**McCracken County Public Schools**

**Certified Personnel Evaluation Plan**

**2017-2018**



**Approved by the McCracken County Board of Education**

**June 15, 2017**

**McCracken County Public Schools**

**Certified Evaluation Plan**

**Professional Growth and Effectiveness System**

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**CERTIFIED EVALUATION PLAN ASSURANCES**

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

* This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators in compliance with KRS 156.557 and 704 KAR 3:345.
* The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified member will be conducted or supervised by their immediate supervisor.
* All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.
* All administrators, the superintendent, one-year summative teachers and teachers on a Corrective Action Plan will be evaluated annually.
* All three-year summative teachers will be evaluated a minimum of once every three years.
* Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.
* Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
* Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
* The local evaluation plan provides for the right to a hearing for every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to the presence of the evaluatee’s chosen representative.
* The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
* All other professionals not covered by the TPGES or PPGES will be evaluated using the current evaluation plan and forms until a state-developed process can be adopted.
* This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.
* The local Board of Education reviewed the Certified Evaluation Plan as recorded in the minutes of the meeting held on June 15, 2017.

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Signature of District Superintendent Date

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Signature of Chairperson, Board of Education Date

**Evaluation Contact Person**

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

**Heath Cartwright, Assistant Superintendent**

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Paducah, KY 42003

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**Certified Evaluation Plan Review Committee**

*Teachers*

Amanda Hammonds, Lone Oak Elementary School

Johnna Hite, Heath Elementary School

Lucinda Mills, McCracken Regional School

Courtney Quimby, Reidland Middle School

Lavina Rogers, Reidland Elementary School

Deena Sneed, Lone Oak Middle School

Stacey Treece, Concord Elementary School

Amanda Turner, Lone Oak Intermediate School

*Administrators*

Matthew Blackwell, Heath Middle School Principal

Brian Bowland, McCracken County Public Schools Director of Pupil Personnel

Heath Cartwright, McCracken County Public Schools Assistant Superintendent

Matt Dobson, McCracken County High School Assistant Principal

Paula Grubbs, Reidland Intermediate School Principal

Tina Hayes, Director of Elementary Instruction

Melanie Jarvis, Director of Middle School Instruction

Jon Reid, Hendron Lone Oak Elementary School Principal

**Board Approved**

Approved by the McCracken County Board of Education on June 15, 2017

**Professional Growth and Effectiveness System – Certified Teachers and Other Professionals**

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

Note: KTIP teachers will be evaluated through the procedures approved by the Kentucky Department of Education and the Educational Professional Standards Board for the Kentucky Teacher Internship Program.

**Procedures**

The following procedures are organized for the purpose of facilitating and implementing the Certified Personnel Evaluation Program. These procedures may not supersede the Professional Growth and Effectiveness System.

1. Reliable evaluators are essential to the Certified Personnel Evaluation Program. Evaluators will be trained in the skills of analyzing effective teaching and in the procedures for implementing the McCracken County Certified Personnel Evaluation Program.
2. Sufficient orientation will be provided to acquaint certified personnel with the Program and with the specific criteria on which they will be observed and evaluated.
3. The employee’s immediate supervisor is designated as the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator and/or to serve as the primary evaluator’s designee. If requested by the teacher, observations by another teacher trained in the teacher’s content area or by curriculum content specialists shall be provided. The selection of the third-party observer, shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher’s written request, the evaluator shall select the third-party observer.
4. The Certified Personnel Evaluation Program includes the following components:
5. Orientation of Administrators –Training will be provided by the district to improve the consistency and quality of the evaluator’s skills in accordance with statute and regulation.
6. Notification – All certified school personnel shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.
7. Pre-Observation Conference – Prior to scheduled observations (excludes the Principal Professional Growth and Effectiveness System).
8. Formative Observations – Includes both scheduled and unscheduled observations. They are designed to help the evaluatee improve his/her performance by providing feedback and suggestions for improvement. These observations focus on the performance criteria listed in each major job category.
9. Post-Observation Conference – Conducted within a reasonable period of time (not to exceed five school days) following each observation. This conference will include a discussion of identified strengths and needs for improvement.
10. Summative Evaluation – Composite of information obtained through the formative observations and appropriate Professional Growth and Effectiveness System components; which serve as the basis for administrative decision-making.
11. Growth Plan – Must be aligned with the school/district plan and/or identified areas of growth through the Professional Growth and Effectiveness System. It is to be revised annually.
12. Individual Corrective Action Plan – Completed when an evaluatee receives “does not meet” or “ineffective” rating on the Summative Evaluation or when immediate action is necessary to correct a deficiency.

**Formative Phase: Teachers**

1. Scheduling One-Year Summative Teachers
2. One-year summative teachers will have a minimum of four (4) observations each year.
3. The final observation by the administrator is to be a full observation; while other observations may be partial observations.
4. Two (2) must be scheduled observations and two (2) may be unscheduled.
5. Additional scheduled or unscheduled formative observations may be conducted.
6. Yearly minimum of one (1) professional growth plan.
7. One (1) yearly summative evaluation.
8. Scheduling Three-Year Summative Teachers
9. Three-year summative teachers will have a minimum of three observations during the summative cycle.
10. Additional scheduled or unscheduled formative observations may be conducted. Any three-year summative teacher whose observation results are unsatisfactory shall have multiple observations.
11. Yearly minimum of one (1) individual growth plan
12. A minimum of one (1) summative evaluation every three (3) years.
13. Formative Phase for Scheduled Observations
14. The evaluator and teacher will establish the date and time for the observation.
15. The evaluator will conduct a pre-observation conference on an individual basis.
16. Teacher must have lesson plans and instructional unit outline available in the classroom for the evaluator to review.
17. The evaluator will provide a copy of the formative observation to the teacher.
18. The observation will be discussed in detail in a scheduled, formal post-observation conference that will occur within five (5) school days following the observation.
19. The evaluator and the teacher will sign and date the formative observation to indicate the document has been read and discussed.
20. If the teacher wishes to respond, a statement should be written, signed, and attached to the formative observation.
21. Formative Phase for Unscheduled Observations
22. All observations are to be conducted openly and with the full knowledge of the teacher.
23. Evaluator selects the time and date for observation.
24. Teacher must have lesson plans, individual student plans and instructional unit outlines available in the classroom for the evaluator to review.
25. The evaluator will provide a copy of the formative observation to the teacher.
26. The observation will be discussed in detail in a scheduled, formal post observation conference that will occur within five (5) school days following the observation.
27. The evaluator and the teacher will sign and date the formative observation to indicate that the document has been read and discussed.
28. If the teacher wishes to respond, a statement should be written, signed, and attached to the formative observation copy.

\*Additional information related to the formative phase may be found throughout the Certified Personnel Evaluation Plan.

**Summative Phase: Teachers**

1. The summative phase is the review of all data gathered in formative observations and components of the Professional Growth and Effectiveness System during the summative cycle.
2. Summative evaluations will be completed for one-year summative teachers and teachers not recommended for reemployment by April 1 each year. All other summative evaluations must be completed by “Closing Day.” These will be submitted to the Assistant Superintendent for Personnel.
3. Pertinent data will be identified through the summative evaluation; which represents major performance areas and specific criteria statements, and by components of the Professional Growth and Effectiveness System.
4. The summative evaluation will address all performance areas.
5. After the evaluator has completed the summative evaluation, a copy will be given to the teacher at least one day prior to the summative conference. The summative conference will be conducted during which time the evaluator and the teacher review the summative evaluation report.
6. The evaluator and the teacher will sign and date the summative evaluation to indicate that the document has been read and discussed.
7. If the teacher wishes to respond, a statement should be written, signed, and attached to the summative evaluation copy. (See also, Evaluation Appeals Process.)
8. Copies of the summative evaluation will be retained by the evaluator, the teacher and the Superintendent of Schools. Also, the original copy will go into the individual’s personnel file at the Central Office.

\* Additional information related to the summative phase may be found throughout the Certified Personnel Evaluation Plan.

**Individual Corrective Action Plans**

An Individual Corrective Action Plan must be developed when an evaluatee receives a “does not meet” or “Ineffective” rating on the Summative Evaluation Form or when immediate action is necessary to correct a deficiency. The evaluatee will continue to work toward the goals specified in the plan until such time that the evaluator determines that the goals have been met and the evaluatee’s performance rating on a Summative Evaluation Form is above “does not meet” or “Ineffective.”

**Evaluation Appeals Process**

The McCracken County Evaluation Appeals Process shall comply with KRS 156.101, KRS 156.557, 704 KAR 3:345, and Board Policy 03.18.

**Certified Employee Evaluation Advisory Appeals Panel**

An advisory appeals panel shall be in place by July 1st prior to the beginning of each school year to allow certified personnel who receive an unsatisfactory Summative Evaluation a timely review of their evaluation. The Evaluation Advisory Appeals Panel shall consist of three members. Two (2) members and alternates shall be elected to the panel by the total certified staff through nominations and voting by the certified staff. One (1) certified staff member and one (1) certified employee alternate shall be appointed by the Board of Education. Terms shall be for one year and begin on July 1 and run through June 30. The Board-appointed member shall be the chairman of the panel.

**Appeals Procedure**

The following are the steps of the appeals procedure:

1. Certified employees who believe they have received an unfair summative evaluation can appeal within five (5) working days of receipt of the evaluation.
2. Appeals shall be on a form formulated by the Superintendent. No member of the panel shall serve on any appeal in which he/she was the evaluator.
3. No member of the panel shall serve on any appeal brought by the member’s immediate family as defined in Board Policy 03.18.
4. Within three (3) working days of receiving written notification of the appeal, the chairman of the appeals panel shall notify other members of the panel and schedule a meeting to review the appeal. The review shall occur within five (5) working days of receipt of appeal notification by the appeals panel chairman. Additionally, the chairman will request documentation from the evaluator to support his/her evaluation decisions.
5. By mutual written consent the appeals process may be terminated at any points.
6. Copies of all supporting documentation (from the evaluator and the appealing employee) shall be made available to all panel members for screening prior to the review. All original documentation will be held in a secure location in the Central Office. All documents will be handled with the utmost confidentiality.
7. If, by a majority vote, the appeals panel agrees that a hearing is needed, the following procedures shall be followed:
	1. A hearing will occur within five (5) working days of the appeals panel review meeting.
	2. Only the appeals panel, the appealing employee, the appealing employee’s chosen representative (optional), and the evaluator will be present during the hearing.
	3. The appealing employee and the evaluator will be allowed to make statements in his/her own behalf. The appeals panel may ask questions of either party. Cross-examination by the appealing employee or the evaluator will not be permitted.
	4. The appeals panel chairman will be responsible for the audio recording of the hearing. A recording of the hearing will be made available to the appealing employee and the evaluator upon request.
	5. After statements have been made by the parties involved and questions of the appeals panel answered, the appeals panel shall meet in closed session to prepare a written response to submit to the Superintendent, the appealing employee and the evaluator. The panel’s response shall be delivered to all parties within two (2) working days of the hearing.
8. The panel shall make a recommendation to the Superintendent within fifteen (15) working days from the date of filing the appeal. If the Superintendent is the evaluator, the recommendation of the panel shall go directly to the Board of Education
9. The Superintendent shall file the panel’s recommendation in the employee’s personnel file with the original evaluation form.
10. The Superintendent shall be allowed to hold a conference with parties concerned or order a new evaluation by a second certified evaluator. If a new evaluation is made, both evaluations shall be placed in the employee’s personnel file or the Superintendent may choose to uphold the original. A third party evaluator may be appointed.
11. The appealing employee may appeal the panel’s recommendation to the Superintendent and/or the Kentucky Board of Education appeals panel.

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*\*This form may be found in the McCracken County Public Schools Policy and Procedure manual.*

***District Professional Growth and Effectiveness Plan***

***Professional Growth and Effectiveness System***

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

***Roles and Definitions***

1. Administrator: means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. Conference: means a collaborative meeting involving the evaluator and the evaluatee for the purposes of: providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
3. Corrective Action Plan: means a plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
4. Danielson Framework for Teaching: the document indicating the domain, components, and descriptors for which certified personnel will be evaluated through PGES.
5. Educator Development Suite: a component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of a certified employee.
6. Evaluatee: District/School personnel that is being evaluated
7. Evaluation: means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.
8. Evaluator: the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
9. Formal Observation: means an observation conducted after a pre-conference and followed within five (5) working days by a post-observation conference.
10. Formative evaluation: means a continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance.
11. Informal Observation: means an observation whereby the evaluator comes into the classroom unannounced to observe performance and is followed within five (5) working days by a post-observation conference. These observations may be conducted as frequently as deemed necessary.
12. Observation: means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
13. Other Professional: means any other certified staff not evaluated using PPGES including, but not limited to, guidance counselor, speech pathologist, librarian. Throughout the CEP, Other Professional are synonymous with “teacher.”
14. Performance Criteria: means subheadings under standards of performance in evaluation document that describe behaviors and actions indicative of meeting the standard.
15. Professional Growth: increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise and other characteristics.
16. Professional Growth Goal: measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
17. Professional Growth Plan: An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
18. Ratings: teachers will be assigned rating of Ineffective, Developing, Accomplished, or Exemplary based on the Danielson Framework for Teaching and other established criteria.
19. Self-Reflection: means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
20. SMART Goal: acronym/criteria for developing student growth goals (Specific, Measurable, Attainable, Realistic, Time-Bound).
21. Summative Evaluation: means the summary of, and conclusions from, all evaluative data, including, but not limited to the formal observation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.
22. Teacher: means any certified staff, who directly instructs students.
23. For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System

***The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals***

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

**Framework for Teaching Specialist Frameworks for Other Professionals**

Planning and Preparation Planning and Preparation

Classroom Environment Environment

Instruction Instruction/Delivery of Service

Professional Responsibilities Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain. The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

**Sources of Evidence**

* Professional Growth Planning and Self-Reflection
* Observations Conducted by Certified Supervisor

Other sources of evidence that can be used to support educator practice:

Program Review evidence Team-developed curriculum units

Lesson plans Communication logs

Student data records Student work

Minutes from PLCs Teacher committee or team contributions

Teacher interviews Teacher reflections and/or self-reflections

Parent engagement surveys Records of student and/or teacher attendance

Video lessons Engagement in professional organizations

Action research Benchmark assessment data

Walk-through’s District-wide assessment data

School assessment data Professional development records/logs

Student formative and/or summative course evaluations/feedback

Timely, targeted feedback from mini or informal observations

Other sources as collaboratively determined by evaluator and evaluate

All components and sources of evidence related supporting an educator’s professional practice will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the District or KDE-approved technology platform or District approved forms.

**Professional Practice**

 **Professional Growth Planning and Self-Reflection**

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

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

* All teachers and other professionals will participate in self-reflection and professional growth planning each year.
* All teachers will document (minimum of one) self-reflection and professional growth planning in district or state approved technology platform or district document by October 15 (or within 60 days for those hired after September 1) with alignment to the schools and/or district improvement plan.

**Observations**

The observation process is one source of evidence to determine teacher effectiveness. The observation will provide documentation and feedback to measure the effectiveness of a teacher’s professional practice. The observation model will follow the following:

* All observations will be conducted openly.
* All observations must be documented in district or state approved technology platform or district document.
* There will be a minimum of 4 observations in the summative cycle for one-year summative teachers and 3 observations in the summative cycle for three-year summative teachers
* The full class period observation must occur in the final year of the summative evaluation cycle.
* The remaining 3 observations for one-year summative teachers and 2 observations for three-year summative teachers may be partial-observations.
* The summative cycle for three-year summative teachers is a minimum of once every 3 years; annually for one year summative teachers, employees on a corrective action plan, and administrators.

All employees shall be afforded an opportunity to review their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee’s personnel file.

**Observer Certification**

Observers will hold the appropriate certifications and trainings required to observe certified personnel in accordance with statutes, regulations, and policies.

**Observation Conferencing**

* Pre-observation conferences are to take place prior to full observations.
* Pre-observation conferences are to be conducted in person for one-year summative teachers. Pre-observations may be in person or through written or electronic correspondence for three-year summative teachers.
* Pre-observations may take place at any time prior to the observation.
* Post-observation conferences are to take place within five (5) working days.
* Post-observation conferences are to be conducted in person.
* The summative evaluation conference shall be held at the end of the summative evaluation cycle, and after consideration has been given to all sources of evidence.

**Observation Schedule**

* Observations may begin after teachers have been notified of the observation process.
* Three partial-observations and a final/formal observation are to take place annually by March 31 for one-year summative teachers as part of the summative cycle.
* The final/formal observation is to be conducted after the required partial-observations have been completed for one-year summative teachers.
* Two partial-observations and one final/formal observation are to be conducted by the evaluator during the summative cycle for three-year summative teachers.
* The final/formal observation is to be conducted after the two required partial-observations, and is to take place by closing day in the final year of the summative cycle for three-year summative teachers.

**KTIP TEACHERS**

Observations will be conducted according to criteria set forth by Kentucky’s Educational Professional Standards Board (EPSB).

**LATE HIRES**

* Any one-year summative teacher hired before the 60th day of instruction will have all observations.
* A Supervisor may eliminate one of the required mini (partial) observations on a teacher hired after the 60th day of instruction, and two for late hires after the first semester.
* If a teacher misses 60 consecutive school days throughout the year the supervisor may eliminate one of the required observations.

**Determining the Overall Performance Category**

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains.

**Rating Professional Practice**

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

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

The following charts depict sources of evidence and minimum criteria for determining the professional practice rating.



**Professional Growth and Effectiveness System**

**Principal and Assistant Principal**

***Principal Professional Growth and Effectiveness System Components***

**Overview and Summative Model**

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

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

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

**Roles and Definitions**

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Superintendent/Superintendent’s Designee:** means an administrator who devotes the majority of employed time in the role of Superintendent/Assistant Superintendent, for which Superintendent certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050. The Superintendent is the primary evaluator for principals, but may assign an Assistant Superintendent to be the primary evaluator as the Superintendent’s Designee.
4. **Evaluatee:** district/school personnel that is being evaluated.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

**Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that a principal will “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

* Required Sources of Evidence
	+ Professional Growth Planning and Self-Reflection
	+ Site-Visits

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

* Other Measures of Student Learning, Products of Practice, Other Sources (e.g. surveys)

**Professional Practice**

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

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

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

* All principals and assistant principals will participate in self-reflection and professional growth planning each year.
* The Self Reflection and Professional Growth Plan should be completed and submitted by October 15 and within 60 days of being hired for principals hired after September 1.
* Principals meet with supervisor to review draft self-reflection and professional growth plan. The review may be face-to-face or electronic. After principals submit their PGP and self-reflections in the District or state-approved technology platform or district forms, the supervisor will approve or ask the principal to revise prior to approval.
* Supervisor will monitor the Professional Growth Plan and self-reflections and make comments/provide feedback as necessary to help guide professional judgment in the summative rating.

**Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

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

* At least two (2) site visits will be conducted by the Superintendent/Designee for each Principal.
* The first site visit will occur by December 15th and the second by March 15th.
* A conference will be held within 5 school days after each site visit to provide the principal with feedback based on what was observed during the visit. If available, feedback during the conference may include: self-reflection, PGP progress, and/or evidences related to the 6 principal standards.
* The Principal Performance Standards will be discussed during the conference as to what was observed and allowing the principal to share other forms of evidence connecting practices to the standards.
* Principals hired after January 1 will only be required to have one formal site visit completed.
* Supervisor will document on the site visit form key evidences related to standards

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

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the domains. The following may be used:

SBDM Minutes Faculty Meeting Agendas and Minutes

Surveys Department/Grade Level Agendas and Minutes

PLC Agendas and Minutes School schedules

Budgets Leadership Team Agendas and Minutes

Instructional Round/Walk-through documentation

EILA/Professional Learning experience documentation

Professional Organization memberships

Parent/Community engagement surveys

Parent/Community engagement events documentation

**Determining the Overall Performance Category**

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal’s ratings on professional and recorded in the District or state-approved technology platform or district forms within 5 days of the district’s “closing day.”

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



***Determining the Overall Performance Category***

A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice

**TPGES Pre-Observation Document**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Teacher** |  |
| **School** |  |
| **Grade Level/Subject** |  |
| **Observer** |  |
| **Pre-Conference Date** |  |
| **Observation Date** |  |
| **Type of Evaluation** |  |

“Type of Evaluation” refers to Partial or Full

Preconference Planning

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

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 Teacher’s Signature Date Observer’s/Evaluator’s Signature Date

Signatures indicate content of this form has been shared, reviewed, discussed in accordance with PGES procedures.

**TPGES Evaluation**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Teacher** |  |
| **School** |  |
| **Grade Level/Subject** |  |
| **Observer** |  |
| **Pre-Conference Date** |  |
| **Observation Date** |  |

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** | **Rating** |
| Domain Rating | N/A | I | D | A | E |
| Comments |
| **Domain 2: Classroom Environment** | **Rating** |
| Domain Rating | I | D | A | E |
| Comments |
| **Domain 3: Instruction** | **Rating** |
| Domain Rating | I | D | A | E |
| Comments |
| **Domain 4: Professional Responsibilities** | **Rating** |
| Domain Rating | N/A | I | D | A | E |
| Comments |
| **Overall Professional Practice Rating** | **I** | **D** | **A** | **E** |

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 Teacher’s Signature\* Date Observer’s/Evaluator’s Signature Date

\*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the Chair of the Appeals Panel within five (5) workdays of receipt of this evaluation as described in the certified Personnel Evaluation Plan

**TPGES Post-Observation Document**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **Teacher** |  |
| **School** |  |
| **Grade Level/Subject** |  |
| **Observer** |  |
| **Pre-Conference Date** |  |
| **Observation Date** |  |
| **Type of Evaluation** |  |

“Type of Evaluation” refers to Formative or Summative

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

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

Evaluator’s Formative Observation Rating:

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

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 Teacher’s Signature\* Date Observer’s/Evaluator’s Signature Date

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

**TPGES Summative Rating**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- |
| **Teacher** |  | **School** |  |
| **Observer** |  | **Grade/Subject** |  |

**Professional Practice**

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** | **Rating** |
| Domain Rating | I | D | A | E |
| **Domain 2: Classroom Environment** | **Rating** |
| Domain Rating | I | D | A | E |
| **Domain 3: Instruction** | **Rating** |
| Domain Rating | I | D | A | E |
| **Domain 4: Professional Responsibilities** | **Rating** |
| Domain Rating | I | D | A | E |

|  |
| --- |
| **Overall Professional****Practice Rating** |
| **I** | **D** | **A** | **E** |

|  |  |
| --- | --- |
| **If…** | **Then…** |
| Domains 2 AND 3 are rated “I” | Professional Practice Rating shall be “I” |
| Domains 2 OR 3 are rated “I” | Professional Practice Rating shall be “D” or “I” |
| Domains 1 OR 4 are rated “I” | Professional Practice Rating shall not be “E” |
| Two Domains rated “D” and two Domains rated “A” | Professional Practice Rating shall be “A” |
| Two Domains rated “D” and two Domains rated “E” | Professional Practice shall be “A” |
| Two Domains rated “A” and two Domains rated “E” | Professional Practice shall be “E” |

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 Teacher’s Signature\* Date Evaluator’s Signature Date

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 **McCracken County Public Schools**

**Non-TPGES Pre-Observation Form**

**(To be completed by the observee and provided to the observer before the observation visit.)**

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 **Observeee Observer Position**

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 **Work Site Date Time**

**--------------------------------------------------------------------------------------------------------------------**

**Activity(ies) to be Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Product(s) to be Critiqued: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Special/unique situations or circumstances of which observer should be aware: \_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Other comments/concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Professional Growth (Area of Concentration): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Signatures indicate content of this form has been discussed.**

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Observee’s Signature Date Observer’s Signature Date**

**Guidance Counselor Formative Observation Tool**

**Directions:** Highlight a rating for each component and then match evidence from your observation notes

to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

**Guidance Counselor** **School**

**Evaluator:** **Date**

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

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 Teacher’s Signature\* Date Observer’s/Evaluator’s Signature Date

\*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the Chair of the Appeals Panel within five (5) workdays of receipt of this evaluation as described in the certified Personnel Evaluation Plan

**Library Media Specialist Formative Observation Tool**

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

**Library Media Specialist:** **School:**

**Evaluator:** **Date:**

|  |  |  |
| --- | --- | --- |
| **Component:** | **Rating:** | **Evidence:** |
| *1A -* Demonstrating Knowledge of Content Curriculum and Process  | I | D | A | E |  |
| *1B -* Demonstrating Knowledge of Students | I | D | A | E |  |
| *1C-* Supporting Instructional Goals | I | D | A | E |  |
| *1D -* Demonstrating Knowledge and Use of Resources | I | D | A | E |  |
| *1E -* Demonstrating a Knowledge of Literature and Lifelong Learning | I | D | A | E |  |
| *1F -* Collaborating in the Design of Instructional Experiences | I | D | A | E |  |
| *2A-* Creating an environment of respect and rapport | I | D | A | E |  |
| *2B -* Establishing a Culture for Learning | I | D | A | E |  |
| *2C -* Managing Library Procedures | I | D | A | E |  |
| *2D -* Managing student behavior | I | D | A | E |  |
| *2E -* Organizing physical space | I | D | A | E |  |
| *3A -* Communicating Clearly and Accurately | I | D | A | E |  |
| *3B -* Using Questioning and Research Techniques | I | D | A | E |  |
| *3C -*  Engaging Students in Learning | I | D | A | E |  |
| *3D -* Assessment in Instruction (whole class, one-on-one and small group  | I | D | A | E |  |
| *3E -* Demonstrating Flexibility and Responsiveness | I | D | A | E |  |
| *4A -* Reflecting on Practice  | I | D | A | E |  |
| *4B -* Maintaining Accurate Records | I | D | A | E |  |
| *4C -* Communicating with School Staff and Community | I | D | A | E |  |
| *4D -* Participating in a Professional Community | I | D | A | E |  |
| *4E -* Growing and Developing Professionally | I | D | A | E |  |
| *4F* Collection Development and Maintenance | I | D | A | E |  |
| *4G*- Managing the Library Budget |  I | D |  A |  E |  |
| *4H*- Managing Personnel |  I | D |  A |  E |  |
| *4I-* Professional ethics |  I | D |  A |  E |  |

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 Teacher’s Signature\* Date Observer’s/Evaluator’s Signature Date

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**Instructional Coach/Curriculum Specialist/Technology Integration Specialist**

**Formative Observation Tool**

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

**Library Media Specialist:** **School:**

**Evaluator:** **Date:**

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

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 Teacher’s Signature\* Date Observer’s/Evaluator’s Signature Date

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**Therapeutic Specialist/Speech Pathologist**

**Formative Observation Tool**

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

**Therapeutic Specialist:** **School:**

**Evaluator:** **Date:**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

 Teacher’s Signature Date Observer’s/Evaluator’s Signature Date

\*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the Chair of the Appeals Panel within five (5) workdays of receipt of this evaluation as described in the certified Personnel Evaluation Plan

**Testing Specialist/Psychologist Formative Observation Tool**

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

**Psychologist:** **School:**

**Evaluator:** **Date:**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

 Teacher’s Signature\* Date Observer’s/Evaluator’s Signature Date

\*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the Chair of the Appeals Panel within five (5) workdays of receipt of this evaluation as described in the certified Personnel Evaluation Plan

**Other Professional Overall Summative Rating**

**Directions:** Completed by primary evaluator. Overall Performance Category is based on Professional Practice and accompanying decision rules

**Other Professional: School Year: School:**

**Professional Practice**

**Domain 1: Planning and Preparation**

Ineffective, Developing, Accomplished, Exemplary

**Domain 2: The Environment**

Ineffective, Developing, Accomplished, Exemplary

**Domain 3: Delivery of Service**

Ineffective, Developing, Accomplished, Exemplary

**Domain 4: Professional Responsibility**

Ineffective, Developing, Accomplished, Exemplary

|  |
| --- |
| **Overall Professional Practice Rating** |
| Ineffective | Developing | Accomplished | Exemplary |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

 Teacher’s Signature\* Date Evaluator’s Signature Date

\*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the Chair of the Appeals Panel within five (5) workdays of receipt of this evaluation as described in the certified Personnel Evaluation Plan

**McCracken County Public Schools**

The Individual Corrective Action Plan is developed when an evaluatee receives a “Ineffective” on the Summative Evaluation, when immediate action is necessary to correct a deficiency, or when called for through Professional Growth and Effectiveness System procedures.

**Individual Corrective Action Plan**

**for**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard or Domain Number** | **Present PG\* Stages** | **Growth Objective/Goals(s)****(describe desired outcomes)** | **Procedures and Activities for Achieving Goals and Objectives (including support personnel)** | **Appraisal Method and Target Dates** |
|  |  |  |  |  |
|  |  |  |  |  |

**Evaluatee’s Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator’s Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Individual Corrective Action Plan Developed:** | **Status: Achieved: \_\_\_\_\_ Revised: \_\_\_\_\_ Continued:\_\_\_\_\_** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**  **(Evaluatee’s Signature) (Date)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_** **(Evaluator’s Signature) (Date)** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_**  **(Evaluator’s Signature) (Date)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_**  **(Evaluatee’s Signature) (Date)** |

**\*Professional Growth Plan Stages:**

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

**PPGES Site Visit Document**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Principal** |  |
| **School** |  |
| **Level** |  |
| **Supervisor** |  |
| **Site Visit Date** |  |
| **Mid-Year or Second Site Visit** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reviewed/Discussed Self Reflections**  | **Yes** | **No** | **Feedback:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reviewed/Discussed Progress of Standards** | **Yes** | **No** | **Feedback:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reviewed/Discussed Student Growth Progress** | **Yes** | **No** | **Feedback:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Reviewed/Discussed Progress Professional Growth Plan** | **Yes** | **No** | **Feedback:** |

|  |
| --- |
| **Principal Comments:** |

|  |
| --- |
| **Superintendent Comments:** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 Principal’s Signature\* Date Superintendent’s Signature Date

*\*Denotes sharing of results and progress, not necessarily agreement with the formative progress statements/feedback.*

**PPGES Summative Evaluation Document**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Principal** |  |
| **School** |  |
| **Level** |  |
| **Supervisor** |  |
| **Summative Conference Date** |  |

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

|  |
| --- |
| **Overall Performance Rating** |
| **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 Principal’s Signature\* Date Superintendent’s Signature Date

\*Denotes discussion of results, not necessarily agreement with the summative rating. Appeals shall be made to the Chair of the Appeals Panel within five (5) workdays of receipt of this evaluation as described in the certified Personnel Evaluation Plan

DISTRICT ADMINISTRATORS

(CONTINUATION OF CERTIFIED EVALUATION PROCEDURES USED PRE-PGES)

**FORMATIVE PHASE**

# SCHEDULING NON-TENURED ADMINISTRATORS

* Yearly minimum of four (4) formative observations.
* Two (2) must be scheduled observations and two (2) may be unscheduled.
* Additional scheduled or unscheduled formative observations may be conducted.
* Yearly minimum of one (1) individual professional growth plan.
* One (1) yearly summative evaluation.

# SCHEDULING FOR TENURED ADMINISTRATORS

* Yearly minimum of one (1) scheduled formative observation.
* Additional scheduled or unscheduled formative observations may be conducted. Any tenured administrator whose observation results are unsatisfactory shall have multiple observations.
* Yearly minimum of one (1) job performance growth plan.
* One (1) yearly summative evaluation.

**FORMATIVE PHASE FOR SCHEDULED OBSERVATIONS.**

* All observations are to be conducted openly and with the full knowledge of the evaluatee.
* The evaluator and the evaluatee will establish the date and time for the observation.
* The evaluator will conduct a pre-observation conference on an individual basis.
* Evaluatee must have pertinent materials available for the evaluator to review.
* The evaluator will provide a copy of the formative observation form to the evaluatee.
* The observation will be discussed in detail in a scheduled, formal post observation conference that will occur within five (5) school days following the observation.
* The evaluator and the evaluatee will sign and date the formative observation form to indicate that the document has been read and discussed.
* If the evaluatee wishes to respond, a statement should be written, signed, and attached to the form.

**FORMATIVE PHASE FOR UNSCHEDULED OBSERVATIONS**

* All observations are to be conducted openly and with the full knowledge of the evaluatee.
* Evaluator selects time and date for observation.
* Evaluatee must have pertinent materials available for the evaluator to review.
* The evaluator will provide a copy of the formative observation form to the evaluatee.
* The observation will be discussed in detail in a scheduled, formal post observation conference that will occur within five (5) school days following the observation.
* The evaluator and the evaluatee will sign and date the formative observation form to indicate that the document has been read and discussed.
* If the evaluatee wishes to respond, a statement should be written, signed, and attached to the form.

## SUMMATIVE PHASE

* The summative phase is the review of all data gathered in formative observations during the school year pertaining to the performance of the evaluatee.
* Summative evaluations will be completed for nontenured administrators and administrators not recommended for reemployment by April 1 each year. All other summative evaluation reports must be completed by June 30. These will be submitted to the Assistant Superintendent for Personnel.
* Pertinent data will be identified through the summative evaluation report which represents major performance areas and specific criteria statements.
* The summative evaluation will address all performance areas.
* After the evaluator has completed the summative evaluation report, a copy will be given to the evaluatee at least one day prior to the summative conference. The summative conference will be conducted during which time the evaluator and the evaluatee review the summative evaluation report.
* The evaluator and the evaluatee will sign and date the summative evaluation form to indicate that the document has been read and discussed.
* If the evaluatee wishes to respond, a statement should be written, signed, and attached to the form. (See also, Evaluation Appeals Process.)
* Copies of the summative evaluation will be retained by the evaluator, the evaluatee and the Superintendent of Schools. Also, the original copy will go into the individual's personnel file at the Central Office.

**INDIVIDUAL CORRECTIVE ACTION PLANS**

An Individual Corrective Action Plan must be developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation Form or when immediate action is necessary to correct a deficiency.

The evaluatee will continue to work toward the goals specified in the plan until such time that the evaluator determines the goals have been met and the evaluatee’s performance rating(s) on a Summative Evaluation Form is “meets” on the standard(s) for which the corrective action was necessary or the deficiency addressed is corrected.

**SUPERINTENDENT’S EVALUATION**

The Board of Education and the Superintendent shall develop procedures and forms for the evaluation and professional growth of the Superintendent in compliance with applicable statues and regulations. The Superintendent will be evaluated with SPGES procedures in 17-18 if required by KDE.

\_\_\_\_\_\_\_Scheduled

\_\_\_\_\_Unscheduled

McCRACKEN COUNTY PUBLIC SCHOOLS

FORMATIVE CONFERENCE INSTRUMENT - ADMINISTRATORS

(√) Indicates the item was observed. The quality of the indicator may be explained by the evaluator under "Comments." (Items left blank mean they were not applicable or not observed).

### Administrator Position

Evaluator/Observer Position

**Date of Observation School**

|  |  |  |
| --- | --- | --- |
| **Standards/Performance Criteria** |  |  |
| 1. **Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**
 | Observed | **Comments** |
| * 1. Collaboratively develops and implements a shared vision and mission
 |  |  |
| * 1. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
 |  |
| 1.3 Creates and implements plans to achieve goals |  |
| 1.4 Promotes continuous and sustainable improvement |  |
| 1.5 Monitors and evaluates progress and revises plans |  |
| **Standard 1 Overall Comments:** |
| 1. **Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth**
 | Observed | Comments |
| 2.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations |  |  |
| 2.2 Creates a comprehensive, rigorous, and coherent curricular program  |  |
| 2.3 Creates a personalized and motivating learning environment for students |  |
| 2.4 Supervises instruction  |  |
| 2.5 Develops assessment and accountability systems to monitor student progress |  |
| 2.6 Develops the instructional and leadership capacity of staff |  |
| 2.7 Maximizes time spent on quality instruction |  |  |
| 2.8 Promotes the use of the most effective and appropriate technologies to support teaching and learning |  |
| 2.9 Monitors and evaluates the impact of the instructional program |  |
| Standard 2 Overall Comments: |
| **3: Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment** | Observed | Comments |
| 3.1 Monitors and evaluates the management and operational systems |  |  |
| 3.2 Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources |  |
| 3.3 Promotes and protects the welfare and safety of students and staff |  |
| 3.4 Develops the capacity for distributed leadership |  |
| 3.5 Ensures teacher and organizational time is focused to support quality instruction and student learning |  |
| Standard 3 Overall Comments:  |
| 1. **Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources**
 | Observed | Comments |
| 4.1 Collects and analyzes data and information pertinent to the education environment |  |  |
| 4.2 Promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources  |  |
| 4.3 Builds and sustains positive relationships with families and caregivers |  |
| 4.4 Builds and sustains productive relationships with community partners  |  |
| Standard 4 Overall Comments: |

|  |  |  |
| --- | --- | --- |
| 1. **Promotes the success of every student by acting with integrity, fairness, and in an ethical manner**
 | Observed | Comments |
| 5.1 Ensures a system of accountability for every student’s academic and social success |  |  |
| 5.2 Models principles of self-awareness, reflective practice, transparency, and ethical behavior  |  |
| 5.3 Safeguards the values of democracy, equity, and diversity |  |
| 5.4 Considers and evaluates the potential moral and legal consequences of decision-making |  |
| 5.5 Promotes social justice and ensures that individual student needs inform all aspects of schooling |  |
| 5.6 Demonstrates punctuality and good attendance for all duties. |  |
| 5.7 Adheres to school board policies and administrative procedures. |  |
| 5.8 Adheres to the state professional Code of Ethics. |  |
| **Standard 5 Overall Comments:**  |
| 1. **Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context**
 | **Observed** | **Comments** |
| 6.1 Advocates for children, families, and caregivers |  |  |
| 6.2 Acts to influence local, district, state, and national decisions affecting student learning |  |
| 6.3 Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies |  |
| **Standard 6 Overall Comments:**  |



(By signing above, the administrator acknowledges that this Formative Conference Instrument has been discussed with him/her by the evaluator and that its content is understood. If the administrator wishes to respond, a statement should be written, signed, and attached to this form within five working

|  |  |  |
| --- | --- | --- |
| **Standards/Performance Criteria** | Performance/Product/PortfolioRatings | Professional Growth |
| \*\*NOTE: \*More than one (1) rating may be checked | Activities |
| **1: Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**  | **Meets** | **Growth Needed** | **Does Not Meet** | **Discussed** |
| * 1. Collaboratively develops and implements a shared vision and mission
 |  |  |  |  |
| * 1. Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning
 |  |  |  |
| 1.3 Creates and implements plans to achieve goals |  |  |  |
| 1.4 Promotes continuous and sustainable improvement |  |  |  |
| 1.5 Monitors and evaluates progress and revises plans |  |  |  |
| **Standard 1 Overall Rating for Summative Evaluation Form** |  |  |  |
| 1. **Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth**
 | **Meets** | **Growth Needed** | **Does Not Meet** | **Discussed** |
| 2.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations |  |  |  |  |
| 2.2 Creates a comprehensive, rigorous, and coherent curricular program |  |  |  |
| 2.3 Creates a personalized and motivating learning environment for students |  |  |  |
| 2.4 Supervises instruction |  |  |  |
| 2.5 Develops assessment and accountability systems to monitor student progress |  |  |  |
| 2.6 Develops the instructional and leadership capacity of staff |  |  |  |
| 2.7 Maximizes time spent on quality instruction |  |  |  |
| 2.8 Promotes the use of the most effective and appropriate technologies to support teaching and learning |  |  |  |

McCRACKEN COUNTY PUBLIC SCHOOLS

SUMMATIVE CONFERENCING FORM – ADMINISTRATORS

(Evaluator and evaluate discuss and complete prior to developing the administrator’s professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

### Evaluatee/Observee Position \_\_\_\_\_\_\_

Evaluator/Observer Position \_\_\_\_\_\_\_

**Date of Conference (Analysis) School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.9 Monitors and evaluates the impact of the instructional program |  |  |  |  |
| **Standard 2 Overall Rating for Summative Evaluation Form** |  |  |  |
| **3: Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment** | **Meets** | **Growth Needed** | **Does Not Meet** | **Discussed** |
| 3.1 Monitors and evaluates the management and operational systems |  |  |  |  |
| 3.2 Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources |  |  |  |
| 3.3 Promotes and protects the welfare and safety of students and staff |  |  |  |
| 3.4 Develops the capacity for distributed leadership |  |  |  |
| 3.5 Ensures teacher and organizational time is focused to support quality instruction and student learning |  |  |  |
| **Standard 3 Overall Rating for Summative Evaluation Form** |  |  |  |
| **4: Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources** | **Meets** | **Growth Needed** | **Does Not Meet** | **Discussed** |
| 4.1 Collects and analyzes data and information pertinent to the education environment |  |  |  |  |
| 4.2 Promotes understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources  |  |  |  |
| 4.3 Builds and sustains positive relationships with families and caregivers |  |  |  |
| 4.4 Builds and sustains productive relationships with community partners |  |  |  |
| **Standard 4 Overall Rating for Summative Evaluation Form** |  |  |  |
| 1. **Promotes the success of every student by acting with integrity, fairness, and in an ethical manner**
 | **Meets** | **Growth Needed** | **Does Not Meet** | **Discussed** |
| 5.1 Ensures a system of accountability for every student’s academic and social success |  |  |  |  |
| 5.2 Models principles of self-awareness, reflective practice, transparency, and ethical behavior |  |  |  |
| 5.3 Safeguards the values of democracy, equity, and diversity |  |  |  |
| 5.4 Considers and evaluates the potential moral and legal consequences of decision-making |  |  |  |
| 5.5 Promotes social justice and ensures that individual student needs inform all aspects of schooling |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5.6 Demonstrates punctuality and good attendance for all duties |  |  |  |  |
| 5.7 Adheres to school board policies and administrative procedures |  |  |  |
| 5.8 Adheres to the state professional Code of Ethics |  |  |  |
| **Standard 5 Overall Rating for Summative Evaluation Form** |  |  |  |
| 1. **Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context**
 | **Meets** | **Growth Needed** | **Does Not Meet** | **Discussed** |
| 6.1 Advocates for children, families, and caregivers |  |  |  |  |
| 6.2 Acts to influence local, district, state, and national decisions affecting student learning |  |  |  |
| 6.3 Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies |  |  |  |
| **Standard 6 Overall Rating for Summative Evaluation Form** |  |  |  |

\*NOTE: This column provides for one or more ratings. For example, an evaluatee might simply “*meet*” the performance criteria and that cell alone would be checked. Also, an evaluatee could *“meet” the* performance criteria yet *“need growth”* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *“not meet”* the performance criteria and *“need growth.”* If the *“does not meet”* cell is checked, the cell *“growth needed”* must be checked.



# McCRACKEN COUNTY PUBLIC SCHOOLS

**SUMMATIVE EVALUATION FOR ADMINISTRATORS**

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee Position

Evaluator Position

School/Work Site

Date(s) of Observation(s) 1st 2nd 3rd 4th

Date(s) of Conference(s) 1st 2nd 3rd 4th

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Meets** | **Growth****Needed** | **\*Does****Not****Meet** |
| 1: Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. |  |  |  |
| 2: Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth |  |  |  |
| 3: Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment |  |  |  |
| 4: Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources |  |  |  |
| 5: Promotes the success of every student by acting with integrity, fairness, and in an ethical manner |  |  |  |
| 6: Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context |  |  |  |

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. 2. 3. 4. 5. 6.

Evaluatee's Comments:

Evaluator's Comments:

**To be signed after all information above has been completed and discussed:**

Evaluatee:

 Signature Date

Evaluator:

 Signature Date

\*Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.(By signing above, the administrator acknowledges that this Summative Evaluation has been discussed with him/her by the evaluator and that its content is understood. If the administrator wishes to respond, a statement should be written, signed, and attached to this form within five working days.)