

Walton-Verona Independent Schools

Certified Evaluation Plan

Superintendent

Dr. Matt Baker

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Evaluation Committee Members:

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Emily Borkowski – Evaluatee, WVES

Evaluation Plan Committee Role

704 KAR 3:370 requires a committee composed of equal numbers of administrators and certified staff to develop evaluation procedures and forms. Each school will be responsible for the selection of its certified staff and administrative representative.

The purposes of Walton-Verona Independent School District Evaluation Plan Committee shall be:

- (1) to review the certified employee evaluation plan (and subsequent amendments) adopted by the Board of Education;
- (2) to recommend improvements/changes.

The committee is advisory only. It neither complements nor supplements that which is required of the Board.

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

Walton-Verona Independent Schools Certified Evaluation Plan

Walton-Verona Board of Education
16 School Road
Walton, KY 41094

Dr. Matt Baker, Superintendent

Approval Date: _____
Board Approval Number: _____

Superintendent Signature: _____

Date: _____

Board Chair Signature: _____

Date: _____

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Introduction

The evaluation of certified personnel is an important tool our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities. The principal, or designee, is primarily responsible for evaluating certified staff. Non-tenured certified personnel will be evaluated yearly and tenured certified personnel will be evaluated at least every three years, following the requirement of the evaluation system.

Evaluation is the process of assessing or determining the effectiveness of performance and product to:

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

Administrators will be evaluated annually by the superintendent, or by the superintendent's designee, following the requirements of the evaluation system. The superintendent will be evaluated annually by the local school board.

All certified personnel will be provided with an orientation to the evaluation process and the criteria for evaluation. All certified personnel will be oriented annually (no later than the evaluatee's first thirty (30) calendar days of reporting for employment each school year) to the evaluation process and criteria for evaluation prior to the implementation of the plan. Pursuant to KRS.156.577, only certified administrative and supervisory personnel, trained and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system, shall evaluate certified personnel. Video recording shall be done at the mutual consent of both parties. Additional administrative personnel may be used to observe and provide information to the primary evaluator. The superintendent may designate additional trained administrative personnel to provide evaluations, or to review any evaluation.

The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111. Certified staff interns shall be evaluated by utilizing the formative data collection gathered through the intern process. Additional observations may be warranted.

The evaluatee is provided an opportunity to respond in writing within seven (7) working days to the evaluator's ratings and comments and this response shall be included in the official personnel file. The evaluator and the evaluatee must discuss the results of the appraisal and any recommended action pertinent to such, and both parties must sign the instrument in the assigned spaces. The evaluatee's signature indicates only that he/she has seen and read the evaluation. The instrument and all mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee.

When an employee receives a Professional Practice Rating of "Ineffective" or when an employee's actions require immediate need, a Corrective Action Plan will be jointly formulated by the evaluator and the evaluatee. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance. All evaluations will be documented on approved forms to become part of the official personnel file.

Roles and Definitions

Assistant Principal means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR Chapter 3.

Certified Administrator means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR Chapter 3.

Certified Evaluation Plan means the procedures and forms for evaluation of certified school personnel below the level of superintendent, developed by an evaluation committee, and meeting all requirements of the Kentucky Framework for Personnel Evaluation.

Certified School Personnel means a certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

Conference means 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.

Evaluatee means the certified school personnel who is being evaluated.

Evaluation Committee means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557 (5)(c)(1).

Evaluator means the primary evaluator pursuant to KRS 156.557(5)(c)2.

Evaluator Certification means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professional for the purposes of evaluation and feedback.

Formative Evaluation is defined by KRS 156.557(1)(a).

Improvement Plan means a plan for improvement of up to twelve (12) months in duration for:

- Certified staffs who are rated ineffective in professional practice; or
- Principals who are rated ineffective in professional practice; or
- As needed throughout the process.

Individual 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 evaluatee. Corrective action plan may or may not lead to a termination.

Job Category means a group or class of certified school personnel positions with closely related functions.

Late Hire means certified professionals who do not report for work sixty (60) or more consecutive school days.

Leave and Absence See Board Policy 03.123 *Leaves and Absences*

Kentucky Framework for Personnel Evaluation means the statewide framework a school district uses to develop a local certified school personnel evaluation system.

Observation means a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

Other Professionals means certified school personnel, except for teachers, administrators, assistant principals, or principals, for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

Performance Criteria means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).

Performance Measure means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction and professionalism.

Performance Rating means the rating for each performance measure for a teacher, other professional, principal or assistant principal and district certified personnel, as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing and ineffective.

Personnel Evaluation System means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.5557 and that uses clear and timely formative feedback to guide professional growth.

Principal means 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 Title 16 KAR.

Professional Growth Plan (PGP) means 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.

Sources of Evidence or **Source of Evidence** means the district approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of 704 KAR 3:370.

Summative Evaluation is defined by KRS 156.557(1)(d).

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.

Teacher means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

Technology is defined by ISTE Standards for Educators and ISTE Standards for Administrators. Walton-Verona Schools encourages technology to be integrated through all domains and across all standards. Technology is not a stand-alone attribute. <https://www.iste.org/standards>

Walton-Verona Independent School District Certified Personnel Evaluation Summary

The Kentucky Framework for Personnel Evaluation (KyFfPE), 704 KAR 3:370, establishes a statewide framework to support, improve and evaluate the performance of all certified school personnel below the level of superintendent. The Framework identifies that summative evaluations are based upon four performance measures: Planning, Environment, Instruction and Professionalism. The process, including professional judgement, is assigning each of the four measures a performance ratings: Ineffective, Developing, Accomplished, or Exemplary. Then, using the four performance measure ratings along with district approved sources of evidence and professional judgment, determine a summative rating.

Walton-Verona Independent School district has aligned with the statewide framework for teaching and includes the following criteria by which teachers and administrators shall be evaluated:

- a) Performance measure ratings based on specific certified personnel frameworks
- b) Professional Growth Plan with reflections
- c) Conferences with the evaluator and evaluate
- d) Observations (both formal and informal)
- e) *Pre and Post Observation information (* not mandatory)
- f) Site Visits (Principals and District Certified Personnel only)
- g) Sources of evidence (district approval)
- h) Professional judgement
- i) Improvement Plan (if required)
- j) Corrective Action Plan (if required)

A summative rating will be given for all certified personnel below the level of superintendent that is aligned to the Kentucky Framework for Personnel Evaluation and the criteria described above shall be used to determine the Overall Summative Rating.

Performance Criteria	Performance Measures			
	Planning	Environment	Instruction	Professionalism
Teacher <i>KY Framework for Teaching</i>	Domain 1	Domain 2	Domain 3	Domain 4
Other Professional <i>KY Frameworks for Teaching Specialists Frameworks</i>	Domain 1	Domain 2	Domain 3	Domain 4
Principals/District Certified Personnel <i>Professional Standards for Educational Leadership</i>	Standard 1 Standard 6 Standard 9	Standard 3 Standard 5 Standard 7 Standard 8	Standard 4 Standard 10	Standard 2

Guide for Determining Performance Measure Rating

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practices associates with specific performance measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. Performance Measure Rating: Ineffective, Developing, Accomplished, Exemplary

Multiple measures of effectiveness to be considered:

- k) Performance measure ratings based on specific certified personnel frameworks
- l) Professional Growth Plan with reflections
- m) Conferences with the evaluator and evaluatee
- n) Observations (both formal and informal)
- o) *Pre and Post Observation information (not mandatory)
- p) Site Visits
- q) Sources of evidence (district approved)
- r) Professional judgement
- s) Improvement Plan (if required)
- t) Corrective Action Plan (if required)

The Evaluator will combine the four (4) performance measure ratings, along with the district approved sources of evidence, measures of effectiveness and professional judgment to determine Summative Rating.

Guide for Determining Overall Summative Rating

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

The Summative Reference Guides for Teachers and Other Professionalism and Principals and District Certified Personnel shall be used to determine a final Summative Rating of Ineffective, Developing, Accomplished or Exemplary.

The final summative Evaluation Conference Form shall be used to document the final Summative Rating and all evidence used to produce certified school personnel's overall performance rating shall be included in the documentation of the summative evaluations.

The evaluatee has an opportunity to submit a written statement in response to the summative rating and the response is required to be included in the official personnel record.

Training and Testing of Evaluators

The district shall include evaluator certification and observation training in the district’s certified evaluation plan submitted to the department for approval pursuant to Section 3 of 704 KAR 3:370. The district shall ensure an evaluator meets the requirements in the district’s evaluation plan prior to conducting a formative or summative evaluation. An evaluator shall be trained, tested and approved according to this administrative regulation and the district's certified evaluation plan. Evaluator training shall include: (a) initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department; (b) training on KRS 156.557 and the requirements of this administrative regulation; (c) effective observation and conferencing training techniques in order to provide clear and timely feedback, establish and assist with a professional growth plan, and summative decision techniques; (d) a minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

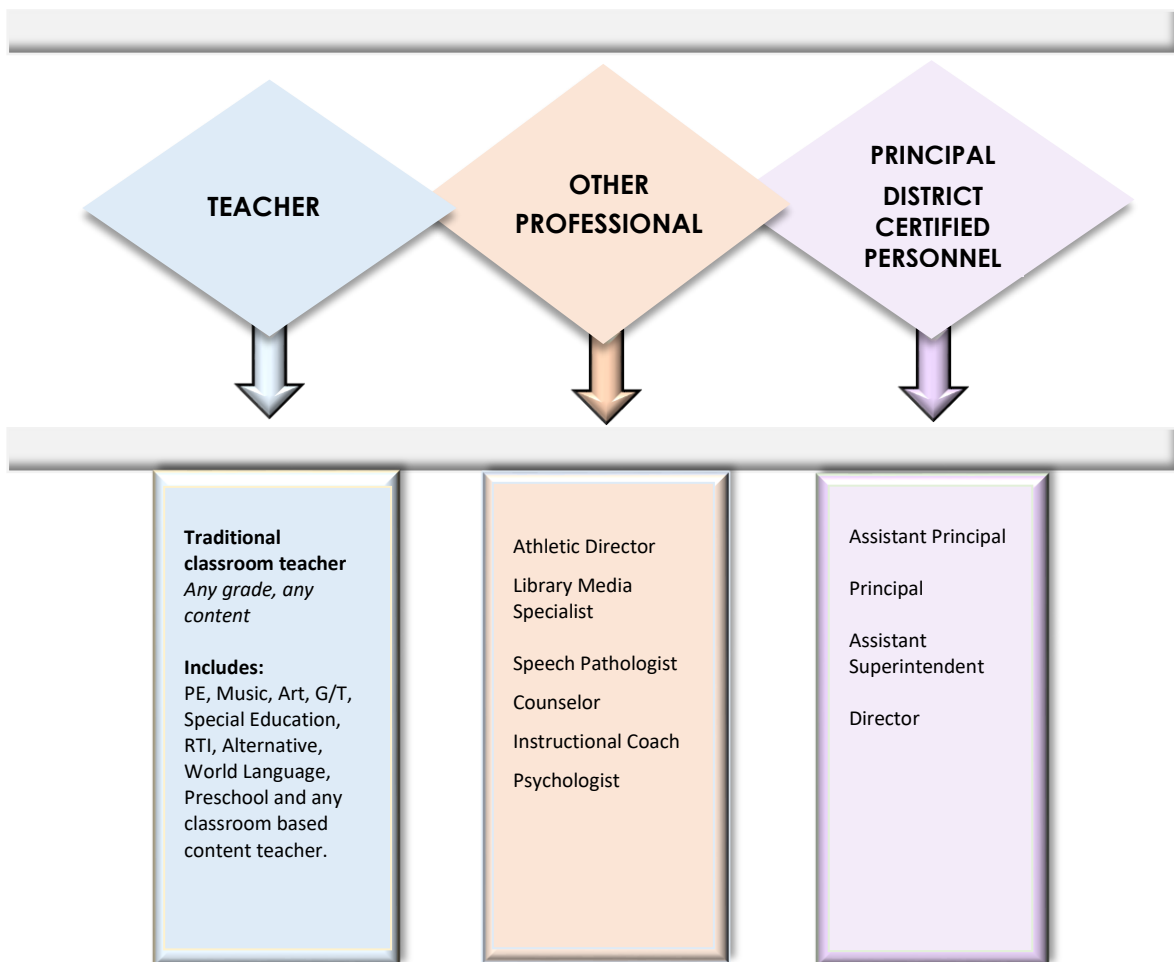
Kentucky Framework for Personnel Evaluation Overview

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction; provide a measure of performance accountability to citizens; foster professional growth; and support individual personnel decisions. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready. The evaluation system is designed to measure certified staff and leader effectiveness and to serve as a catalyst for professional growth and continuous improvement.

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an Evaluation Committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statutes and regulations. Revisions are to be approved by the Walton-Verona Board of Education.

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

FRAMEWORK



Kentucky Framework for Personnel Evaluation Timeline

Teachers and Other Professionals



Explanation and Discussion of Evaluation Plan	No later than the evaluatee’s first thirty (30) calendar days of reporting for employment each school year
Professional Growth Plan Professional Growth Goal (PGG) Reflection	PGG needs to be completed within the first thirty (30) school days and approved by evaluator within the first forty-five (45) school days PGP with Summative Reflection completed and submitted to supervisor no later than April 30 th unless requested earlier by evaluator.
One-Year Summative Cycle	Minimum of (3) formative observations completed annually by the supervisor Summative Evaluation completed by May 15 th
Three-Year Summative Cycle	Minimum of (1) formative observation completed annually by the supervisor Summative Evaluation completed by May 15 th in the Summative year
Corrective Action Plan	As needed throughout the process

- Timelines will be adjusted for individuals who are hired after the start of the school year and for those who have approved leaves and absences.
- Non-tenured certified staff shall be on a one-year summative cycle; tenured certified staff may be on a one-year or three-year summative cycle.

Kentucky Framework for Personnel Evaluation Timeline

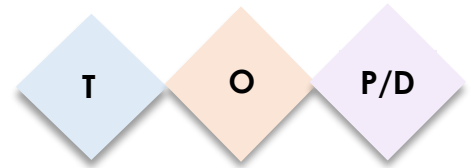
Principals and District Certified Personnel



Explanation and Discussion of Evaluation Plan	No later than the evaluatee’s first thirty (30) calendar days of reporting for employment each school year
Professional Growth Plan Professional Growth Goal (PGG) Reflection	All principals and DCP, in collaboration with the Superintendent/designee, will create a professional growth plan PGP with Summative Reflection must be completed and submitted to supervisor by May 15 th
Summative Evaluation Completed	Summative Evaluation completed annually, on or before May 15 th
Corrective Action Plan	As needed throughout the process

Evaluation Components

Professional Growth Goal Plan



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

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

All certified staff and other professionals defined as late hires, or approved leaves and absences, will complete an initial Reflection and PGP within the first thirty (30) school days from date of hire.

Evidence and Self-Assessment

District approved sources of evidence shall inform a rating for each performance measure. Sources of evidence may be documented using the self-assessment and evidence worksheet upon the request of the evaluator. (See Appendix)

Observation Process

The observation process is one source of evidence to determine educator effectiveness. The supervisor's observation provides *documentation and feedback* to measure the effectiveness of professional practice. The rationale for the observation is to encourage continued professional learning through critical reflection. Certified staff and other professional evaluatees who do not report for work sixty (60) or more consecutive school days will have a reduction in the number of observations determined by the evaluator with a minimum of one (1) observation.

The evaluation of certified employees below the level of the district superintendent shall be on approved evaluation forms and become a part of the official personnel record.

Observation Schedule

- Observations may begin after the explanation and discussion of Certified Evaluation Plan takes place for employment each school year. Certified staff and other professionals are observed annually.
- For Principals and District Certified Personnel, a summative evaluation conference shall take place by May 15th each year.
- Teachers who have attained continuing contract status in another Kentucky school district and are employed in this district shall serve a one-year probationary period of service before continuing contract status is granted.

District Observation Model for One-Year Summative Cycle (*Non-Tenured*)

- A minimum of three (3) observations shall be completed per year. (Evaluator determines the length of the observation.)
- A summative evaluation conference shall take place by May 15th each year.

District Observation Model for Three-Year Summative Cycle (*Tenured*)

- A minimum of one (1) observation shall be completed each year. (Evaluator determines the length of the observation.)

- Multiple observations and a summative evaluation for tenured certified staff shall occur when results yield an Ineffective determination and may be required for domains scored in “Developing.”
- Summative evaluation conference for three-year cycle certified staff and other professionals shall occur at least once every three years.
- A summative evaluation conference shall take place by May 15th in your Summative year. Tenured teachers who are on a corrective action plan will receive a summative evaluation every year until the goals in the corrective action plans are accomplished.

Observation Conferencing

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

Pre-Observation Conference	Observation	Post-Observation Conference
<ul style="list-style-type: none"> • Observations may be announced/unannounced. Therefore, pre-conferences are not required between the evaluator and evaluatee unless otherwise requested by evaluator. 	<ul style="list-style-type: none"> • May be conducted in person or through video of any duration. • This may include notes, professional judgements and examination of evidence made during 1 or more worksite visit(s). 	<ul style="list-style-type: none"> • Post-observation conferences shall be conducted for all observations in person and shall take place within five (5) working days after the observation.

Guide for Determining Performance Measure Rating

The TPGES, OPGES and PSEL stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practices associated with specific performance measure rating. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

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

Guide for Determining Overall Performance Rating

Top-Down Model



IF...	THEN...
Environment AND Instruction: INEFFECTIVE	Overall Performance Rating shall be: INEFFECTIVE
Environment OR Instruction: INEFFECTIVE	Overall Performance Rating shall be: DEVELOPING OR INEFFECTIVE
Planning OR Professionalism are rated: INEFFECTIVE	Overall Performance Rating shall NOT be: EXEMPLARY
Environment OR Instruction are rated: DEVELOPING	Overall Performance Rating shall NOT be: ACCOMPLISHED OR EXEMPLARY
Environment OR Instruction are rated: ACCOMPLISHED	Overall Performance Rating shall NOT be: EXEMPLARY
Two Performance Measures are rated: DEVELOPING, and Two Performance Measures are rated: ACCOMPLISHED	Overall Performance Rating shall be: ACCOMPLISHED
Two Performance Measures are rated: DEVELOPING, and Two Performance Measures are rated: EXEMPLARY	Overall Performance Rating shall be: ACCOMPLISHED
Two Performance measures are rated: ACCOMPLISHED, and Two performance measures are rated: EXEMPLARY	Overall Performance Rating shall be: ACCOMPLISHED
All Performance Measures are rated: EXEMPLARY	Overall Performance Rating shall be: EXEMPLARY



Guide for Determining Overall Performance Rating

Principals and District Certified Personnel are expected to perform at the accomplished level in all measures. If a measure consists of more than one standard, the use of professional judgement based on multiple sources of evidence will be applied to make the final rating in the measure.

Summative Rating:

- (1) Principals and Other District Certified Personnel are expected to perform at the Accomplished level in all measures.
- (2) When a measure consists of more than one standard, the use of professional judgement based on multiple sources of evidence will be applied to make the final rating in each measure.
- (3) The overall Summative Rating will be comprised of a single rating in each of the four (4) domains; Planning, Environment Instruction and Professionalism.
- (4) Principals or District Certified Staff who have a Summative Rating below Accomplished may have a corrective action plan in place.

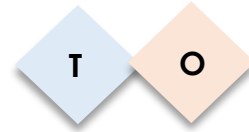
Example for Principals and District Certified Personnel:

Performance Measures	Planning			Environment				Instruction		Professionalism
Standards	1	6	9	3	5	7	8	4	10	2
Performance Levels	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I
Assign Rating to each standard	A	D	A	A	D	E	E	A	E	A
Combine standards for the final rating in each measure	A			A				E		A

Evaluator to complete

**use your professional judgement and multiple sources of evidence*

Overall Summative Rating is a stand alone rating in each measure.



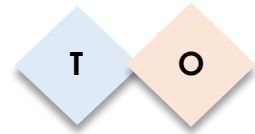
Pre-Observation Guiding Questions

Interview Protocol for Planning in the Framework

Certified Staff:		Content Area:	
Date:		Course:	
Time:		Grade:	
Observer:			

1. Describe the class. Include specific needs of students, differentiated instructional strategies that may be used to meet these needs, and special conditions that may exist.
2. Describe the goals of the lesson and how these goals relate to curriculum and standards.
3. How is this lesson connected to student’s prior knowledge and how will this lesson be connected to lessons that follow?
4. How will students be actively engaged in the lesson?
5. What materials and resources will be used in the lesson?
6. How will you assess what students have learned/understood?
7. What support activities or assignments, if any, have you planned based on this lesson?
8. Is there anything you would like me to specifically observe during the lesson?

**all questions may not necessarily pertain to all “Other Professionals”*



Post-Observation Guiding Questions

Interview Protocol for Planning in the Framework

Certified Staff:		Content Area:	
Date:		Course:	
Time:		Grade:	
Observer:			

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. How did you set up your students to engage in equitable, academic discourse? Did this discourse lead to mastery of the learning objective?
3. How did you monitor student progress throughout the lesson?
4. What do your samples of student work samples or data collection forms reveal about students' level of engagement and understanding? *(Bring evidence of student work samples or data collection forms related to the specific lesson observed)*
5. Did you make adjustments in this lesson to respond to changing conditions?
6. Did your students meet your expectations for behavior and following classroom rules and procedures? Why or why not?
7. Using learning from this lesson, how might you plan another lesson differently?
8. What changes will you make in your practice to improve student learning?

**all questions may not necessarily pertain to all "Other Professionals"*

Action Plan

Professional Learning

What do I want to change about my leadership or role that will effectively impact student learning?
What personal learning is necessary to make that change?

Initial

Reflection

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?

Initial

Reflection

Resources/Support

What resources will I need to complete my plan?
What support will I need?

Initial

Reflection

Next Steps:	

Beginning of
year

Evaluator's Signature:	Date:
Evaluatee's Signature:	Date:

End of
year

Evaluator's Signature:	Date:
Evaluatee's Signature:	Date:



Summative Evaluation Conference Form

- Teachers and Other Professionals

Evaluatee: _____

School: _____

Performance Measure Rating:

Performance criteria has been supported by district-approved sources of evidence in combination with professional judgement to inform performance measure ratings on each of the four (4) performance measures.

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

Planning	Environment	Instruction	Professionalism
I, D, A, E	I, D, A, E	I, D, A, E	I, D, A, E

Sources of Evidence

- Self-Assessment and Evidence Worksheet completed

Professional Growth Plan:

- Sources of data supports growth plan Evidence of ongoing reflection Summative reflection completed

Summative Rating:

- Summative Rating of Teachers and Other Professionals shall be determined by first combining the four (4) performance measures, in combination with professional judgment, sources of evidence and professional growth plan.
- The evaluator shall use the Summative Reference Guide for determining overall Performance Measure Rating.

<i>(Circle One)</i>	Ineffective	Developing	Accomplished	Exemplary
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Employment Recommendation to Central Office:

Opportunities for the appeal processes (local and state) are a part of the Walton-Verona Independent Evaluation Plan.

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Active Plan

_____ Recommended for Dismissal/Non-Renewal

Recommendations:

Areas Noted for Improvement:

Evaluator's Comments:

Evaluatee's Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan.



Summative Evaluation Conference Form

- Principals and Other District Certified Personnel

Evaluatee: _____

School: _____

Performance Measure Rating:

Performance criteria has been supported by district-approved sources of evidence in combination with professional judgement to inform performance measure ratings on each of the four (4) performance measures.

Performance Measures	Planning			Environment				Instruction		Professionalism
Standards	1	6	9	3	5	7	8	4	10	2
Performance Levels	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I	E A D I
Assign rating to each standard										
Combine standards for the final rating in each measure										

Evaluator to complete

**use your professional judgement and multiple sources of evidence*

Professional Growth Plan:

- Sources of data supports growth plan Evidence of ongoing reflection Summative reflection completed

Summative Rating:

- Principals and Other District Certified Personnel are expected to perform at the *Accomplished* level in all measures.
- When a measure consists of more than one standard, the use of professional judgement based on multiple sources of evidence will be applied to make the final rating in each measure.
- The overall Summative Rating will be comprised of a single rating in each of the four (4) domains; Planning, Environment Instruction and Professionalism.
- Principals and Other District Certified Personnel who have a Summative Rating below Accomplished may have a corrective action plan in place.

Employment Recommendation to Central Office:

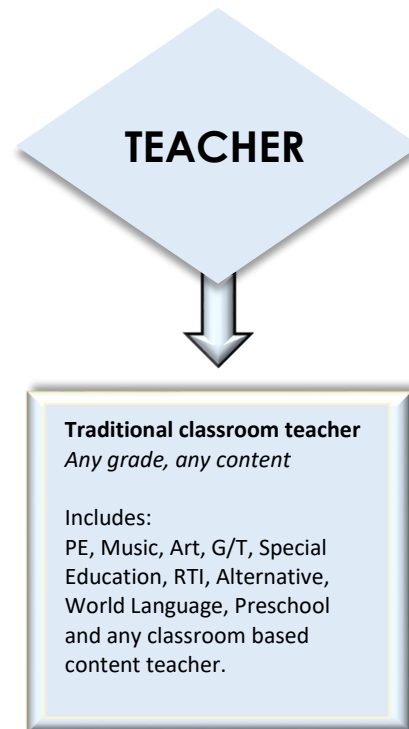
Opportunities for the appeal processes (local and state) are a part of the Walton-Verona Independent Evaluation Plan.

_____ Recommended for continued employment

_____ Recommended for placement on a Corrective Active Plan

_____ Recommended for Dismissal/Non-Renewal

Walton-Verona Independent Schools Certified Evaluation Plan



KENTUCKY FRAMEWORK FOR PERSONNEL EVALUATION - **TEACHER**

Kentucky Framework for Teachers

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

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

Information for Teachers and Evaluators

Sources of evidence for Teachers and evaluation rubrics can be found in the links below:

Domains 1 and 4:

<http://www.kusd.edu/sites/default/files/document-library/english/possible-artifacts.pdf>

All Domains:

<http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky Framework for Teaching.pdf>

Formative Evaluation Rating Form – **Teacher**

Three-Year Cycle

One-Year Cycle

Observation 1

Observation 2

Observation 3

Evaluatee: _____

School: _____

Evaluator:

Pre-Observation Date:	Observation Date:	Post Observation Date:
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PERFORMANCE MEASURES:	
Planning	Environment

	Domain 1	Domain 2
PERFORMANCE CRITERIA		
FRAMEWORK - TEACHER		
1A – Knowledge of Content and Pedagogy	Knowledge of Content and the Structure of the Discipline; Knowledge of Prerequisite Relationships; Knowledge of Content-Related Pedagogy	
1B – Demonstrating Knowledge of Students	Knowledge of Child and Adolescent Development; Knowledge of the Learning Process; Knowledge of Students' Skills, Knowledge and Language Proficiency; Knowledge of Students' Interests and Cultural Heritage; Knowledge of Students' Special Needs	
1C – Setting Instructional Outcomes	Value, Sequence and Alignment; Clarity; Balance; Suitability for Diverse Learners	
1D – Demonstrating Knowledge of Resources	Resources for Classroom Use; Resources to Extend Content Knowledge and Pedagogy; Resources for Students	
1E – Designing Coherent Instruction	Learning Activities; Instructional Materials and Resources; Instructional Groups; Lesson and Unit Structure	
1F – Designing Student Assessments	Congruence with Instructional Outcomes; Criteria and Standards; Design of Formative Assessments; Use for Planning	
2A – Creating an Environment of Respect and Rapport	Teacher Interaction with Students, including both words and actions. Student Interactions with One Another, including both words and actions.	
2B – Establishing a Culture for Learning	Importance of the Content and Learning; Expectations for Learning and Achievement; Student Pride in Work.	
2C – Managing Classroom Procedures	Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties	
2D – Managing Student Behavior	Expectations; Monitoring of Student Behavior; Response to Student Misbehavior	
2E – Organizing Physical Space	Safety and Accessibility; Arrangement of Furniture and Use of Physical Resources	

PERFORMANCE MEASURES:		Instruction	Professionalism	
PERFORMANCE CRITERIA FRAMEWORK - TEACHER	Domain 3		Domain 4	
	3A – Communicating with Students Expectations for Learning; Directions and Procedures; Explanation of Content; Use of Oral and Written Language		4A – Reflecting on Teaching Accuracy; Use in Future Teaching	
	3B– Questioning and Discussion Techniques Quality of Questions/Prompts; Discussion Techniques; Student Participation		4B– Maintaining Accurate Records Student Completion of Assignments; Student Progress in Learning; Non-Instructional Records	
	3C– Engaging Students in Learning Activities and Assignments; Grouping of Students; Instructional Materials and Resources; Structure and Pacing		4C– Communicating with Families Information about the Instructional Program; Information about Individual Students; Engagement of Families in the Instructional Program	
	3D– Using Assessment in Instruction Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress		4D– Participating in a Professional Community Relationships with Colleagues; Involvement in a Culture of Professional Inquiry; Service to the School; Participation in School and District Projects	
	3E– Demonstrating Flexibility and Responsiveness Lesson Adjustment; Response to Student; Persistence		4E– Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill; Receptivity to Feedback from Colleagues; Service to the Profession	
			4F– Showing Professionalism Integrity and Ethical Conduct; Service to Students; Advocacy; Decision Making; Compliance with School and District Regulations	

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

*Sources of evidence for Domains 2 and 3 are not included in the self-assessment and evidence worksheet. District approved sources of evidence are still required for these domains to inform performance measured ratings.

Formative Evaluation Rating Form - **Preschool Teacher**

Three-Year Cycle

One-Year Cycle

Observation 1

Observation 2

Observation 3

Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:			Post Observation Date:		
PERFORMANCE MEASURES		Planning			Environment		
PERFORMANCE CRITERIA		Domain 1			Domain 2		
		FRAMEWORK for Preschool Teacher (See ECERS-3 for more information)					
1A – Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline; Knowledge of Prerequisite Relationships; Knowledge of Content- Related Pedagogy		1B – Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development; Knowledge of the Learning Process; Knowledge of Students’ Skills, Knowledge and Language Proficiency; Knowledge of Students’ Interest in Cultural Heritage; Knowledge of Students’ Special Needs			2A – Creating an Environment of Respect and Rapport Teacher Interaction with Students; Student Interactions with One Another		
1C - Selecting Instructional Outcomes Value, Sequence and Alignment; Clarity; Balance; Suitability		1D - Demonstrating Knowledge of Resources Resources for Classroom Use; Resources to Extend Content Knowledge and Pedagogy; Resources for Students			2B – Establishing a Culture for Learning Importance of the Content; Expectations for Learning and Achievement; Student Pride in Work		
1E - Designing Coherent Instruction Learning Activities; Instructional Materials and Resources; Instructional Groups; Lesson and Unit Structure		1F – Designing Student Assessment Congruence With Instructional Outcomes; Criteria and Standards; Design of Formative Assessments; Use for Planning			2C – Managing Classroom Procedures Management of Instructional Groups; Management of Transitions; Management of Materials and Supplies; Performance of Non-Instructional Duties; Supervision of Volunteers and Paraprofessionals		
					2D – Managing Student Behavior Expectations; Monitoring of Student Behavior; Response to Student Behavior		
					2E –Organizing Physical Space Safety and Accessibility; Arrangement of Furniture and Use of Physical Resources		

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

PERFORMANCE CRITERIA	Instruction				Professionalism			
	Domain 3				Domain 4			
FRAMEWORK for Preschool Teacher <i>(See ECERS-3 for more information)</i>	3A – Communicating with Students Expectations for Learning; Directions and Procedures; Explanation of Content; Use of Oral and Written Language							
	3B– Using Questioning and Discussion Techniques Quality of Questions/Prompts; Discussion Techniques; Student Participation							
	3C– Engaging Students in Learning Activities and Assignments; Grouping of Students’ Instructional Materials and Resources; Structure and Pacing							
	3D– Using Assessment in Instruction Assessment Criteria; Monitoring of Student Learning; Feedback to Students; Student Self-Assessment and Monitoring of Progress							
	3E– Demonstrating Flexibility and Responsiveness Lesson Adjustment; Response to Student; Persistence							
					4A – Reflecting on Teaching Accuracy; Use in Future Teaching			
					4B– Maintaining Accurate Records Student Completion of Assignments; Student Progress in Learning; Non-Instructional Records			
					4C– Communicating with Families Information about the Instructional Program; Information about Individual Students; Engagement of Families in the Instructional Program			
					4D– Participating in a Professional Community Relationships with Colleagues; Involvement in a Culture of Professional Inquiry; Service to the School; Participation in School and District Projects			
					4E– Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill; Receptivity to Feedback from Colleagues; Service to the Profession			
				4F– Showing Professionalism Integrity and Ethical Conduct; Service to Students; Advocacy; Decision Making; Compliance with School and District Regulations				

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

*Sources of evidence for Domains 2 and 3 are not included in the self-assessment and evidence worksheet. District approved sources of evidence are still required for these domains to inform performance measured ratings.

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee’s Comments:

Evaluator’s Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan

Formative Evaluation Rating Form - *Special Education Teacher*

Three-Year Cycle

One-Year Cycle

Observation 1

Observation 2

Observation 3

Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:			Post Observation Date:		
PERFORMANCE MEASURES		Planning			Environment		
PERFORMANCE CRITERIA FRAMEWORK for Special Education Teacher	Domain 1				Domain 2		
	1A – Demonstrating Knowledge of Content and Pedagogy Overall understanding of SDI for students with disabilities. Understanding of content and alignment to IEP goals				2A – Creating an Environment of Respect and Rapport Interaction is positive and respectful. Models classroom routines. Rules and schedules are posted. Infuses management strategies into routines. Understands FBE/BIPs/PBIS		
	1B – Demonstrating Knowledge of Students Understand all disability categories and related services. Has knowledge of the “whole” student.				2B – Establishing a Culture for Learning Seeks opportunities for integration of students with disabilities into general school classroom and activities.		
	1C - Selecting Instructional Outcomes Instruction related to achieving progress on IEP goals.				2C – Managing Classroom Procedures Management of instructional groups, transitions and classroom routines.		
	1D - Demonstrating Knowledge of Resources Uses a variety of instructional resources to meet the needs of students with disabilities.				2D – Managing Student Behavior Behavior expectations are clear and enforced. Monitors behaviors and responds to misbehavior in accordance with students’ individual needs.		
	1E - Designing Coherent Instruction Creates clear and coherent lesson plans.				2E –Organizing Physical Space Classroom is organized, safe and accessible. Emergency plans, medical plans, safety plans and severe behavior protocol procedures are in place.		
	1F – Designing Student Assessment Student assessment is ongoing and is aligned with individual student goals. Data driven instruction. Ensures generalization of skills.						

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

PERFORMANCE MEASURES:		Instruction	Professionalism
PERFORMANCE CRITERIA	FRAMEWORK for Special Education Teacher	Domain 3	
		3A – Communicating with Students Directions and procedures are presented in multiple modes. Use of oral and written language.	
		3B– Using Questioning and Discussion Techniques Questions target essential information. Adequate wait time and effective feedback. Students are participating.	
		3C– Engaging Students in Learning Multiple pathways of learning to meet individual student needs. Accommodations and modifications are being used. Embeds choices related to task completion.	
		3D– Using Assessment in Instruction Collects data during instruction. Probes for comprehension of concepts. Identifies trends to guide instruction.	
		3E– Demonstrating Flexibility and Responsiveness Uses a plethora of systematic instructional strategies. Consults with other team members. Persistent in seeking out effective approaches	
		4A – Reflecting on Teaching Use of Record Reviews and district resources to enhance all processes. Assesses and analyzes the effectiveness of instruction.	
		4B– Maintaining Accurate Records Maintaining accurate records including due process compliance and FAPE. Manages caseloads and follows district procedures.	
		4C– Communicating with Families Communicates with families. Professionally conducts ARC meetings with accurate knowledge of due process procedures. Communicates regularly with progress reporting of IEP goals.	
		4D– Participating in a Professional Community Participates in professional learning. Seeks opportunities for specialized learning in area of certification. Service to the school.	
4E– Growing and Developing Professionally Growing and Developing Professionally. Responds positively to changing laws and procedures. Seeks support from peers, staff and outside agencies to enhance learning opportunities. Service to the profession.			
4F– Showing Professionalism Demonstrates professional leadership. Practices effective listening, conflict resolution and group-facilitation skills as a team member. Adheres to the state laws and regulations. Integrity and ethical conduct.			

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee’s Comments:

Evaluator’s Comments:

Evaluatee Signature

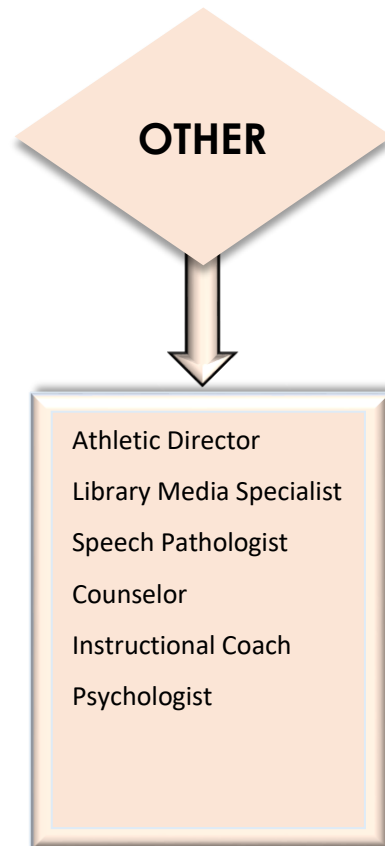
Date

Evaluator Signature

Date

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 evaluation plan

Walton-Verona Independent Schools Certified Evaluation Plan



KENTUCKY FRAMEWORK FOR PERSONNEL EVALUATION – **OTHER PROFESSIONALS**

Kentucky Framework for Other Professionals

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

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

Information for Other Professionals and Evaluators

Sources of evidence and evaluation rubrics for Other Professionals can be found using the following link:

<https://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching%20with%20Specialist%20Frameworks.pdf>

Formative Evaluation Rating Form- ***Athletic Director***

- Three-Year Cycle One-Year Cycle
 Observation 1
 Observation 2
 Observation 3

Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:		Post Observation Date:					
PERFORMANCE MEASURES:		Planning		Environment		Instruction		Professionalism	
PERFORMANCE CRITERIA		Domain 1		Domain 2		Domain 3		Domain 4	
Framework – OTHER PROFESSIONALS									
1A – Knowledge of Athletic Code of Conduct									
1B– Oversee proper paperwork for coaches and athletics: CPR, KHSAA Safety Course, KHSAA Safe Schools, Medication Training, KHSAA Rules Clinics, and National Principles of Coaching, drug testing, physicals.									
1C – Scheduling of games, officials and workers for all athletics events.									
1D – Scheduling of all transportation for all athletic events; ambulance service for varsity, JV & middle school football games.									
1E – Coordinate with coaches all parent meetings									
2A – Fill out and file all athletic accident reports									
2B – Fill out and file all insurance claims for injured athletes									
2C– Run weekly eligibilities on all middle school and high school athletes; update eligibility, roster and schedules on the KHSAA website									
2D – In charge of all concessions including purchasing products. Managing staff, maintaining financial records, and working with health department for accreditation.									
2E – Management of athletic website									
3A – Oversee sports purchasing/team fundraising									
3B– Prepare yearly budgets for all athletic teams along with athletes and boosters									
3C – Monthly financial reports for bookkeeper for purchases by all teams									
3D – Keep and process all financial information for all teams and accounts									
3E- Purchase all uniforms for teams									
4A– Yearly KHSAA Title IX audit and review									
4B – Check and maintain all AED devices for athletic events									
4C – Work cooperatively with coaches and parents to make for a positive experience for all involved.									
4D – Membership and leadership roles on committees									
4E– Responsible for continuing certification and ongoing course work; maintaining accurate records.									
4F– Showing professionalism including communicating with staff and community.									

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee's Comments:

Evaluator's Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan

Formative Evaluation Rating Form- **Instructional Specialist**

- Three-Year Cycle One-Year Cycle
 Observation 1
 Observation 2
 Observation 3

Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:		Post Observation Date:		
PERFORMANCE MEASURES:		Environment		Instruction		
Planning		Environment		Instruction		
Domain 1		Domain 2		Domain 3		
Domain 4		Domain 4		Domain 4		
PERFORMANCE CRITERIA	Framework – OTHER PROFESSIONALS					
	1A – Knowledge of current trends in specialty area and professional development					
	1B – Demonstrate knowledge of the school programs and levels of teacher skills in delivering the programs					
	1C – Establishing goals for the instructional support program appropriate to the setting and the teachers served					
	1D – Demonstrates knowledge of resources both within and beyond the school and district					
	1E – Planning the instructional support program integrated with the overall school					
	1F – Developing a plan to evaluate the instructional support program					
	2A – Creating environment of respect and rapport					
	2B – Establish culture for ongoing instructional improvement					
	2C – Establishing clear procedures for teachers to gain access to instructional support					
	2D – Establishing and maintaining norms of behavior for professional interactions					
	2E – Organizing physical space					
	3A – Communicating with students and 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 teacher to support instructional improvement					
3E - Demonstrating flexibility and responsiveness						
4A – Reflecting on practice						
4B – Maintaining accurate records including preparing and submitting budgets and reports						
4C – Coordinating work with other Instructional Specialists						
4D – Participating in Professional Learning Community						
4E – Growing and developing professionally						
4F – Showing professionalism including integrity and confidentiality						

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee’s Comments:

Evaluator’s Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan

Formative Evaluation Rating Form- **Therapeutic Specialist**

Three-Year Cycle One-Year Cycle

- Observation 1
- Observation 2
- Observation 3

Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:				Post Observation Date:			
PERFORMANCE MEASURES:		Planning		Environment		Instruction		Professionalism	
Performance Criteria		Domain 1		Domain 2		Domain 3		Domain 4	
Framework – OTHER PROFESSIONALS		1a – Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license		2a – Establishing rapport with students		3a – Responding to referrals and evaluating student needs		4a – Reflecting on practice	
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		2b – Organizing time effectively		3b – Developing and implementing treatment plans to maximize student success in all environments		4b – Collaborating with teachers and administrators	
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		2c – Establishing and maintaining clear procedures for referrals		3c – Communicating with families		4c – Maintaining an effective data management system	
1f – Developing a plan to evaluate the therapy program		2d – Establishing standards of conduct in the treatment center		2e – Organizing physical space for testing of students and providing therapy		3d – Collecting information; writing reports; using data to support plans		4d – Participating in a professional community	
						3e - Demonstrating flexibility and responsiveness		4e – Engaging in professional development	
								4f – Showing professionalism including integrity and confidentiality	

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee's Comments:

Evaluator's Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan

Formative Evaluation Rating Form- **Psychologist**

Three-Year Cycle

One-Year Cycle

Observation 1

Observation 2

Observation 3

Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:		Post Observation Date:	
PERFORMANCE MEASURES:		Planning	Environment	Instruction	Professionalism
PERFORMANCE CRITERIA	Framework – OTHER PROFESSIONALS				
	Domain 1				
	1A – Demonstrating knowledge and skill in using psychological instruments to evaluate students				
	1B– Demonstrating knowledge of child and adolescent development and psychopathology				
	1C– Establishing goals for the psychology program appropriate to the setting and the students served				
	1D – Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district				
	1E – Planning the psychology program integrated with the regular school program to meet the needs of individual students, including prevention				
	1F– Developing a plan to evaluate the psychology program				
	Domain 2				
	2A – Establishing rapport with students				
	2B – Establishing a culture for positive mental health throughout the school				
	2C – Establishing and maintaining clear procedures for referrals				
	2D – Establishing standards of conduct in the testing center				
	2E – Organizing space for testing of students and storage of materials				
	3A – Responding to referrals, consulting with teachers and administrators				
	3B –Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines				
	Domain 3				
	3C – Chairing evaluation team meetings				
	3D – Planning interventions to maximize students' likelihood of success				
	3E - Maintaining contact with physicians and community mental health service providers				
	3F- Demonstrating flexibility and responsiveness				
	Domain 4				
	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 and confidentiality					

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee's Comments:

Evaluator's Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan

Formative Evaluation Rating Form- **Library Media Specialist**

Three-Year Cycle One-Year Cycle

Observation 1

Observation 2

Observation 3

Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:				Post Observation Date:					
PERFORMANCE MEASURES		Planning				Environment					
PERFORMANCE CRITERIA		Domain 1				Domain 2					
		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	
FRAMEWORK for Library Media Specialist Knowledge of curriculum; Knowledge of information, media and digital literacy; Knowledge of the research process Knowledge of child and adolescent development; Knowledge of the learning process; Knowledge of students skills and knowledge and language proficiency; Knowledge of students interests and cultural heritage; Knowledge of student special needs Instructional resources and technology; Instructional services Instructional materials and resources; Search strategies Children’s and young adult literature; Reading promotion Collaborative skills; Instructional materials and resources; Research process; Information media, digital and technology literacy Interpersonal relations; Student interaction; Staff interactions Ethos; Expectations for learning Circulation procedures; Scheduling procedures Monitoring of student behavior; Response to misbehavior Self-directed use; Consideration of functions; Flexibility		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	
		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	

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

PERFORMANCE MEASURES:		Instruction	Professionalism
<p>PERFORMANCE CRITERIA</p> <p>FRAMEWORK for Library Media Specialist</p>		Domain 3	
		<p>3A – Communicating Clearly and Accurately Directions and procedures; Use of different methods</p>	
		<p>3B – Using Questioning and Research Techniques Quality of questions; Research techniques; Student inquiry</p>	
		<p>3C– Engaging Students in Learning Instructional materials and resources; Expectations for students</p>	
		<p>3D – Assessment in instruction (whole class, one-on-one and small group) Assessment criteria; Monitoring of student learning; Quality feedback; Student self-assessment and monitoring of progress</p>	
		<p>3E– Demonstrating Flexibility and Responsiveness Teaching strategies; Lesson adjustments; Response to students; Persistence</p>	
		<p>4A – Reflecting on Practice Reflection; Vision; Change</p>	
		<p>4B– Maintaining Accurate Records Catalog; Circulation; Statistics; Inventory; Using Data</p>	
		<p>4C– Communicating with School Staff and Community Information about the library program; Advocacy</p>	
		<p>4D– Participating in a Professional Community Service to the School; Participation in school and district projects; Involvement in a culture of professional inquiry; Relationship with colleagues</p>	
<p>4E– Growing and Developing Professionally Enhancement of professional knowledge; Receptivity to feedback from colleagues; Service to the profession</p>			
<p>4F– Collection Development and Maintenance Assessment; Selection/Weeding</p>			
<p>4G– Managing the Library Budget Data driven decisions; Budget development; Record keeping</p>			
<p>4H– Managing Personnel Motivating leadership; Delegating responsibility; Training; Supervision; Evaluation</p>			
<p>4I– Professional Ethics Library Bill of Rights; Copyright Law; Ethical Use of information; Privacy; Confidentiality; Intellectual Freedom</p>			

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee's Comments:

Evaluator's Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan

Formative Evaluation Rating Form- **Guidance Counselor**

Three-Year Cycle One-Year Cycle

Observation 1

Observation 2

Observation 3

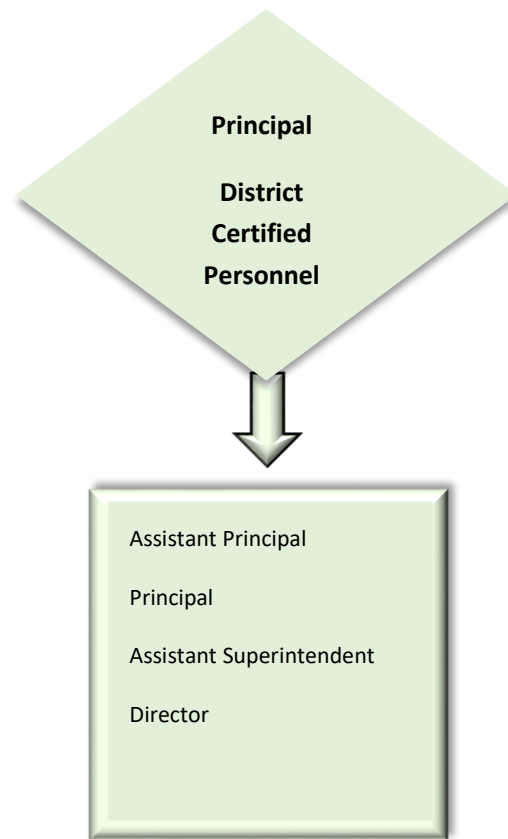
Evaluatee: _____

School: _____

Evaluator: _____

Pre-Observation Date:		Observation Date:		Post Observation Date:	
PERFORMANCE MEASURES:		Planning	Environment	Instruction	Professionalism
PERFORMANCE CRITERIA		Domain 1	Domain 2	Domain 3	Domain 4
Framework – OTHER PROFESSIONALS					
	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 student served				
	1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.				
	1E – Plan in the counseling program integrated with the regular school program				
	1F - Develop a plan to evaluate the counseling program				
	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				
	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 is individual and classroom programs				
	3D – Brokering resources to meet needs				
	3E - Demonstrate flexibility and responsiveness				
	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				

Walton-Verona Independent Schools Certified Evaluation Plan



KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM – **DISTRICT CERTIFIED PERSONNEL**

Kentucky Framework for Principals and District Certified Personnel

Clearly defined professional responsibilities for Principals and DCP constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when Principals and DCP perform their major duties. The Professional Standards for Educational Leaders are ten (10) performance standards that guide the performance of the Principals and DCP. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, ongoing assessments of the Principals and DCP's performance.

Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. Principals and DCP are expected to perform at the **Accomplished** level. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence (see "Possible Sources of Evidence" below). The superintendent will apply their professional judgment based on this evidence when evaluating Principals and DCP. Principals will apply their professional judgement based on the evidence when evaluating assistant principals. The role of evidence and professional judgment in his/her determination of ratings on standards and an overall rating is paramount in this process.

The use of professional judgment based in multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how Principals and DCP respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual performance.

Another source of evidence for evaluating principals and district certified personnel is the professional growth plan and reflection tool. The PGP will be formulated around at least one standard from PSEL. Principals and other personnel will complete and gain approval of the PGP within 45 school days from beginning of school year. PGP reflections and "next steps" will be completed and submitted to supervisor by May 15.

Principals, DCP's and evaluator share responsibility for appropriate and relevant evidence. All evidence must be "products of an administrator's work that demonstrates knowledge and skills of the administrator." In other words, evidence must be naturally occurring products related to the day-to-day work of leadership practice.

Required Sources of Evidence - District Certified Personnel & Principals

- Professional Growth Plan
- Summative Reflection

Possible Sources of Evidence - District Certified Personnel

- Modeling the principle of self-awareness, reflective practice, transparency and ethical behavior
- Site visits
- Conversations
- Observations
- Academic conferences
- Staff feedback
- Student achievement results
- Master schedule
- CSIP
- District strategic plan
- Data results
- Professional development
- Budgets
- Safety reports
- Agendas
- Stakeholder input
- Acting with justice and fairness in applying federal/ state laws and district policies, as related to educational issues.

Possible Sources of Evidence - Principals

- Administrative meeting minutes
- Advisory committee meetings
- Agendas for PD
- Agendas from data analysis
- ARC participation (minutes)
- Attendance at state and national conferences (agendas)
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Board presentations
- Blog submissions
- Budget management procedures collaboration (dates and documents)
- Building staff development plan
- Career Day information
- Collaboration with higher ed
- Community connections log
- Consistent, timely address of bullying/harassment issues documentation
- Copy of professional growth plan
- Crisis plan
- Data compiled from staff
- Department meeting agenda
- Discipline referrals – showing equity
- District Report Cards
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Examples of parent involvement and input
- Faculty meeting agenda (prof issues and dev)
- Family activity nights
- Hiring rubric/questions
- In-service of new staff members (agendas)
- Involve students in community service events, programs
- Mission/Vision Statements
- Observations of SBDM and BOE meeting presentations
- Parent meeting agendas
- Personal written reflections
- Phone log – email
- PLC notes and agendas
- Regular meetings with maintenance staff; save agendas of those meetings
- Review of handbook to show implementing policies
- Safety committee meeting/crisis management plan
- Safety plans
- SBDM minutes/agendas
- Scheduled collaboration time
- School calendar
- Serve on a state-wide committee
- Staff meeting agendas
- Student handbook
- Student tracking forms
- Supportive notes to or from staff or community
- Use of student data/profiles
- Walk-through supervision schedules, school climate surveys (results and/or analysis)
- Web articles

Formative Evaluation Form- *Principals and District Certified Personnel*

Evaluatee: _____ School: _____

Evaluator: _____ Date: _____

PERFORMANCE CRITERIA	PERFORMANCE MEASURES	
	Standard	Measure
FRAMEWORK for District Certified Personnel	Standard 1	Planning
	Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, for the academic success and well-being of each student.	Professionalism
	Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	Environment
	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.	Instruction
	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.	Environment
	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.	Planning
	Professional Capacity of School Personnel Effective educational leaders develop the professional capacity of school personnel to promote each student's academic success and well-being.	Environment
	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.	Environment
	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.	Planning
	Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Instruction
	School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	

I = Ineffective; D = Developing; A = Accomplished; E = Exemplary; N/O = Not Observed

Walton-Verona Independent Schools Certified Evaluation Plan

Professional Growth Plan Reviewed/ Discussed – YES NO

Evaluatee's Comments:

Evaluator's Comments:

Evaluatee Signature

Date

Evaluator Signature

Date

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 evaluation plan

Walton-
Verona
Independent
Schools
Certified
Evaluation
Plan

KENTUCKY FRAMEWORK FOR
PERSONNEL EVALUATION PLAN –
CORRECTIVE ACTION PLAN

Corrective Action Plan

Instructions for completing:

The Individual Correction Action Plan may be completed by the evaluator (with discussion and assistance from the evaluatee) when an evaluatee receives (1) an Overall Performance Rating of “Ineffective” as documented on the Summative Evaluation, (2) when an evaluatee’s actions require immediate attention, or (3) if evaluatee receives a Performance Rating of “Ineffective” in one or more of the four domains during any observation, as determined by the evaluator. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

**Tenured teachers who are on a Corrective Action Plan will receive a summative evaluation every year until the goals in the corrective action plans are accomplished.*

1. **Area**

Identify the specific area(s) from the Summative Evaluation Form and/or the action requiring immediate attention to be addressed.

2. **Present Professional Practice Rating**

Choose the present rating that best reflects the evaluatee’s level.

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

3. **Growth/Objective(s) Goals**

Growth objectives and goals must address the specific areas of concern on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

4. **Procedures and Activities for Achieving Goal(s) and Objectives**

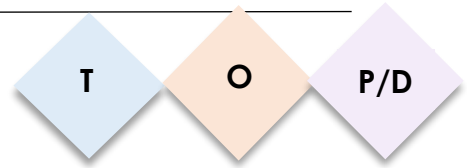
Identify and design specific procedures and activities for the improvement of performance. Include support personnel when appropriate.

5. **Appraisal Method and Target Date**

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

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

(Evaluators must follow the local district Kentucky Framework for Personnel Evaluation processes and procedures for implementing an Individual Corrective Action Plan.)



Individual Corrective Action Plan (CAP)

Evaluatee: _____ School: _____

Evaluator: _____ Position: _____

*Performance Measure: I = Ineffective D = Developing A = Accomplished E = Exemplary

Area of Concern(s) or Domain(s)	Present PM* I, D, A, E	Growth Objective(s)/Goal(s) (Describe desired outcomes)	Procedure and Activities for Achieving Goal(s)/Objective(s) (including support personnel)	Appraisal Method and Target Dates (The evaluatee and evaluator will initial and date when each item is completed)
				Action: Date completed: _____ Initials: _____ Initials: _____
				Action: Date completed _____ Initials: _____ Initials: _____
				Action: Date completed: _____ Initials: _____ Initials: _____

Evaluatee's Comments:

Evaluator's Comments:

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

KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duties.

Appeal Process

Appeal Panel and Appeal Procedures

A review procedure shall be available to all school personnel.

All evaluations shall be signed and dated by the evaluator and the certified staff member being evaluated. If an evaluatee feels any written evaluation is incomplete, inaccurate or unjust, he/she shall put his/her objections in writing and have them attached as an addendum to the evaluation report to be placed in his/her personnel file within seven (7) working days after the evaluation post conference. In any case, the evaluatee shall initial any and all evaluation reports solely to indicate that he/she has seen and read the evaluation. The evaluatee and the evaluator shall sign and date any addendum to the evaluation. The evaluatee shall be provided a signed, dated copy of any addendum to the evaluation form.

Additional administrative personnel (who have satisfactorily completed all required evaluation training may be used at the option of the Superintendent or designee, in addition to the primary evaluator, to provide a review of any evaluation.

Any evaluatee may appeal his/her evaluation to the local Appeals Panel. The request for an appeal shall be made using the Summative Evaluation Appeal Form and submitted to the Superintendent, and shall be made within seven (7) working days of the summative conference.

The board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall also appoint one (1) alternate certified employee to the panel. All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

Procedural Guidelines of Appeals Panel Hearing:

The purpose of this hearing is to determine if the evaluation procedure has been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect. During the hearing, the evaluatee bears the burden of proving that an error in the evaluation occurred and that the relief which the evaluatee requests is appropriate.

Upon the receipt of a summative evaluation appeal form, the Superintendent shall promptly forward it to the board appointed panel chair for review to begin the hearing process. The board appointed panel chair shall review and confer with elected panel members to ensure that no members are precluded from hearing the case due to conflicts of interest as defined in Board Policy 03.18. In the case of a conflict, alternate members shall be appointed to the panel. The appeals panel shall promptly review the complaint and enter an order granting a hearing to the evaluator and the evaluatee within fifteen (15) working days of the filing of the summative evaluation appeal form. The panel shall set the time, location, and means of conducting the hearing and shall provide written notice of this to the evaluatee and evaluator.

Procedure for conducting a hearing is as follows:

Both the evaluatee and the appeals panel shall exchange copies of documentation pertaining to the appeal. Both parties shall have a minimum of 5 working days prior to the set hearing for review of documents. The members of the appeals panel shall be the only persons to review the documentation. All documentation shall be locked in a secure place in the central office except during appeals panel meetings. Confidentiality shall be maintained. Copies of the documentation shall be available to both parties at the hearing,

Members of the panel shall be trained in the evaluation procedure and shall remain unbiased. The panel shall meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Panel members during the hearing may pose additional questions. The hearing shall be held at a time and place set by the Panel. The evaluatee and evaluator shall be notified of said date and time and shall appear before the panel, respond to the appeal and answer questions from the panel. The panel may accept and review documents, confer and meet, and conduct the hearing remotely if, in its discretion, it will aid the efficient and timely resolution of the appeal.

Legal counsel and/or representative(s) shall be present for each party during the hearing, if requested. For official records, the hearing shall be audio taped. A copy will be provided to both parties if requested in writing. Only panel members, the evaluatee and evaluator, and legal counsel and/or representative for each party may be present at the hearing. Witnesses may be presented, but shall be called in one at a time and shall not be allowed to observe the proceedings.

The following procedures shall be followed during the hearing:

1. The board appointed panel member shall serve as chair and convene the hearing, cover the procedures, and clarify the responsibilities of the panel.
2. Before the giving of testimony, the chair will swear in each party.
3. Each party shall be allowed to make a statement of claim. The evaluatee will begin. Each party may present testimony from witnesses. The evaluatee will begin.
4. Legal counsel or representative may question witnesses after testimony has been given. The panel may question witness, evaluatee and evaluator at any time throughout proceedings. If it has no questions, the panel can defer.
5. Each party shall be asked to make closing remarks.
6. The chairperson of the panel shall make closing remarks.

The panel shall deliberate and issue its written findings within ten (10) working days of the hearing. The decision of the panel may include, but not be limited to, upholding all parts of the evaluation, voiding the appeal, voiding the evaluation or parts of it, and directing another evaluator to observe. A copy of the written findings from the panel shall be placed in the personnel file. The written findings shall be presented to the evaluatee, evaluator, and to the Superintendent for action. The Superintendent shall receive the panel's recommendation and shall take such action as he/she deems appropriate or necessary. A copy of the Superintendent's decision will be sent to the panel members and parties involved.

State level appeals:

Pursuant to KRS.156.557 the Kentucky Board of Education shall establish a state level appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of judgmental conclusions of their personal evaluations.

Walton- Verona Independent Schools Certified Evaluation Plan

Appendix

Principals and District Certified Personnel Performance Standards

Self-Assessment and Evidence Worksheets

Summative Evaluation Appeals Form

Principals and Certified District Personnel Performance Standards – *In Detail*

Based on The Professional Standards for Educational Leaders (2015)

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, for the academic success and well-being of each student.

Effective leaders:

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

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:

- Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

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:

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 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.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- Address matters of equity and cultural responsiveness in all aspects of leadership.

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:

- 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.
- 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.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

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:

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

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:

- Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 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.
- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 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.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

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:

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 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.
- 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.
- Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Encourage faculty-initiated improvement of programs and practices.

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:

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- Create means for the school community to partner with families to support student learning in and out of school.
- Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
- Develop and provide the school as a resource for families and the community.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY cont.

- Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.
- Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

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:

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- 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.
- 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.
- Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers’ and other staff members’ work and learning from disruption.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and manage productive relationships with the central office and school board.
- Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

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:

- Seek to make school more effective for each student, teachers and staff, families, and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- 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.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 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.
- 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.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 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.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Reference List

Reston, VA: Author. National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders (2015).

Self-Assessment and Evidence Worksheet – *Teacher Domain 1*

Name: _____

School Year: _____

Sources of evidence means district approved evidence aligned to the performance measures and used by evaluators to inform performance measure ratings.

Check any evidence that you can either discuss or show your evaluator during your summative conference. Please rate yourself on each performance criteria.

Domain 1: Planning and Preparation					
Component	Samples of evidence				
1a – Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> ○ Unit plan that includes common misconceptions and where they will be addressed ○ Lesson plans (template) – with list of intended questions to spur deep thinking ○ Curriculum committee evidence ○ Written reflections regarding the sequence of instruction and learning activities ○ Spreadsheet of testing data ○ Notes from committees I belong to ○ Exit tickets – application of skills ○ College courses/transcripts ○ Sample of collaboration with colleagues regarding curriculum and instruction ○ Other: _____ ○ Other: _____ 				
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
1b – Demonstrating Knowledge of Students	<ul style="list-style-type: none"> ○ Written reflections related to how instruction should be adjusted to meet the unique needs of the students I teach ○ 'Getting to know students' handout & results from first day ○ Student interest notecards/inventory and/or data of it ○ Sample of student learning profile data ○ Lesson that incorporates cultural sharing or activities into lesson ○ Certificates of cultural event attended with reflection ○ Parent/student surveys results analysis ○ Intervention/enrichment group plans ○ Seating chart – student seated for particular reasons ○ Notes about learner special needs including those from IEP, 504, and GT plans ○ Lesson plan with differentiated options for learning and assessment (multiple points of entry) ○ Other: _____ ○ Other: _____ 				
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>

Domain 1: Planning and Preparation...cont.				
Component	Samples of evidence			
1c – Setting Instructional Outcomes	<ul style="list-style-type: none"> ○ Lesson/unit plans that contain learning outcomes that are rigorous and represent a range of important learning ○ Lesson plans that show a variety of instructional strategies leading to an outcome ○ Samples of differentiated learning activities, materials, assessments strategies, benchmarks ○ Learning targets/ "I can" statements in lesson plans or posted in the room (picture) ○ Rubrics that identify proficiency for an outcome ○ List of essential questions that are linked to outcomes ○ Other: _____ ○ Other: _____ 			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>
1d – Demonstrating knowledge of resources both within and beyond the school and district	<ul style="list-style-type: none"> ○ Lesson/unit/intervention plan(s) that include appropriate technology applications ○ Research and implementation of Response to Intervention strategies or resources ○ Teaching bulletin boards (picture) ○ Common core lessons/assessments I created ○ Lesson or unit plan that shows effective use of 1:1 technology ○ Varied text levels identified in a lesson or unit plan ○ Pictures of field trips (community resources) ○ Lesson or unit plan that utilizes community resources or speakers ○ Other: _____ ○ Other: _____ 			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>
1e – Designing Coherent Instruction	<ul style="list-style-type: none"> ○ Learning activities sequenced and connected within the lesson or unit plan ○ Plan that includes variety of instructional groupings and instructional materials ○ Use of resources related to standards ○ Instructional plan that is tied to learning standards ○ Plan that includes tech resources ○ Plan that includes guiding/essential questions ○ Materials or lesson plans that show planning for differentiation ○ Print-out of a complete Curriculum Companion module/lesson plan ○ Other: _____ ○ Other: _____ 			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>

Domain 1: Planning and Preparation...cont.	
Samples of evidence	Samples of evidence
1f – Designing Student Assessments	<ul style="list-style-type: none"> ○ Lesson or unit plan that contains appropriate assessment plan tied to standards and outcomes ○ Rubrics tied to lesson/unit outcome ○ Sample of student self-analysis of work using rubric ○ Anecdotal notes from reader/writer conferences with students ○ Student data folder ○ Proficiency checklists for students ○ Unit or lesson plan that shows where assessments are built in (formative and summative) ○ Unit plan that shows a reteach loop I've built in after each formative assessment (if necessary) ○ Sample of modified assessments ○ Sample performance task with rubric ○ Sample Exit tickets with reflection about how the information was used ○ Surveys that gather student feedback ○ Reflective notes about how instruction was adjusted after formative feedback ○ Sample of student input/reflections/ journals ○ Documentation showing student choice in assessment ○ Common formative or summative assessments with notes about how the results were used ○ Student-designed assessments tied to learning outcomes ○ Reflection on an assessment including what I would change ○ Other: _____
	Self- Rating: <i>Ineffective</i> <i>Developing</i> <i>Accomplished</i> <i>Exemplary</i>

Sources of evidence have been discussed by the evaluator and evaluate. These sources of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. This evidence may serve as evidence in the self-reflection, professional growth plan, and to inform the educators overall Professional Practice Measures.

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

Self-Assessment and Evidence Worksheet – *Teacher Domain 4*

Name: _____

School Year: _____

Sources of evidence means district approved evidence aligned to the performance measures and used by evaluators to inform performance measure ratings.

Check any evidence that you can either discuss or show your evaluator during your summative conference. Please rate yourself on each performance criteria.

Domain 4: Professional Responsibilities				
Component	Samples of evidence			
4a - Reflecting on Teaching	<ul style="list-style-type: none"> <input type="radio"/> Written reflections on lesson implementation and changes to make in the future <input type="radio"/> Documentation of discussion with principal/colleague/PLC team <input type="radio"/> Reflection related to data analysis, student surveys, parent surveys <input type="radio"/> Reflection from a conference or workshop attended <input type="radio"/> Grade book entries (reflecting on student learning with a narrative) <input type="radio"/> Professional Development Plans reflections <input type="radio"/> Reflective notes related to observing a colleague or a colleague observing me <input type="radio"/> Other: _____ <input type="radio"/> Other: _____ 			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>
4b- Maintaining Accurate Records	<ul style="list-style-type: none"> <input type="radio"/> Photocopy or login access to my electronic grading system <input type="radio"/> Link to classroom website with accurate, updated, class-related information <input type="radio"/> Picture/sample of how I organize student data including AIMSweb, STAR, MAP, etc. <input type="radio"/> List of reader/writer conferences with students <input type="radio"/> List of individual student feedback conferences <input type="radio"/> Professional Development Plans <input type="radio"/> Log of parent or community contact/communication <input type="radio"/> Pages from lesson plan book showing planning organization <input type="radio"/> Student data folder/Student portfolios (student due process folders) <input type="radio"/> Sample of a completed progress report <input type="radio"/> Picture or summary of procedure to manage things like field-trips slips, conference sign-up notes, homework, etc. <input type="radio"/> Attendance records <input type="radio"/> Sample of process used to tract instructional minutes/ strategies for students with special needs, such as, IEP, 504, GT, ELL, Tier I, II and III, etc. <input type="radio"/> Sample of a progress-monitoring spreadsheet <input type="radio"/> Other: _____ <input type="radio"/> Other: _____ 			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>

	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Domain 4: Professional Responsibilities...cont.					
4c - Communicating with Families	<ul style="list-style-type: none"> ○ Parent contact log with reflections ○ Parent communication log (includes phone, email, in-person contacts) ○ Log of school functions attended ○ Parent-teacher conference schedule ○ Calendar and sample of classroom newsletters/ parent letters ○ Parent notes and /or letters to me ○ Website that shows how I keep parents informed about what is happening in the classroom on a regular basis ○ Parent involvement in classroom ○ Evidence of appropriate use of social media with parents/families ○ Other: _____ 				
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
4d - Participating in a Professional Community	<ul style="list-style-type: none"> ○ PowerPoint or outline of something I presented to others ○ Agenda from School Leadership Team ○ Log of all leadership activities ○ Documentation of sharing information or learning with staff ○ Meeting or committee notes ○ PLC agendas/notes ○ Anything that shows how I collaborate with colleagues to improve student learning (enrichment/remediation planning, book study with applied learning, action research, etc.) ○ Evidence of community involvement – planning events ○ Evidence of participation in a School Data Retreat ○ Evidence of participation on an interview panel ○ Evidence of serving as a mentor or PDP Review Team Member ○ List of voluntarily attended school functions (athletic events, Fun Fair, Family Reading night, etc.) ○ Other: _____ 				
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
4e - Growing and Developing Professionally	<ul style="list-style-type: none"> ○ Book study groups (could include agenda, notes, actions taken) ○ List of course(s) taken or transcript with reflection ○ Plans, handouts, agenda or certificate of attendance from workshops or conferences with reflection ○ National Board Certification ○ Online portfolio ○ Presentation handouts with plans for implementation ○ Technology resources used to enhance my knowledge or skill ○ PDP activities completed within the year ○ Leading district, school, and department-level professional development (presentation handouts) ○ Evidence of membership in professional organizations ○ List of professional publication subscriptions ○ Samples of professional reading with reflection on how they have impacted practice ○ Reflective notes related to observing a colleague or a colleague observing me ○ PLC agendas/notes ○ Other: _____ 				
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>

	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Domain 4: Professional Responsibilities...cont.					
4f - Growing and Developing Professionally	<ul style="list-style-type: none"> <input type="radio"/> List of committee participation in the school or district <input type="radio"/> PLC agendas and notes <input type="radio"/> Any type of evidence that shows I advocate for a student or students <input type="radio"/> Ways I have provided students with resources 'above and beyond' (working lunches, after-school support, mentoring students, organizing the Holiday Adopt a Family event at my school) <input type="radio"/> Letter(s), emails, notes that speak to my standards, integrity, or contribution to the positive culture of my school <input type="radio"/> Personal attendance record <input type="radio"/> Serving as a new-teacher mentor <input type="radio"/> Other: _____ <input type="radio"/> Other: _____ <input type="radio"/> 				
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>

Sources of evidence have been discussed by the evaluator and evaluatee. These sources of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. This evidence may serve as evidence in the self-reflection, professional growth plan, and to inform the educators overall Professional Practice Measures.

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

Self-Assessment and Evidence Worksheet – *Other Professional – Domain 1*

Name: _____

School Year: _____

Sources of evidence means district approved evidence aligned to the performance measures and used by evaluators to inform performance measure ratings.

Using the *Kentucky Framework for Teaching: Specialist Frameworks for Other Professionals*, list at least three (3) types of evidence you can either discuss or show your evaluator during your summative conference. Please rate yourself on each performance criteria.

Domain 1: Planning and Preparation	
Component	Samples of evidence
1a – Demonstrating knowledge of current trends in specialty area and PD	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	Self- Rating: <i>Ineffective</i> <i>Developing</i> <i>Accomplished</i> <i>Exemplary</i>
1b – Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	Self- Rating: <i>Ineffective</i> <i>Developing</i> <i>Accomplished</i> <i>Exemplary</i>
1c – Establishing goals for the instructional support program appropriate to the setting and the teachers served	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	Self- Rating: <i>Ineffective</i> <i>Developing</i> <i>Accomplished</i> <i>Exemplary</i>

Domain 1: Planning and Preparation...cont.	
Component	Sample of Evidence
1d – Demonstrating knowledge of resources both within and beyond the school and district	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	Self- Rating: <i>Ineffective</i> <i>Developing</i> <i>Accomplished</i> <i>Exemplary</i>
1e – Planning the instructional support program integrated with the overall school program	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	Self- Rating: <i>Ineffective</i> <i>Developing</i> <i>Accomplished</i> <i>Exemplary</i>
1f – Developing a plan to evaluate the instructional support program	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	Self- Rating: <i>Ineffective</i> <i>Developing</i> <i>Accomplished</i> <i>Exemplary</i>

Sources of evidence have been discussed by the evaluator and evaluatee. These sources of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. This evidence may serve as evidence in the self-reflection, professional growth plan, and to inform the educators overall Professional Practice Measures.

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

Self-Assessment and Evidence Worksheet – *Other Professional – Domain 4*

Name: _____

School Year: _____

Sources of evidence means district approved evidence aligned to the performance measures and used by evaluators to inform performance measure ratings.

Using the *Kentucky Framework for Teaching: Specialist Frameworks for Other Professionals*, list at least three (3) types of evidence you can either discuss or show your evaluator during your summative conference. Please rate yourself on each performance criteria.

Domain 4: Professional Responsibilities					
Component	Samples of evidence				
4a – Reflecting on practice	1.	_____			
	2.	_____			
	3.	_____			
	4.	_____			
	5.	_____			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
4b – Preparing and submitting budgets and reports	1.	_____			
	2.	_____			
	3.	_____			
	4.	_____			
	5.	_____			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
4c – Coordinating work with other instructional specialists	1.	_____			
	2.	_____			
	3.	_____			
	4.	_____			
	5.	_____			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>

Domain 4: Professional Responsibilities...cont.					
Component	Samples of evidence				
4d – Participating in a professional community	1.	_____			
	2.	_____			
	3.	_____			
	4.	_____			
	5.	_____			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
4e– Engaging in professional development	1.	_____			
	2.	_____			
	3.	_____			
	4.	_____			
	5.	_____			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
4f– Showing professionalism including integrity and confidentiality	1.	_____			
	2.	_____			
	3.	_____			
	4.	_____			
	5.	_____			
	Self- Rating:	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>

Sources of evidence have been discussed by the evaluator and evaluatee. These sources of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. This evidence may serve as evidence in the self-reflection, professional growth plan, and to inform the educators overall Professional Practice Measures.

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

Self-Assessment and Evidence Worksheet – *Technology*

Name: _____

School Year: _____

Technology	
Component	Samples of evidence
Learning Platforms	<input type="checkbox"/> Google Classroom <input type="checkbox"/> Schoology <input type="checkbox"/> Other _____ Comments about integration:
Content Delivery Technology-Based Products	<input type="checkbox"/> BrainPOP <input type="checkbox"/> Reading Eggs/Eggspres <input type="checkbox"/> MathSeeds <input type="checkbox"/> UnitedStreaming <input type="checkbox"/> CommonLit <input type="checkbox"/> Newsela <input type="checkbox"/> Khan Academy <input type="checkbox"/> Reading A-Z <input type="checkbox"/> Moby Max <input type="checkbox"/> Other _____ Comments about integration:
Presentation Technology	<input type="checkbox"/> Interactive whiteboard <input type="checkbox"/> Google Slides <input type="checkbox"/> Showme or Screencasting <input type="checkbox"/> PowerPoint <input type="checkbox"/> Other _____ Comments about integration:
Assessment Technology	<input type="checkbox"/> Google Forms/Quizzes <input type="checkbox"/> ActiVotes <input type="checkbox"/> Kahoot <input type="checkbox"/> Plickers <input type="checkbox"/> Quizizz <input type="checkbox"/> Other _____ Comments about integration:

Technology	
Component	Samples of evidence
Assistive Technology	<ul style="list-style-type: none"> <input type="checkbox"/> Chrome Read & Write <input type="checkbox"/> Google Voice Typing <input type="checkbox"/> Grammarly <input type="checkbox"/> LessonPix <input type="checkbox"/> Imagine Learning <input type="checkbox"/> Audio books <input type="checkbox"/> Other _____
Parent Contact Technology	<ul style="list-style-type: none"> <input type="checkbox"/> IC Messenger <input type="checkbox"/> Remind <input type="checkbox"/> Other _____ <p>Comments about integration:</p>
Digital Tools for Student Work	<ul style="list-style-type: none"> <input type="checkbox"/> Google Docs/Sheets/Slides <input type="checkbox"/> Videos or Photo Slideshows <input type="checkbox"/> Game design/coding <input type="checkbox"/> Minecraft <input type="checkbox"/> Podcasting or Audio Recording <input type="checkbox"/> Google Maps or Tours <input type="checkbox"/> Other _____ <p>Comments about integration:</p>

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

