assessment			
	I	**D**	**A**	**E**
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	☐	☐	☐	☐
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	☐	☐	☐	☐
1c: Demonstrating Knowledge of District State and Federal Regulations and Guidelines	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	☐	☐	☐	☐
1e: Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students	☐	☐	☐	☐
1f: Developing a Plan to Evaluate the Therapy Program	☐	☐	☐	☐

Rationale for Performance Measure - Planning & Preparation

_____

_____

_____

_____

Domain: Environment	Self-Assessment			
	I	D	**A**	E
2a: Establishing Rapport with Students	☐	☐	☐	☐
2b: Organizing Time Effectively	☐	☐	☐	☐
2c: Establishing and Maintaining Clear Procedures for Referrals	☐	☐	☐	☐
2d: Establishing Standards of Conduct in the Treatment Center	☐	☐	☐	☐
2e: Organizing Physical Space for Testing of Students and Providing Therapy	☐	☐	☐	☐

Rationale for Performance Measure - Environment

_____

_____

Domain: Delivery of Service	Self-Assessment			
	I	D	**A**	E
3a: Responding to Referrals and Evaluating Student Needs	☐	☐	☐	☐
3b: Developing and Implementing Treatment Plans to Maximize Student's Success	☐	☐	☐	☐
3c: Communicating with Families	☐	☐	☐	☐
3d: Collecting Information; Writing Reports	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Rationale for Performance Measure - Delivery of Service

_____

_____

_____

_____

Domain: Professional Responsibilities	Self-Assessment			
	I	D	**A**	E
4a: Reflecting on Practice	☐	☐	☐	☐
4b: Collaborating with Teachers and Administrators	☐	☐	☐	☐
4c: Maintaining an Effective Data Management System	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐
4e: Engaging in Professional Development	☐	☐	☐	☐
4f: Showing Professionalism Including Integrity Advocacy and Maintaining Confidentiality	☐	☐	☐	☐

Rationale for Performance Measure - Professional Responsibilities

_____

_____

_____

Therapeutic Specialist Professional Growth Plan Template

Evaluatee: **School Year:**

Guiding questions for Goal Development

Professional Practice
What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning
Please select one or more areas that show how your goal connects with a priority area of need.

□ Self- Reflection

□ Observations

□ Framework for Therapeutic Specialist

□ Comprehensive District or School Improvement Plan

Component Alignment

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

Therapeutic Specialist Professional Growth Plan Template Continued

Professional Learning
What personal learning is necessary to make that change?

Monitoring Progress
How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan
What is my plan of action to advance my professional growth?

Support and Resources
What resources and/or support do I need to achieve my goal?

Target Completion Date
What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

Therapeutic Specialist Professional Growth Plan Template Continued

End of Year Reflection

Professional Learning Update and Instructional Changes
List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact
Describe the impact the professional learning activities have had on student learning.

End of Year Status
Select the status of your goal.

☐ Achieved   ☐ Revised   ☐ Continued

_____   _____

Evaluator's Signature   Date

_____   _____

Evaluatee's Signature   Date

Bracken County Schools
Formative Performance Review/Observation
Certified School Personnel

Evaluator:

Evaluatee:

School Year:

Date of Observation:

Date of Post Observation Meeting:

Directions*: Evaluators use this form to maintain a record of evidence documented for each performance measure of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records. (No*- Indicates Not observed during lesson.)

Performance Measure 1. Planning & Preparation

Domain: Planning & Preparation	Formative Performance Review				
	I	D	A	E	NO*
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	☐	☐	☐	☐	☐
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	☐	☐	☐	☐	☐
1c: Demonstrating Knowledge of District State and Federal Regulations and Guidelines	☐	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	☐	☐	☐	☐	☐
1e: Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students	☐	☐	☐	☐	☐
1f: Developing a Plan to Evaluate the Therapy Program	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 2: Environment

Domain: Environment	Formative Performance Review				
	I	**D**	**A**	**E**	**NO***
2a: Establishing Rapport with Students	☐	☐	☐	☐	☐
2b: Organizing Time Effectively	☐	☐	☐	☐	☐
2c: Establishing and Maintaining Clear Procedures for Referrals	☐	☐	☐	☐	☐
2d: Establishing Standards of Conduct in the Treatment Center	☐	☐	☐	☐	☐
2e: Organizing Physical Space for Testing of Students and Providing Therapy	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 3: Delivery of Service

Domain: Delivery of Service	Formative Performance Review				
	I	**D**	**A**	**E**	**NO***
3a: Responding to Referrals and Evaluating Student Needs	☐	☐	☐	☐	☐
3b: Developing and Implementing Treatment Plans to Maximize Student's Success	☐	☐	☐	☐	☐
3c: Communicating with Families	☐	☐	☐	☐	☐
3d: Collecting Information; Writing Reports	☐	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 4: Professional Responsibilities

Domain: Professional Responsibilities	Formative Performance Review				
	I	**D**	**A**	**E**	**NO***
4a: Reflecting on Practice	☐	☐	☐	☐	☐
4b: Collaborating with Teachers and Administrators	☐	☐	☐	☐	☐
4c: Maintaining an Effective Data Management System	☐	☐	☐	☐	☐
4d: Participating in a Professional Community	☐	☐	☐	☐	☐
4e: Engaging in Professional Development	☐	☐	☐	☐	☐
4f: Showing Professionalism Including Integrity Advocacy and Maintaining Confidentiality	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Summary of Formative Performance For Certified School Personnel

Commendations:_____

_____

Areas Noted for
Improvement:_____

_____

Improvement
Goals:_____

_____

Evaluator's
Name:_____

Evaluator's
Signature:_____

Date:_____

Evaluatee's
Name:_____
_____

Evaluatee's
 Signature:

Date:_____   _____

(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Comments:_____

_____

Evaluator & evaluatee keep a copy. Original to Human Resource

Summative Performance Review
Certified School Personnel

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				

Performance Measures	Rating			
	I	**D**	**A**	**E**
1. Planning & Preparation Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
2. Environment Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
3. Delivery of Service Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
4. Professional Responsibilities Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
Overall Professional Practice Rating	☐	☐	☐	☐

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF….	THEN…
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review Continued – Certified School Personnel
Employment Recommendation to the Central Office

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

- Evaluator Comments:

- Evaluator's Name: _____

- Evaluator's Signature: _____

- Date: _____

- Evaluatee's Name: _____

- Evaluatee's Signature: _____

- Date: _____

☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation

Evaluatee's Comments: (May also be attached)

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.
Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Bracken County Schools

<u>Certified Evaluation Plan Checklist</u>

OPGES Checklist ____ Year 1   ____ Year 2   ____Year3

1. **<u>Explanation & Review of Certified Evaluation Process – <mark>8-22-2024</mark></u>**

   Instructional Specialist (Diagnostician/Interventionist) has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

☐ Verification of attendance on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

2. **<u>Self-Reflection (1) – <mark>9-30-2024</mark></u>**   **(Copy MUST be submitted to Central Office for personnel file)**

☐ Instructional Specialist (Diagnostician/Interventionist) has completed a self-reflection on district approved forms and submitted to Principal.

☐ Verification on file.

3. **<u>Professional Growth Plan- No Later than <mark>9-30-2024</mark></u> (Copy MUST be submitted to Central Office for personnel file)**

☐ Instructional Specialist (Diagnostician/Interventionist) has submitted a complete professional growth plan

☐ Principal has approved professional growth plan.

☐ Verification on file.

Observations   (All copies of observations MUST be submitted to CO for personnel file during Year 3 cycle)

Observation #1   Formative   *(May be in Year 1, 2, and/or 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation #2 Formative   *(May be in Year 1, 2, and/or Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation # 3 Summative   *(Must be in Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(optional)*

☐   Observation Date _____   * Must be a Full Observation

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Summative Evaluation & Conference - No later than <mark>4-15-2025</mark> **(Copy MUST be submitted to CO for personnel file)**

☐   Principal has completed Summative.

☐   Professional Practice Rating Assigned.

☐   Employment recommendation to Central Office.

End of the Year Conference   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Review of PGP and goal evidence presented.

☐   Status of PGP indicated and signatures required.

Instructional Specialist (Diagnostician/Interventionist) Signature:

_____

School:_____

Instructional Specialist (Diagnostician/Interventionist) Self-Reflection Template

Evaluatee: **School Year:**

Domain: Planning & Preparation	Self-Assessment			
	I	D	A	E
1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	☐	☐	☐	☐
1b: Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program	☐	☐	☐	☐
1c: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	☐	☐	☐	☐
1e: Planning the Instructional Support Program Integrated with the Overall School Program	☐	☐	☐	☐
1f: Developing a Plan to Evaluate the Instructional Support Program	☐	☐	☐	☐

Rationale for Performance Measure - Planning & Preparation

_____

_____

_____

_____

Domain: Environment	Self-Assessment			
	I	D	A	E
2a: Creating an Environment of Trust and Respect	☐	☐	☐	☐
2b: Establishing a Culture for Ongoing Instructional Improvement	☐	☐	☐	☐
2c: Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	☐	☐	☐	☐
2d: Establishing and Maintaining Norms of Behavior for Professional Interactions	☐	☐	☐	☐
2e: Organizing Space for Workshops or Training	☐	☐	☐	☐

Rationale for Performance Measure - Environment

_____

_____

_____

Domain: Delivery of Service	Self-Assessment			
	I	D	A	E
3a: Collaborating with Teachers in the Design of Instructional Units and Lessons	☐	☐	☐	☐
3b: Engaging Teachers in Learning New Instructional Skills	☐	☐	☐	☐
3c: Sharing Expertise with Staff	☐	☐	☐	☐
3d: Locating Resources for Teachers to Support Instructional Improvement	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐

Rationale for Performance Measure -Delivery of Service

Domain: Professional Responsibilities	Self-Assessment			
	I	D	A	E
4a: Reflecting on Practice	☐	☐	☐	☐
4b: Preparing and Submitting Budgets and Reports	☐	☐	☐	☐
4c: Coordinating Work with Other Instructional Specialists	☐	☐	☐	☐
4d: Participating in a Professional Learning Community	☐	☐	☐	☐
4e: Engaging in Professional Development	☐	☐	☐	☐
4f: Showing Professionalism Including Integrity and Confidentiality	☐	☐	☐	☐

Rationale for Performance Measure - Professional Responsibilities

Instructional Specialist (Diagnostician/Interventionist) Professional Growth Plan Template

Evaluatee: **School Year:**

Guiding questions for Goal Development

Professional Practice
What do I want to change about my practice that will positively impact student learning?

Connecting Priority Growth Needs to Professional Growth Planning
Please select one or more areas that show how your goal connects with a priority area of need.

☐ Self-Reflection

☐ Observations

☐ Framework for Instructional Specialist

☐ Comprehensive District or School Improvement Plan

Component Alignment

Domain 1 **Planning & Preparation**	**Domain 2** **Environment**	**Domain 3** **Delivery of Service**	**Domain 4** **Professional Responsibilities**
☐ 1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development ☐ 1b: Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program □ Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served □ 1d: Demonstrating Knowledge of Resources Both Within and Beyond the School and District □ 1e: Planning the Instructional Support Program Integrated with the Overall School Program □ 1f: Developing a Plan to Evaluate the Instructional Support Program	□ 2a: Creating an Environment of Trust and Respect □ 2b: Establishing a Culture for Ongoing Instructional Improvement □ 2c: Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support □ 2d: Establishing and Maintaining Norms of Behavior for Professional Interactions □ 2e: Organizing Space for Workshops or Training	□ 3a: Collaborating with Teachers in the Design of Instructional Units and Lessons □ 3b: Engaging Teachers in Learning New Instructional Skills □ 3c: Sharing Expertise with Staff □ 3d: Locating Resources for Teachers to Support Instructional Improvement □ 3e: Demonstrating Flexibility and Responsiveness	□ 4a: Reflecting on Practice □ 4b: Preparing and Submitting Budgets and Report □ 4c: Coordinating Work with Other Instructional Specialists □ 4d: Participating in a Professional Learning Community □ 4e: Engaging in Professional Development □ 4f: Showing Professionalism Including Integrity and Confidentiality

Instructional Specialist (Diagnostician/Interventionist) Professional Growth Plan Template Continued

Professional Learning
What personal learning is necessary to make that change?

Monitoring Progress
How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Action Plan

Action Plan
What is my plan of action to advance my professional growth?

Support and Resources
What resources and/or support do I need to achieve my goal?

Target Completion Date
What is my target completion date for achievement of my goal?

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

Evaluator's Signature	Date

Evaluatee's Signature	Date

Instructional Specialist (Diagnostician/Interventionist) Professional Growth Plan Template Continued

<u>**End of Year Reflection**</u>

Professional Learning Update and Instructional Changes
List the professional learning activities related to your goal that you have completed at this time **and** describe the instructional changes you have made as a result of each professional learning activity.

Professional Learning Impact
Describe the impact the professional learning activities have had on student learning.

End of Year Status
Select the status of your goal.

☐ Achieved   ☐ Revised   ☐ Continued

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

Bracken County Schools

Formative Performance Review/Observation
Certified School Personnel

Evaluator:

Evaluatee:

School Year:

Date of Observation:

Date of Post Observation Meeting:

Directions*:* Evaluators use this form to maintain a record of evidence documented for each performance measure of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records. (No*- Indicates Not observed during lesson.)

Performance Measure 1. Planning & Preparation

Domain: Planning & Preparation	Formative Performance Review				
	I	D	A	E	NO*
1a: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	☐	☐	☐	☐	☐
1b: Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program	☐	☐	☐	☐	☐
1c: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	☐	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	☐	☐	☐	☐	☐
1e: Planning the Instructional Support Program Integrated with the Overall School Program	☐	☐	☐	☐	☐
1f: Developing a Plan to Evaluate the Instructional Support Program	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 2: Environment

Domain: Environment	Formative Performance Review				
	I	D	A	E	NO*
2a: Creating an Environment of Trust and Respect	☐	☐	☐	☐	☐
2b: Establishing a Culture for Ongoing Instructional Improvement	☐	☐	☐	☐	☐
2c: Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	☐	☐	☐	☐	☐
2d: Establishing and Maintaining Norms of Behavior for Professional Interactions	☐	☐	☐	☐	☐
2e: Organizing Space for Workshops or Training	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 3: Delivery of Service

Domain: Delivery of Service	Formative Performance Review				
	I	D	A	E	NO*
3a: Collaborating with Teachers in the Design of Instructional Units and Lessons	☐	☐	☐	☐	☐
3b: Engaging Teachers in Learning New Instructional Skills	☐	☐	☐	☐	☐
3c: Sharing Expertise with Staff	☐	☐	☐	☐	☐
3d: Locating Resources for Teachers to Support Instructional Improvement	☐	☐	☐	☐	☐
3e: Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Performance Measure 4: Professional Responsibilities

Domain: Professional Responsibilities	Formative Performance Review				
	I	D	A	E	NO*
4a: Reflecting on Practice	☐	☐	☐	☐	☐
4b: Preparing and Submitting Budgets and Reports	☐	☐	☐	☐	☐
4c: Coordinating Work with Other Instructional Specialists	☐	☐	☐	☐	☐
4d: Participating in a Professional Learning Community	☐	☐	☐	☐	☐
4e: Engaging in Professional Development	☐	☐	☐	☐	☐
4f: Showing Professionalism Including Integrity and Confidentiality	☐	☐	☐	☐	☐

Mark the rating for the Performance Measure below.

Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐

Comments:_____

_____

Summary of Formative Performance For Certified School Personnel

Commendations:_____

_____

Areas Noted for
Improvement:_____

_____

Improvement
Goals:_____

_____

Evaluator's
Name:_____

Evaluator's
Signature:_____

Date:_____

Evaluatee's
Name:_____
_____

Evaluatee's
 Signature:

Date:_____   _____

***(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement
with the contents of the form.)***

Comments:_____
_____

Evaluator & evaluatee keep a copy. Original to Human Resource

Summative Performance Review
Certified School Personnel

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				

Performance Measures	Rating			
	I	D	A	E
1. Planning & Preparation Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
2. Environment Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
3. Delivery of Service Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
4. Professional Responsibilities Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
Overall Professional Practice Rating	☐	☐	☐	☐

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF….	THEN…
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review Continued – Certified School Personnel
Employment Recommendation to the Central Office

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____ Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

● Evaluator Comments:

● Evaluator's Name: _____

● Evaluator's Signature: _____

● Date: _____

● Evaluatee's Name: _____

● Evaluatee's Signature: _____

● Date: _____

☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation

Evaluatee's Comments: (May also be attached)

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345
Sections 7, 8, 9 and the local district certified evaluation plan.
Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

PSEL/District Administrator Checklist

Explanation & Review of Certified Evaluation Process –<mark>8-8-24</mark>

Employee has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

☐ Verification of signature on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

Self-Reflection (1) – <mark>8-13-24</mark>   **(Copy MUST be submitted to Central Office for personnel file)**

☐ Employee has completed a self-reflection on district approved forms and submitted to Evaluator.

☐ Verification on file.

Professional Growth Plan- No Later than <mark>8-13-24</mark> **(Copy MUST be submitted to Central Office for personnel file)**

☐ Employee has submitted a complete professional growth plan

☐ Evaluator has approved professional growth plan.

☐ Verification on file.

Observation(s)

Site Visit #1-- Formative *(<mark>PPGES by November 15th</mark>) (Other District Personnel by <mark>March 15th</mark>)*

☐ Pre-Conference Date _____ *(may be through e-mail)*

☐ Observation Date _____

☐ Post Conference Date_____ (MUST be by five instructional days of Site Visit)

☐ Verification on file and Evaluator Evidence Observation Form Updated.

Mid-Year Conference *(PPGES only by <mark>December 15th</mark>)*

☐ Update on PGP progress

☐ Additional supports or resources needed?

Site Visit #2-- Formative *(PPGES only by <mark>March 15th</mark>)*

☐ Pre-Conference Date _____ *(may be through e-mail)*

☐ Observation Date _____

☐ Post Conference Date_____ (MUST be by five instructional days of Site Visit)

☐ Verification on file and Evaluator Evidence Observation Form Updated.

Summative Evaluation & Conference - No later than <mark>4-15-2025</mark> **(Copy MUST be submitted to CO for personnel file)**

☐ Evaluator has completed Summative evaluation form and signatures required

☐ Overall Performance Rating Determined.

☐ Review of PGP and goal evidence presented.

☐ Status of PGP indicated and signatures required.

☐ Employment recommendation to Central Office.

Bracken County Schools

Certified Evaluation Plan Checklist

PPGES Checklist ____ Year 1   ____ Year 2   ____Year3

1. **Explanation & Review of Certified Evaluation Process – <mark>8-8-2024</mark>**

   Principal/Assistant Principal has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

☐   Verification of attendance on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

2. **Self-Reflection (1) – <mark>8-13-2024</mark>**   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Principal/Assistant Principal has completed a self-reflection on district approved forms and submitted to Superintendent.

☐   Verification on file.

3. **Professional Growth Plan- No Later than <mark>8-13-2024</mark>** **(Copy MUST be submitted to Central Office for personnel file)**

☐   Principal/Assistant Principal has submitted a complete professional growth plan

☐   Superintendent has approved professional growth plan.

☐   Verification on file.

Observations   **(All copies of observations MUST be submitted to CO for personnel file during Year 3 cycle)**

Observation #1   Formative   *(May be in Year 1, 2, and/or 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation #2 Formative   *(May be in Year 1, 2, and/or Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation # 3 Summative   *(Must be in Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(optional)*

☐   Observation Date _____   * Must be a Full Observation

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Summative Evaluation & Conference - No later than <mark>4-15-2025</mark> **(Copy MUST be submitted to CO for personnel file)**

☐   Superintendent has completed Summative.

☐   Professional Practice Rating Assigned.

☐   Employment recommendation to Central Office.

End of the Year Conference   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Review of PGP and goal evidence presented.

☐   Status of PGP indicated and signatures required.

Principal/Assistant Principal Signature:

_____

School:_____

Principal and Assistant Principal Self-Reflection

Evaluatee:_____

School Year:_____

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

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

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

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

Principal and Assistant Principal
Professional Growth Plan Template

Initial Reflection: *Based on the areas of growth identified in the Self-Reflection complete this section and return to evaluator by **October 15th of each school year.***

Professional Growth Goal: • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective?	

Connection to Professional Standards for Educational Leaders
The evaluatee should connect the PGP Goal to the appropriate Performance Measure and the PSEL and list below.

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Principal and Assistant Principal Growth Plan Template Continued

Site Visit/Observation and Progress Check of Professional Growth Goal (Must be completed by December 30th of each school year.)

Comments:

Evaluator's Signature: _____   Date: _____

Evaluatee's Signature: _____   Date: _____

End-of-Year Status of Professional Growth Goal

Comments:

Select the status of the goal.

☐ Achieved   ☐ Revised   ☐ Continued

Evaluator's Signature: _____   Date: _____

Evaluatee's Signature: _____   Date: _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Formative Performance Review/Observation
Principal and Assistant Principal

Evaluator: *Evaluatee:*

School Year: *Date of Site Visit(s)/Observation(s):*

Date of Conference:

Directions*:* Evaluators use this form to maintain a record of evidence documented for each domain of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records.

Professional Standards for Educational Leaders
Standard 1. Mission, Vision, and Core Values

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.

Effective leaders:
a)   Develop an educational mission for the school to promote the academic success and well-being of each student.
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.
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.
d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. 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.
f)   Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
g)   Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Professional Standards for Educational Leaders
Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:
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.
b)   Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
c)   Place children at the center of education and accept responsibility for each student's academic success and well-being.
d)   Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
e)   Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
f)   Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Professional Standards for Educational Leaders

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

a)   Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b)   Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c)   Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

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.

f)   Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g)   Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Professional Standards for Educational Leaders

Standard 4: Curriculum, Instruction, and Assessment

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.

Effective leaders:

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.

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.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning. f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Evidence provided by evaluator or evaluatee:_____

_____

Evaluator's Feedback:_____

_____

Professional Standards for Educational Leaders
Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:
a)   Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
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.
c)   Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
e)   Cultivate and reinforce student engagement in school and positive student conduct. f)   Infuse the school's learning environment with the cultures and languages of the school's community.

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Professional Standards for Educational Leaders

Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

a)   Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b)   Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

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.

d)   Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

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.

f)   Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g)   Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h)   Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i)   Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Professional Standards for Educational Leaders

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:
a)   Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
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.
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.
d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
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.
f)   Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
g)   Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
h)   Encourage faculty-initiated improvement of programs and practices.

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Professional Standards for Educational Leaders

Standard 8: Meaningful Engagement of Families and Community

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.

Effective leaders:

a)   Are approachable, accessible, and welcoming to families and members of the community.

b)   Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c)   Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d)   Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e)   Create means for the school community to partner with families to support student learning in and out of school.

f)   Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g)   Develop and provide the school as a resource for families and the community. h)   Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i)   Advocate publicly for the needs and priorities of students, families, and the community.

j)   Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Evidence provided by evaluator or evaluatee:_____

_____

Evaluator's Feedback:_____

_____

Professional Standards for Educational Leaders
Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

a)   Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

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.

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.

d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e)   Protect teachers' and other staff members' work and learning from disruption. f)   Employ technology to improve the quality and efficiency of operations and management. g)   Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h)   Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board. k)   Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Evidence provided by evaluator or evaluatee:_____

_____

Evaluator's Feedback:_____

_____

Professional Standards for Educational Leaders
Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:
a)   Seek to make school more effective for each student, teachers and staff, families, and the community.
b)   Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
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.
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.
e)   Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
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.
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.
h)   Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
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.
j)   Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Summary of Performance Review for Principals and Assistant Principals

Commendations:_____

_____

Areas Noted for
Improvement:_____

_____

Evaluator's
Name:

_____

Evaluator's
Signature:_____

Date:_____ _____

Evaluatee's
Name:_____ _____

Evaluatee's
Signature:_____ _____

Date:_____ _____

**(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily
agreement with the contents of the form.)**

Comments:_____

_____

_____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Summative Performance Review

Principal and Assistant Principal

Evaluatee:	
Position:	
School:	
Evaluator:	

Date(s) of Observation(s):				
Date(s) of Conference(s):				

Performance Measure and Professional Standards for Educational Leaders	Rating			
	I	**D**	**A**	**E**
1. **Planning & Preparation**: (Standard 1, Standard 9, and Standard 10) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
2. **Environment**: (Standard 3 and Standard 7) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
3. **Delivery of Service**: (Standard 4, Standard 5, and Standard 6) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
4. **Professional Responsibilities**: (Standard 2 and Standard 8) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
Overall Professional Practice Rating	☐	☐	☐	☐

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF….	THEN…
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review for Principals and Assistant Principals Continued

Employment Recommendation to the Central Office

_____Recommended for continued employment

_____Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Evaluator
Comments:_____

_____

Evaluator's
Name:_____

Evaluator's
Signature:_____

Date:_____   __

Evaluatee's
Name:_____

Evaluatee's
Signature:_____

Date:_____   _____

☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation

Evaluatee Comments:

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)   Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan. Evaluator & evaluatee each keep a copy.   Original goes to Human Resources.

PSEL/District Administrator Checklist

Explanation & Review of Certified Evaluation Process –8-8-24

Employee has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

☐ Verification of signature on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

Self-Reflection (1) –8-13-24   **(Copy MUST be submitted to Central Office for personnel file)**

☐ Employee has completed a self-reflection on district approved forms and submitted to Evaluator.

☐ Verification on file.

Professional Growth Plan- No Later than 8-13-24 (Copy MUST be submitted to Central Office for personnel file)

☐ Employee has submitted a complete professional growth plan

☐ Evaluator has approved professional growth plan.

☐ Verification on file.

Observation(s)

Site Visit #1-- Formative *(PPGES by November 15th) (Other District Personnel by March 15th)*

☐ Pre-Conference Date _____ *(may be through e-mail)*

☐ Observation Date _____

☐ Post Conference Date_____ (MUST be by five instructional days of Site Visit)

☐ Verification on file and Evaluator Evidence Observation Form Updated.

Mid-Year Conference   *(PPGES only by December 15th)*

☐ Update on PGP progress

☐ Additional supports or resources needed?

Site Visit #2-- Formative   *(PPGES only by March 15th)*

☐ Pre-Conference Date _____ *(may be through e-mail)*

☐ Observation Date _____

☐ Post Conference Date_____ (MUST be by five instructional days of Site Visit)

☐ Verification on file and Evaluator Evidence Observation Form Updated.

Summative Evaluation & Conference - No later than 4-15-2025 **(Copy MUST be submitted to CO for personnel file)**

☐ Evaluator has completed Summative evaluation form and signatures required

☐ Overall Performance Rating Determined.

☐ Review of PGP and goal evidence presented.

☐ Status of PGP indicated and signatures required.

☐ Employment recommendation to Central Office.

Bracken County Schools

<u>Certified Evaluation Plan Checklist</u>

District Administrator
Checklist   ____ Year 1   ____ Year 2   ____Year3

1. **<u>Explanation & Review of Certified Evaluation Process – <mark>8-8-2024</mark></u>**

   District Administrator has attended a review of the evaluation process within the first thirty calendar days of reporting for employment.

   ☐ Verification of attendance on file.   **(Copy of signature sheet MUST be submitted to Central Office for recording)**

2. **<u>Self-Reflection (1) – <mark>8-13-2024</mark></u>**   **(Copy MUST be submitted to Central Office for personnel file)**

   ☐ District Administrator has completed a self-reflection on district approved forms and submitted to Central Office.

   ☐ Verification on file.

3. **<u>Professional Growth Plan- No Later than <mark>8-13-2024</mark></u> (Copy MUST be submitted to Central Office for personnel file)**

   ☐ District Administrator has submitted a complete professional growth plan

   ☐ Superintendent has approved professional growth plan.

   ☐ Verification on file.

Observations   **(All copies of observations MUST be submitted to CO for personnel file during Year 3 cycle)**

Observation #1   Formative   *(May be in Year 1, 2, and/or 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation #2 Formative   *(May be in Year 1, 2, and/or Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(ONLY if scheduled observation)*

☐   Observation Date _____   ____ Full ____ Other

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

Observation # 3 Summative   *(Must be in Year 3 of three year cycle)*

☐   Pre-Conference Date _____ *(optional)*

☐   Observation Date _____   * Must be a Full Observation

☐   Post Conference Date_____ (MUST be by five instructional days of observation)

☐   Verification on file and Evaluator Evidence Observation Form Updated.

<u>Summative Evaluation & Conference - No later than <mark>4-15-2025</mark> </u>(Copy MUST be submitted to CO for personnel file)

☐   Superintendent has completed Summative.

☐   Professional Practice Rating Assigned.

☐   Employment recommendation to Central Office.

<u>End of the Year Conference</u>   **(Copy MUST be submitted to Central Office for personnel file)**

☐   Review of PGP and goal evidence presented.

☐   Status of PGP indicated and signatures required.

District Administrator Signature:

_____

School:_____

District Administrator Self-Reflection

Evaluatee:_____

School Year:_____

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

District Administrators Performance Standards	Self-Assessment				Strengths and areas for growth
1. Organizational Leadership	I	D	A	E	
2. Instructional Leadership	I	D	A	E	
3. Administration and Management	I	D	A	E	
4. Relationships with the Community	I	D	A	E	
5. Promotion of Equity and Appreciation of DIversity	I	D	A	E	
6. Career-Related Professional Growth	I	D	A	E	

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

District Administrator
Professional Growth Plan Template

Initial Reflection: *Based on the areas of growth identified in the Self-Reflection complete this section and return to evaluator by* ***October 15th of each school year.***

Professional Growth Goal: ● What do I want to change about my practices that will effectively impact student learning? ● How can I develop a plan of action to address my professional learning? ● How will I know if I accomplished my objective?	

Connection to Professional Standards for Educational Leaders
The evaluatee should connect the PGP Goal to the appropriate Performance Measure and the PSEL and list below.

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

District Administrator Growth Plan Template Continued

Site Visit/Observation and Progress Check of Professional Growth Goal (Must be completed by December 30th of each school year.)

Comments:

Evaluator's Signature: _____   Date: _____

Evaluatee's Signature: _____   Date: _____

End-of-Year Status of Professional Growth Goal

Comments:

Select the status of the goal.

☐ Achieved   ☐ Revised   ☐ Continued

Evaluator's Signature: _____   Date: _____

Evaluatee's Signature: _____   Date: _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Formative Performance Review/Observation
District Administrator

Evaluator: *Evaluatee:*

School Year: *Date of Site Visit(s)/Observation(s):*

Date of Conference:

Directions*:* Evaluators use this form to maintain a record of evidence documented for each domain of the Framework for Teaching. Evidence should be drawn from multiple appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines and the original should be submitted to the district office at the end of each school year. Evaluators should maintain a copy for their records.

District Administrators Performance Standards
Standard 1. Effective Organization Leadership

Criteria:
- Adheres to professional code of ethics
- Creates and maintains an open, trusting, and safe environment
- Adheres to attendance policies and procedures
- Demonstrates communication skills that are clear, direct, and responsive
- Demonstrates effective decision-making skills
- Uses a variety of techniques in problem solving
- Manages conflict situations
- Develops, implements, monitors, and evaluates the effectiveness of change processes
- Plans and facilitates meetings for optimum use of time and resources
- Plans for, models, and encourages collaboration and shared decision-making
- Uses principles of effective delegation of authority
- Applies strategic planning techniques that include assessed needs, plan of action, budget, monitoring, evaluation, and follow-up

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

District Administrators Performance Standards
Standard 2. Effective Instructional Leadership

Criteria:
- Communicates and implements shared district-wide vision and mission statements
- Builds and maintains a district-wide climate for learning
- Articulates high expectations for student achievement
- Leads the development, implementation, and evaluation of research-based instructional programs and strategies
- Acquires, allocates, and manages resources to effectively and accountably ensure successful student learning
- Facilitates the development of programs and services that promote and recognize individual differences
- Appliances current principles, practices, theory, and research to promote academic achievement
- Uses a variety of strategies to accurately assess student performance

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

District Administrators Performance Standards
Standard 3. Effective Administration and Management

Criteria:
- *Utilizes performance standards to implement personnel recruitment, selection, supervision, evaluation, and management within the scope of his/her responsibility*
- *Facilitates and nurtures professional growth and development of staff*
- *Applies local, state, and federal statutes, regulations, policies, and procedures to school district business management decisions within the scope of his/her responsibility*
- *Maintains a fiscal accountability system by developing, monitoring, and evaluating a financial plan based on program/service priorities and financial capabilities within the scope of his/her responsibility*
- *Applies current knowledge of auxiliary programs (such as transportation, food services, pupil services, and maintenance) within the scope of his/her responsibility*
- *Uses information systems and technological applications to enhance administration of business, instruction, and support systems*
- *Utilizes a system of inventory, evaluation, and maintenance of facilities, equipment and other resources within the scope of his/her responsibilities*

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

District Administrators Performance Standards
Standard 4. Effective Relationships with the Community

Criteria:
- *Identifies and communicates with multiple constituencies of the school and community through a variety of means*
- *Assesses the needs of parents and community and involves them in decision making*
- *Promotes partnerships among staff, parents, business and the community*
- *Encourages the use of community resources to support programs and services*

Evidence provided by evaluator or evaluatee:_____

_____

Evaluator's Feedback:_____

_____

District Administrators Performance Standards
Standard 5. Promotion of Equity and Appreciation of Diversity

Criteria:
- *Strives to ensure equity among programs and learning opportunities for staff, students, and parents*
- *Demonstrates appreciation for and sensitivity to the diversity among individuals*

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

District Administrators Performance Standards
Standard 6. Career-Related Professional Growth

Criteria:
- *Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development*
- *Demonstrates knowledge of current professional literature and materials*
- *Participates as an active member of a professional organization*

Evidence provided by evaluator or
evaluatee:_____

_____

Evaluator's
Feedback:_____

_____

Summary of Performance Review for District Administrators

Commendations:_____

_____

Areas Noted for
Improvement:_____

_____

Evaluator's
Name:

_____

Evaluator's
Signature:_____

Date:_____ _____

Evaluatee's
Name:_____ _____

Evaluatee's
Signature:_____ _____

Date:_____ _____

***(Signature of evaluatee denotes receipt of the formative evaluation, not necessarily agreement
with the contents of the form.)***

Comments:_____

_____

_____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.

Summative Performance Review

District Administrator

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				

Performance Measure and Professional Standards for Educational Leaders	Rating			
	I	D	A	E
1. **Planning & Preparation**: (Organizational Leadership & Admin. and Management) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
2. **Environment**: (Relationships with the Community & Equity and Appreciation of Diversity) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
3. **Delivery of Service**: (Instructional Leadership) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
4. **Professional Responsibilities**: (Career-Related Professional Growth) Evidences Used to Determine Rating: _____ _____ _____	☐	☐	☐	☐
Overall Professional Practice Rating	☐	☐	☐	☐

I = Ineffective; D = Developing; A = Accomplished; E=Exemplary

CRITERIA FOR DETERMINING OVERALL PERFORMANCE LEVEL

IF….	THEN…
Environment AND Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Overall rating shall be INEFFECTIVE OR DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	Overall rating shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	OVERALL rating shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are rated EXEMPLARY	OVERALL rating shall be EXEMPLARY

Summative Performance Review for District Administrator Continued

Employment Recommendation to the Central Office

_____Recommended for continued employment

_____Recommended for placement on a Corrective Action Plan (One or more performance measures are ineffective)

_____

_____Recommended for Dismissal/Non-Renewal (Certified personnel has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Evaluator
Comments:_____

_____

Evaluator's
Name:_____

Evaluator's
Signature:_____

Date:_____   __

Evaluatee's
Name:_____

Evaluatee's
Signature:_____

Date:_____   _____

☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation

Evaluatee Comments:

(Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)   Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan. Evaluator & evaluatee each keep a copy.   Original goes to Human Resources.

Classified Personnel Evaluation Forms

EMPLOYEE'S NAME _____ SCHOOL YEAR _____

WORKSITE/SCHOOL _____ SUPERVISOR _____

POSITION:

☐ BUS DRIVER   ☐ SCHOOL NUTRITION EMPLOYEE

☐ CUSTODIAN   ☐ MAINTENANCE PERSONNEL

☐ INSTRUCTIONAL ASSISTANT   ☐ BUS MECHANIC

☐ CLERICAL PERSONNEL   ☐ OTHER, SPECIFY _____

EXPLANATION OF THE SCALE:

SATISFACTORY (S)   UNSATISFACTORY (U)
IMPROVEMENT NEEDED (IN)   NOT APPLICABLE (NA)

JOB KNOWLEDGE:

Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc., required for the position.

	S	IN	U	NA
(a) Has necessary skills to complete tasks required in current job.				
(b) Understands and completes all records, reports, and documents required.				
(c) Has working knowledge of equipment/material that is necessary for completion of assigned task.				
(d) Attends appropriate in-service programs.				
(e) Adheres to Board policies.				

Comments: _____

_____

PRODUCTIVITY AND QUALITY OF WORK:

Rate the completion, accuracy, timeliness, and volume of work.

	S	IN	U	NA
(a) Completes the required tasks.				
(b) Completes tasks accurately.				
(c) Completes tasks in a timely manner.				
(d) Uses proper safety measures when working.				
(e) Takes initiative in seeking and completing tasks without supervision.				

Comments: _____

_____

Classified Personnel Evaluation Forms

RESPONSIBILITY, DEPENDABILITY, AND ATTENDANCE:

Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability, and general assistance.

	S	IN	U	NA
(a) Uses discretion with confidential or privileged information.				
(b) Follows directions.				
(c) Uses good judgment in performing responsibilities.				
(d) Organizes work responsibilities and sets priorities.				
(e) Has a good attendance record.				
(f) Reports to work punctually.				
(g) Returns to work from break and/or lunch punctually.				

Comments: _____

_____

INTERPERSONAL RELATIONS:

Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks.

	S	IN	U	NA
(a) Deals with students and parents in a positive, constructive manner.				
(b) Deals with colleagues and supervisors in a positive, constructive manner.				
(c) Cooperates in accomplishing school and District goals and objectives.				
(d) Handles problems in a constructive and fair manner.				
(e) Works through line/staff relationships when addressing problems.				
(f) Offers differing opinions in a constructive and helpful manner.				
(g) Demonstrates effective written and verbal communication skills.				

Comments: _____

_____

SUMMARY	S	IN	U	NA
Overall job performance on applicable items.				

Classified Personnel Evaluation Forms

Overall, does the employee meet the designated performance standards? ☐ Yes ☐ No

Comment: _____

_____

_____

Growth and Development: Activities in which the employee has participated which could increase job effectiveness.

_____

_____

_____

Improvement in the areas noted on this evaluation can be achieved by the following:

_____

_____

_____

This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.

_____   _____
Employee's Signature   Date   Supervisor's Signature   Date

Employee's Comments: _____

_____

_____

Computer Technician Evaluation Form

Name: _____

Date: _____

Supervisor: _____

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Outstanding

Performance, Responsibilities, Work Habits	1	2	3	4	Comments
Handles confidential and sensitive information appropriately.					
Effectively supports and aids in implementation of Technology programs.					
Coordinates the distribution of computer hardware and software (including updates) in schools.					
Meets with supervision to discuss services/solutions needed in other departments.					
Analyzes potential problems and takes corrective action where called for or seeks assistance from others.					
Performs procedures required for system backups and/or updates.					
Plans, installs, manages and maintains the school's computer hardware and software.					
Responds in a timely manner to staff repair equipment requests.					
Picks up, repairs, and delivers equipment when requested.					
Communicates and updates supervisor weekly.					
Is thorough, attends to detail and accurately completes work and records.					
Maintains an office routine that is orderly, organized and under control.					
Expresses written and/or verbal information in a clear, concise, well organized manner.					
Prepares and maintains accurate and complete records in a timely manner.					
Demonstrates the ability to meet deadlines, work on multiple projects.					
Relates well and demonstrates courtesy to co-workers and general public.					
Demonstrates growth toward proficient skills in technology.					
Maintains up-to-date knowledge about systems software supplied by the manufacturer.					
Maintains current knowledge of standard languages, coding materials and operations requirements.					
Reviews and evaluates new commercial software as developed.					
Works to develop skills and knowledge consistent with the job.					

Computer Technician Evaluation Form (continued)

Name: _____   1 = Unsatisfactory

Date: _____   2 = Needs Improvement

Supervisor: _____   3 = Appropriate

                                                      4 = Outstanding

Performance, Responsibilities, Work Habits	1	2	3	4	Comments
Maintains good attendance, dependability and punctuality.					
Punctuality in arriving to school and in following assigned schedule.					
Manages time effectively; Identifies and establishes work priorities.					
Works well with little or no supervision and maintains time on task.					
Has initiative, demonstrated self starting ability.					

Name: _____   School Year: _____

Supervisor: _____   Department: _____

Evaluation Date: _____

PURPOSE

1. To improve the employee's job performance.
2. To identify strengths and weaknesses in an employee's job performance.
3. To clarify to duties and job expectations of those being evaluated.
4. To provide the basis for administration decisions as to assignments, promotion or dismissal.
5. To provide a written record of an employee's job performance.

DOMAINS

1. Specific work assignments.
2. Attitude toward children.
3. Attitude toward public education.
4. Attitude toward Supervisors, Teachers, fellow employees.
5. Work habits.

Overall, does the employee meet the designated performance standards? □ Yes □ No

Comment:

Growth and Development: Activities in which the employee has participated which could increase job effectiveness.

Improvement in the areas noted on this evaluation can be achieved by the following:

Employee's Signature _____   ***Date*** _____

 Supervisor's Signature   _____   ***Date*** _____

Employee's Comments: _____

THIS REVIEW HAS BEEN DISCUSSED WITH THE EMPLOYEE WHO HAS BEEN GIVEN A COPY. SIGNATURES ACKNOWLEDGE COMPLETION OF THE EVALUATION AND NOT NECESSARILY AGREEMENT.   **RELATED PROCEDURE:**03.28 AP.22

2024-2025 CORRECTIVE ACTION PLAN

Educator Name	Supervisor Name
Date	

Educator Role:	Performance Measure (Check all that apply.)
o Teacher/Specialist	o **Planning**
o Principal/Assistant Principal	o **Environment**
o District Administrator/Supervisor	o **Instruction**
o Other	o **Professionalism**

Growth Objective(s)/Goal(s)

_____

_____

_____

Activities and Procedures for Achieving Objective(s)/Goal(s)

_____

_____

_____

Target Date(s)

Evaluator Comments

_____

_____

_____

Evaluatee Comments

_____

_____

_____

Observation Target Date(s)

_____

_____

_____

SUPERVISOR ONLY: Initials below, certify sharing development and sharing of the CAP, not necessarily an agreement of the CAP.

_____

REQUIRED BY SUPERVISOR: Print the Corrective Action Plan (CAP). Both the evaluator and evaluate will sign the CAP. A hard copy of the completed CAP will be placed in the educator's official Personnel Folder at Central Office upon completion.

Supervisor Signature: _____

Evaluatee Signature: _____

REQUIRED BY SUPERVISOR: (Upon completion of CAP Target Date), record the status that the educator has achieved (Achieved or Continue).

Select only one box.

o Achieved CAP

o Revised CAP

o Continue CAP (See CEP)

OVERALL COMMENTS BY SUPERVISOR:

_____

_____

_____

_____