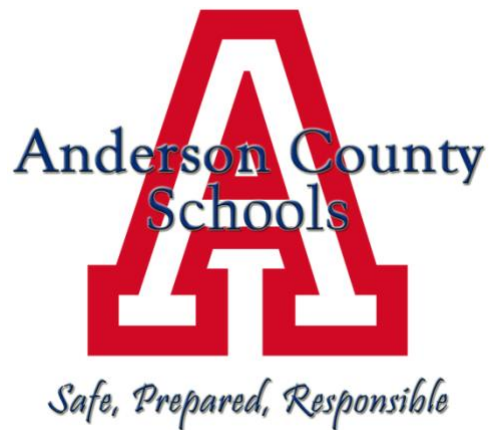


Anderson County Schools



Certified Evaluation Plan Revised May 2020

Anderson County Schools Certified Evaluation Plan Table of Contents

Assurances	4
Professional Ethics	6
Evaluation Plan Review Committee	7
Evaluation Cycle Timeline	8
Roles and Definitions	10
Employee Orientation	12
Written Evaluations and Performance Standard	12
Certified Evaluatee/Evaluator List	14
Teachers and Other Professionals (TPGES)	
The Kentucky Framework for Teaching	16
Measures/Sources of Evidence	16
Self-Reflection and Professional Growth Planning	17
Professional Growth Planning Timeline	17
Observation and Observation Model	18
Observation Schedule	21
Observation Conferencing	21
Observer Certification/Calibration	22
Products of Practice/Other Sources of Evidence	22
Determining the Summative Rating	24
The KY Framework for Personnel Evaluation Role Group, Measure, and Performance Criteria	25
Principals and Assistant Principals (PPGES)	
Measures/Sources of Evidence	27
Principal Performance Standards	27
Self-Reflection and Professional Growth Planning	28
Professional Growth Planning Timeline	29
Site-Visit/Site Visit Timeline	30
Products of Practice/Other Sources of Evidence	30
Determining the Summative Rating	31
District Certified Personnel, School Psychologists, and Related Service Providers	
Measures/Sources of Evidence	34
Appeals Process	37
Appendix	
<i>Teachers and Other Professionals Forms</i>	
Reflective Practice, Student Growth, and Professional Growth Plan - Teacher	45
Reflective Practice, Student Growth, and Professional Growth Plan - Library/Media	49
Reflective Practice, Student Growth, and Professional Growth Plan - Instructional Coach	53
Reflective Practice, Student Growth, and Professional Growth Plan - Guidance Counselor/Social Worker	57
Reflective Practice, Student Growth, and Professional Growth Plan – Speech Pathologist	61
Student Growth Goal Worksheet	65
Pre-Observation- Teacher	66
Pre-Observation - Other Professionals	67
Formative Mini-Observation - Teachers	68
Formative Full Observation - Teachers	69
Formative Mini-Observation - Instructional Coach	70
Formative Full Observation - Instructional Coach	71
Formative Mini-Observation - Library Media Specialist	72
Formative Full Observation - Library Media Specialist	73
Formative Mini-Observation - Guidance Counselor/Social Worker	74
Formative Full Observation - Guidance Counselor/Social Worker	75

Formative Mini-Observation - Speech Pathologist	76
Formative Full Observation - Speech Pathologist	77
Summative Evaluation - Teacher	78
Summative Evaluation - Other Professionals	79
<i>Principals and Assistant Principals Forms</i>	
Reflective Practice, Growth Goal and Professional Growth- Principal/Assistant Principal	81
Site Visit (for data collection) - Principal	85
Observation (for data collection) - Assistant Principal	95
Formative Evaluation - Principal/Assistant Principal	105
Summative Evaluation - Principal/Assistant Principal	107
<i>District Certified Personnel Forms</i>	
Self-Reflection –District Certified Personnel	110
Self-Reflection – School Psychologist	115
Professional Growth Plan – District Certified Professional	117
Formative Evaluation – Central Office Director	119
Summative Evaluation – Central Office Director	121
Formative Evaluation – School Psychologist	123
Summative Evaluation – School Psychologist	124
Other Resources	
Principal Performance Standards	126
Application for Election to Membership Local Evaluation Appeals Panel	130
Local Evaluation Appeals	131
Improvement Assistance Plan	132
Individual Corrective Action Plan	133
Certified Evaluation Plan Handbook Signature	134

ANDERSON COUNTY SCHOOLS ASSURANCES CERTIFIED EVALUATION PLAN

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

<u>Name</u>	<u>School</u>	<u>Title</u>
Mary Alcorn	Anderson County High School	Special Education Teacher
Tyler Hobbs	Anderson County Middle School	Math Teacher
Maggie Damron	Anderson County High School	ELA Teacher
Cari Hamlin	Ezra Sparrow Early Childhood Center	Instructional Coach
Lauren Koeller	Anderson County High School	Social Studies Teacher
Heather Case	Anderson County Middle School	ELA Teacher
Hannah Harvey	Emma B. Ward Elementary	Third Grade Teacher
Shannon Wells	Robert B. Turner Elementary	Instructional Coach
Erin Woods	Saffell Street Elementary	Fifth Grade Teacher
Jason Alexander	Robert B. Turner Elementary	Principal
Chris Glass	Anderson County High School	Principal
Bobby Murphy	Central Office	Director of CIA
Jeanna Rose	Anderson County Middle School	Principal
Beth Morgan-Cook	Central Office	Director of Special Education
Janice Meredith	Ezra Sparrow Early Childhood Center	Principal
Kim Hubbard	Emma B. Ward Elementary	Principal
Lucas Shouse	APEX Academy	Director
Todd Wooldridge	Saffell Street Elementary	Principal

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

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

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)
The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 4, 2020. (704 KAR 3:370)

Sheila Mitchell, Superintendent

Date

Scott Luna, Chairperson

Date

**PROFESSIONAL CODE OF ETHICS
FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL
16 KAR 20:680**

Certified personnel in the Commonwealth:

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

<u>THE STUDENTS</u>	<u>THE PARENTS</u>	<u>EDUCATION PROFESSION</u>
<ul style="list-style-type: none"> ● Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator. ● Shall respect the constitutional rights of all students. ● Shall take reasonable measures to protect the health, safety, and emotional well-being of students. ● Shall not use professional relationships or authority with students for personal advantage. ● Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. ● Shall not knowingly make false or malicious statements about students or colleagues. ● Shall refrain from subjecting students to embarrassment or disparagement. ● Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault 	<ul style="list-style-type: none"> ● Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student. ● Shall endeavor to understand community cultures and diverse home environments of students. ● Shall not knowingly distort or misrepresent facts concerning educational issues. ● Shall distinguish between personal views and the views of the employing educational agency. ● Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. ● Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities. ● Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage. 	<ul style="list-style-type: none"> ● Shall exemplify behaviors which maintain the dignity and integrity of the profession. ● Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities. ● Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law. ● Shall not use coercive means or give special treatment in order to influence professional decisions. ● Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications. ● Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

EVALUATION PLAN REVIEW COMMITTEE

The purposes of Anderson County's Evaluation Plan Review Committee shall be: (1) to review the certified employee evaluation plan (and subsequent amendments) adopted Fall of 1999, revised in 2006, 2007, 2008, 2010, 2012, 2014, 2015, 2016, 2017, 2018, 2019 and 2020 and by the Board of Education; and (2) recommend revisions.

The Evaluation Plan Review Committee shall consist of a teacher and an administrator representing each school. Each school will be responsible for the selection of its teacher and administrative representative. The committee shall also include the Alternative School Teacher/Director, Instructional Supervisor/Director of Curriculum, and Special Education Director, as well as an additional teacher from the middle school and two additional teachers from the high school.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in 704 KAR 3:370 and KRS 156.557.

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

For additional information about the Anderson County Certified Personnel Evaluation Plan, please contact:

Bobby Murphy
Director of Curriculum and Assessment
1160 By-Pass North
Lawrenceburg, Kentucky 40342

**ANDERSON COUNTY SCHOOLS
EVALUATION CYCLE TIMELINE FOR TEACHERS, OTHER PROFESSIONALS, AND
ADMINISTRATORS**

PROCESS	TIMELINE
<p>1. Certified staff will self-reflect to inform Professional Growth Plan (PGP) with administrator and sign for all certified employees</p> <p>1a. Evaluator and Evaluatee must review PGP twice (mid-year and at end of year.)</p>	<p>1. As early as MAY 1 of the current school year and no later than OCTOBER 1 of the ensuing school year. Those hired after first day of school, PGP due within 30 calendar days of reporting for employment. Administrators hired after first day of school, PGP due within 60 calendar days of reporting for employment</p> <p>1a. No later than January 31 and no later than CLOSING DAY (or by June 15 for central office directors)</p>
<p>2. Review Evaluation Plan, including Domains and Performance Criteria and individual school's indicators for criteria. A copy of the evaluation plan is made available to the certified staff members via email. Staff members review the evaluation plan and ask for questions to be clarified before the first observation.</p> <p>2a. Give out applications for local evaluation appeals panel.</p> <p>2b. Pool of peer observers selected for each school.</p>	<p>2. Within 30 calendar days of employee reporting for employment</p> <p>2a. By SEPTEMBER 1</p> <p>2b. By SEPTEMBER 1</p>
<p>3. Implement Action Plan as soon as Professional Growth Plan (or) Individual Corrective Action Plan, (if needed) is signed. Additions to Professional Growth Plan or Corrective Action Plan are created with administrator. (Additional professional growth plans or individual corrective action plans may be added during the year.)</p>	<p>3. Implement and monitor action plans for PGP or ICAP.</p>
<p>4. Pre-conferences, observations and conferences for data collection regarding performances of employee</p> <p>4a. Teachers and other professionals: Non-tenured new teacher interns (those new to the profession of teaching; non-tenured & first year)</p> <p>4b. Teachers and other professionals: One Year Cycle (non-tenured teachers in 2nd, 3rd, or 4th year of teaching)</p> <p>4c. Teachers and other professionals: Three Year Cycle</p> <p>4d. Other district professionals: non-teaching certified staff</p> <p>4a/b/c/d. Teachers, other professionals, and other district professionals</p>	<p>4. Pre-observation conference not required, but may be requested by either principal or teacher. When requested, pre-observation conference occurs a minimum of one (1) day prior to a formative observation. If principal or teacher requests a face-to-face pre-conference, a face-to-face meeting is conducted. Observations may begin after 30 calendar days of reporting for employment. Post-conferences must follow classroom observations by no more than five (5) working days.</p> <p>4a. A minimum of two (2) observations and post-observation conferences per school year, following ACS New Teacher Mentoring Program requirements:</p> <ul style="list-style-type: none"> ● First full observation between 30th calendar day of reporting for employment and CHRISTMAS BREAK ● Second full observation by April 25th ● Additional observations (full and/or mini) may be conducted at the discretion of the supervising administrator. <p>A Summative Evaluation is required to be completed and sent to Central Office by MAY 1. (All observations should be completed by APRIL 25.)</p> <p>4b. Minimum of two (2) observations (one of which must be a full) and face-to-face post-conferences per school year.</p> <ul style="list-style-type: none"> ● First observation before CHRISTMAS BREAK. ● Second observation no later than APRIL 25. A Summative Evaluation is required to be completed and sent to Central Office by MAY 1. <p>4c. Minimum of one (1) observation per school year. Year 1 and Year 2 will be mini-observations completed no later than APRIL 25. Year 3 will be a full observation conducted by the evaluator no later than APRIL 25. A Summative Evaluation is required to be completed and sent to Central Office by MAY 1.</p> <p>4d. Complete one site visit (excluding central office directors). A summative evaluation and conference each year for an update regarding standards and progress of Growth/Action Plan by MAY 1 (or by June 15 for central office directors).</p> <p>4a/b/c/d. At any time, additional observations and/or site visits may be conducted and memos regarding outstanding performance may be written. At any time, conferences may be conducted and Individual Corrective Action Plans/or memos written to note areas of concern. These memos become part of the evaluation folder.</p>

5. Reflective Practice, Student Growth, and PGP written, revised (if necessary) and approved by supervisor	5. Submitted to supervisor, reviewed and approved by supervisor by OCTOBER 1
6. Continuous observations/conferences/corrective plans	6. At any time; prior notice is not required. At any time, teacher can be moved from 3 year cycle to 1 year cycle.
7. Mid-year review of student growth goals and PGP	7. By January 31, teachers and other professionals complete mid-year reflections, making revisions to PGPs, and collect evidence around progress toward meeting professional growth planning goals.
8. Response to summative rating	8. Evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.
<p>9. Assess results; review/revise if needed, the current year's Professional Growth Plan.</p> <p>9a. Evaluator recommendations for non-renewal of contract for non-tenured teachers and discusses in a conference with employee. A written notification from the Superintendent will be sent to the employee by MAY 15.</p>	<p>9. No later than CLOSING DAY.</p> <p>9a. The principal will send in writing with supporting documentation to the Superintendent no later than MAY 1. The staff member will be notified no later than MAY 15 of non-renewal for non-tenured staff.</p>

Anderson County Schools Professional Growth and Effectiveness Plan

The vision for the Anderson County Schools certified evaluation plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles in the Evaluation Process

704 KAR 3:370 and KRS 156.557 The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel, selected by the primary evaluator, may be used to observe and provide information to the primary evaluator.

(As applied to Kentucky's professional growth and certified personnel evaluation process.) Evaluation terms and definitions listed below include but are not limited to those presented in KRS 156.557, 704 KAR 3:370 and KRS 160.345.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Contributor:** One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or evaluator.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Corrective Action Plan (CAP):** A plan developed by the evaluator, in collaboration with evaluatee as a result of one or more "Does Not Meet" or "Ineffective" rating(s) on the summative evaluation or documented unsatisfactory performance observed at any time during the school year. Specific assistance and activities are identified and progress monitored.
8. **Evaluatee:** A certified school personnel who is being evaluated.
9. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
10. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
11. **Formative Evaluation:** Is defined in KRS 156.557(1)(a).
12. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.

13. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
14. **Job Category:** A group or class of certified school personnel positions with closely related functions.
15. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
16. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
17. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
18. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
19. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
20. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
21. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
22. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely feedback to guide professional development.
23. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
24. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

25. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
26. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
27. **Local Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively, and utilized in measures/domains but not in rating determination.
28. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
29. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

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

NOTE: Evaluators are asked, from time to time, for their appraisal of a current or former employee's performance; i.e., recommendations. They are to respond only if they did have or currently have responsibility for the employee's evaluation. If not, they are to refer the request to the appropriate evaluator or to the Central Office for verification of employment.

Employee Orientation

Annually, the evaluation criteria and process used to evaluate a certified employee shall be explained to and discussed with the employee no later than the end of the first thirty (30) calendar days of reporting for employment unless the time needs to be extended for good cause shown in writing.

A copy of the handbook will be made available to all employees. The handbook may be provided to staff members electronically. A written copy will be provided to all employees who request one. Questions concerning the contents of the evaluation plan handbook must be raised by the employee prior to the first observation. The contents of the evaluation plan handbook must be reviewed with each employee prior to any observation/evaluation. All certified personnel must have immediate notice of any changes made to the evaluation process.

The annual review shall include an explanation of the contents of the evaluation plan handbook, including the Domains and Components. Prior to the first observation, each building principal may annually develop and explain to building personnel the Critical Attributes (look-fors) for Domains that are building-specific, based on the school's comprehensive plan goals, professional development, and/or other factors. The building principal is responsible for providing, upon employee request, a copy of any additional job description, which is not included in the Appendix of the Evaluation Plan Handbook.

Written Evaluations and Performance Standard

All evaluations of certified employees below the level of the district superintendent shall be in writing and documented on approved forms to become part of official personnel record. An opportunity for written response to evaluations shall be included in the official personnel record. A copy of the evaluation is provided to the evaluatee.

The domains and components from the evaluation plan handbook shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria such as, descriptions, applicable local board policies and Kentucky School Personnel Code of Ethics) be understood by all parties.

**ANDERSON COUNTY SCHOOLS
CERTIFIED EVALUATEE-EVALUATOR LIST**

Teachers

Certified Position

Alternative School Teacher
ESL Teacher/Coordinator
Gifted and Talented Teacher/Coordinator
Hearing Impaired Teacher
Homebound Teacher
PASS Teacher
Preschool Teacher
Special Education Teacher
Teacher
Visually Impaired Teacher

Primary Evaluator*

Alternative School Teacher/Director
Director of Curriculum (Principal)
Director of Curriculum (Principal)
Director of Special Education (Principal)
Director of Student Services (Principal)
Principal (Administrators)
Principal (Administrators)
Principal (Administrators)
Principal (Administrators)
Director of Special Education (Principal)

Other Professionals

Certified Position

Counselor
Instructional Coach
Media Specialist
Occupational Therapist
Physical Therapist
Speech Pathologist (School-Based)
Speech Pathologist (District-Wide)

Primary Evaluator*

Principal
Principal (Director of Curriculum)
Principal
Director of Special Education (Principal)
Director of Special Education (Principal)
Principal
Director of Special Education (Principal)

Principals and Assistant Principals

Certified Position

Alternative School Teacher/Director
Assistant Principal
Principal

Primary Evaluator*

Superintendent
Principal
Superintendent

District Certified Personnel

Certified Position

Adult Community Education Coordinator
Adult Education Director
Chief Information Officer
Director of Special Education
Director of District-Wide Programs and Operations
Nutrition Service Coordinator
Director of Student Services
Director of Transportation
Technology Integration Specialist
Drop Out Prevention Coordinator
Family Resource Center Director
Finance Officer
Director of Curriculum
Interpreter (Sign Language)
Maintenance Director
Regional Training Center Director
School Psychologist (School-Based)
School Psychologist (District-Wide)
Superintendent
Youth Service Center Director

Primary Evaluator*

Director of Curriculum (Director of Student Services)
Director of Curriculum (Director of Student Services)
Superintendent
Superintendent
Superintendent
Superintendent
Superintendent
Director of Student Services (Superintendent)
Chief Information Officer
High School Principal (Middle School Principal)
Director of Student Services (Principal)
Superintendent
Superintendent
Director of Special Education (Principal)
Superintendent
Director of Curriculum (Superintendent)
Principal
Director of Special Education (Principal)
Board of Education
Director of Student Services (Principal)

***Or Designee decided by the Principal or Immediate Supervisor. (Contributors are noted in parenthesis). Immediate Supervisor will sign the Summative Evaluation Form.**

TEACHERS AND OTHER PROFESSIONALS

The Kentucky Framework for Teaching

The Kentucky Framework for Teaching (FfT) is designed to support student achievement and professional practice through the domains of: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

Multiple Measures/Sources of Evidence

Evaluators must use the following four (4) measures in determining overall ratings:

- Planning
- Environment
- Instruction
- Professionalism

Sources of evidence as they relate to the above measures may be used. Other Measures of Student Learning, Products of Practice, Other Sources (e.g., Surveys, Walk-through Observations documenting trends of a minimum of three classroom visits. Walk-through forms may include building-specific look-fors from Rigor/Relevance Framework, Domains form FfT, Collaborative Instructional Review, Instructional Rounds data or other professional development.)

The following measures and sources of evidence related to supporting an educator's performance rating on a district approved form includes: Self-Reflection, Professional Growth Goals, and the Summative/Summary of Evidence.

Late Hires

Certified Personnel that are considered "Late Hires" will also utilize the above measures and sources of evidence.

Measure Ratings

Self-Reflection and Professional Growth Planning

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.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection and are aligned with school/district improvement plans. In collaboration with the administrators, teachers identify explicit goal, which drive the focus of professional growth activities, support, and on-going reflection.

Required

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- Review of professional growth plan conducted by January 31 and Closing Day (or by June 15 for central office directors).

Professional Growth Planning

All certified personnel will prepare a professional growth plan (PGP) annually and revisit it as the need arises for the purposes of review and revision. All professional growth plans will align with the goals and priorities of the school/district improvement plans. It is important to emphasize that professional growth is an ongoing process that will facilitate the progress of the individual toward improving instruction for student achievement. The superintendent's professional growth will be developed and implemented pursuant to KRS 156.111.

All certified employees will develop a PGP by October 1 each year. The growth plan will be submitted to and reviewed by the building principal and/or primary evaluator. The professional growth planning process affords the evaluatee and the immediate supervisor an opportunity to discuss, develop, and ultimately agree upon a PGP aligned with specific goals and objectives of the school or district improvement plans. A well-developed professional growth plan guides the evaluation process leading to enhanced performance on the part of the employee.

There are two levels of professional growth planning included in this plan.

- Self-Directed Professional Growth plans are developed collaboratively by the teacher/other professional and the primary evaluator.
- Directed Professional Growth Plans developed under the direction of the primary evaluator for those evaluatees needing additional guidance, assistance, support and oversight for professional growth. The Directed Professional Growth Plan may be

used in conjunction with an Improvement Assistance Plan or a Corrective Action Plan.

Late Hires

The PGP must be completed by teachers and other professionals new to a building (newly hired or transferred employees) no later than October 1 of the new school year or within 30 calendar days of reporting for employment for those hired after September 1 unless the time needs to be extended for good cause shown in writing.

Process

Implementation of the PGP begins as soon as the plan is completed and signed by both the teacher or other professional and the supervisor.

When an evaluatee is rated “developing” in one of the measures, the primary evaluator may deem it necessary to implement an Improvement Assistance Plan (IAP). An IAP can be initiated by a primary evaluator as proactive intervention providing the evaluatee guidance, assistance, support and oversight necessary to be rated “accomplished.” If the certified personnel does not meet the goals on the IAP, an Individual Corrective Action Plan (ICAP) can be initiated by the evaluator. The IAP will be developed under the direction of the primary evaluator and should be used in conjunction with the Directed Professional Growth Plan. Primary evaluator initiates the IAP for any evaluatee whose formative observations demonstrate a potential need for a corrective action plan in the near future. The evaluatee and primary evaluator will complete a Directed Professional Growth Plan in conjunction with the IAP. A summative conference and evaluation will be conducted for any evaluatee placed on an IAP. The purpose of this phase of evaluation is to provide the evaluatee with focused guidance, assistance, and support and oversight for professional growth in order to enhance student achievement as well as proactive interventions and prevention/avoidance of the need for an ICAP.

In the event that an evaluatee is rated “ineffective” on one of the measures or an immediate need for change is observed, an ICAP shall be instituted. The ICAP originates with the evaluator in discussion with the evaluatee, whereas the Professional Growth Plan originates with the evaluatee in discussion with the evaluator. The evaluator assumes the responsibility also of monitoring the objectives, activities, resource persons and appraisals delineated in the ICAP. In the event there is an area(s) in which the evaluatee is severely deficient and these areas do not affect the performance rating on an entire measure, an evaluator at his/her discretion may institute an ICAP. The ICAP may supplant or work in conjunction with the Professional Growth Plan.

Multiple observations of all certified personnel (tenured and non-tenured) may occur when any observation (formal and/or informal) is unsatisfactory.

Observation and Observation Model

The observation process is one source of evidence to determine educator effectiveness of each certified teacher and other professional. The observation provides documentation and

feedback to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating.

- Final observation in the summative cycle is conducted by the supervisor and is a full observation.
- Where applicable, this model applies to teachers and other professionals
- Summative Observation/Summary of Evidence must be documented on the appropriate district form.

Observation Model

- All required observations will be conducted openly with full knowledge by the evaluatee, however prior notice is not required for continuous/additional observations as deemed necessary by the evaluator/supervisor.
- There will be a minimum of one full observation completed during a summative three-year cycle.
- All observations are documented on appropriate district form.
- The evaluator/supervisor may conduct additional mini- or full observations as he/she deems necessary.

One-Year Summative Cycle (Traditional Model)

Annual evaluations with multiple observations are required for non-tenured teachers and other professionals and any tenured teacher/other professional on a Directed Growth Plan or Improvement Plan:

- The summative cycle will be one year in length. Non-tenured teachers will follow the one-year cycle every school year until they obtain tenured status.
- A minimum of two (2) observations conducted by the supervisor

<u>One Year Summative Cycle (Traditional Model)</u>			
Non-tenured New Teacher Interns: Formative data will be incorporated in for new intern teachers.			
Observation Type	Frequency	Observer	Timeline
Full Observation	Minimum of two (2) per year	Administrator	#1 - Between the 30th calendar day of reporting for employment and winter break #2 - By April 25
Non-tenured Teachers (in 2nd, 3rd or 4th year of teaching)			
Observation Type	Frequency	Observer	Timeline

Full Observation	Minimum of one (1) per year	Administrator	#1 - Between the 30th calendar day of reporting for employment and winter break #2 - By April 25
Mini Observation	Minimum of one (1) per year (unless replaced by another full observation)	Administrator	

Three-Year Summative Cycle (Progressive Model)

Anderson County Schools will observe the following minimum requirements for tenured teachers and other professionals:

- The summative evaluations for tenured teachers shall occur at least once every three years unless the teacher/other professional is on a Directed Growth Plan or Improvement Plan.
- A minimum of one mini-observation, lasting approximately 20-30 minutes, will be conducted by the supervisor.
- If an area of concern is found, the teacher may be placed on the one-year cycle at any time and shall receive written notification. Multiple observations may occur for tenured teachers when observation results yield an “ineffective” rating.
- The three-year cycle may be accelerated at the mutual agreement of the teacher/other professional and supervisor. (This will be especially important during the first two years of implementation in order to stagger the workload.)

<u>Three Year Summative Cycle (Progressive Model)</u>			
Formative Years 1 and 2			
Observation Type	Frequency	Observer	Timeline
Mini Observation	Minimum of one (1) per year	Administrator	#1 Between the 30th calendar day of reporting for employment and by April 25
Summative Year 3			
Observation Type	Frequency	Observer	Timeline
Full Observation	Minimum of one (1) time in the summative year	Administrator	#1 Between the 30th calendar day of reporting for employment and by

			April 25
--	--	--	----------

*A request may be made for the supervisor to conduct a full observation rather than a mini-observation. The request shall be in writing within the first 30 calendar days of reporting for employment. If such request is made, the principal must conduct the full observation.

Late Hires

For Teachers and Other Professionals hired after 60 consecutive days of the beginning of school year or after break in service:

- The summative cycle will be from the date of hire through the end of the school year.
- There will be a minimum of two (2) full observations conducted by the supervisor.
- Observations may begin after evaluation training takes place within 30 calendar days of reporting for employment each school year unless time needs to be extended for good cause shown in writing.
- All observations must be completed by April 25.

Observation Schedule

For Teachers and Other Professionals on a one-year summative cycle:

- Observations may begin after evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Supervisors will conduct the first observation before winter break.
- All observations must be concluded by April 25.

For Teachers and Other Professionals on a three-year summative cycle:

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- In the first and second year of the summative cycle, supervisors will conduct a mini-observation by April 25.
- During the third year of the summative cycle, a full observation will be conducted by the supervisor by April 25.

* The district may adapt the closing dates to accommodate for any inclement weather.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals.

Pre-observation conferences for mini-observations and full observations by supervisors:

- Pre-observation conferences are not required but may be requested by either the principal or the teacher/other professional.
- When requested, the pre-observation conference occurs one (1) to five (5) working days prior to the formal observation at a time mutually agreed upon by the teacher/other professional and supervisor.

- Pre-observation communication may occur through written electronic correspondence. If the principal or teacher/other professional requests a face-to-face pre-conference, a face-to-face meeting is required.
- The optional “Pre-Observation Form” may be used to fulfill that purpose.

Post-conferences by supervisors

- Conduct face-to-face observation post-conference within five (5) working days following each observation unless the time needs to be extended for good cause shown in writing and agreeable by both parties.

Summative conferences by supervisors:

- Summative evaluation conference shall be held in face-to-face meetings at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- All summative evaluations are due to the central office by May 1.

Observer Certification

All Anderson County principals and assistant principals, and central office directors shall be properly trained observers/evaluators through KDE or an approved provider. Any new administrator to Anderson County Schools, charged with direct supervision and evaluation of certified personnel as a portion of their job duties and requirements will be required to participate in appropriate training. All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

- Per Kentucky licensure requirements, all administrators serving as a primary evaluator must complete twelve (12) hours of Initial Certified Evaluation Training through KDE or an approved provider prior to conducting observations for the purpose of evaluation.
- Six (6) hours of EILA approved evaluation training must be completed annually by all experienced administrators serving as a primary evaluator.

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district utilizes a calibration process based on the local discretion per information from SB 1 2017 revisions. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures an opportunity for observers to refresh their knowledge of the training and scoring practice. All calibration processes are conducted through our local calibration training.

Required

- Observer calibration process based on the local discretion per information from SB 1 2017 revisions.
- During our local calibration, administrative team will focus on recalibration of measures 1-4 where needed as a team and individually.

- New hires, prior to observing will receive training on observation techniques.
- The Instructional Supervisor/Director of Curriculum will keep proper documentation of the certification and calibration.

Additional support will be provided for any supervisors who need it by the Instructional Supervisor/Director of Curriculum. Additional calibration practice may be required.

Products of Practice/Other Sources of Evidence

Teachers and other professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains.

Required

Evidence provided in support of educator practice must include data from:

- observations conducted by certified supervisor observer(s)
- self-reflection and professional growth plans

Other possible sources of evidence:

The following sources of evidence, where applicable, may be utilized, in addition to the required elements above. This list is not to be construed as exhaustive.

- MAP
- Data Reviews of school programs, evidence and assurances - where applicable
- Walk-through observations of trends over a minimum of three classroom visits
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini-observations
- Student data records
- Student work
- Student formative and/or summative assessments/feedback
- Local Student Growth (see section below list for details)
- Minutes form PLCs
- Minutes from Data Teams
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research
- Progress Monitoring Data
- Other at evaluator discretion, as determined by need

Local Student Growth

Measures for Local Student Growth

Teachers will utilize multiple sources of evidence to measure local student growth, which will fall under Performance Standard 3 – Instruction, by implementing choices as collaboratively decided by the teacher and administrator. Sources of evidence will be a combination of use of pre- and post-assessments, and/or running records/repeated measures.

Pre-Test and Post Test - Teachers may use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions.

Repeated Measures Design - Teachers may maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of a specified time period or interval. For example, early reading teachers may complete weekly running records to track the number of errors that a student makes when reading a text. These repeated measures serve a similar function to a pre- and post-test by illustrating change over time in student learning or performance. Teachers will not utilize repeated measures on which students may demonstrate improvement over time due to familiarity with the assessment.

Determining the Summative Rating

Supervisors are responsible for determining a Summative Rating for each teacher at the conclusion of the summative evaluation year. The Summative Rating is informed by the educator’s ratings on four (4) performance measures. The evaluator determines the Summative Rating based on performance measures informed by multiple measures of evidence. Each performance measure will receive a performance rating of Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E).

Required

- Provide a summative rating for each performance measure based on evidence.
- All ratings must be recorded on the district approved forms.

Anderson County Schools Criteria for Determining a Teacher’s and Other Professional’s Summative Rating	
IF	THEN
Two measures are rated ACCOMPLISHED <u>and</u> two are rated EXEMPLARY	Summative Rating shall be EXEMPLARY
Two measures are rated DEVELOPING <u>and</u> two	Summative Rating shall be

are rated EXEMPLARY	ACCOMPLISHED
Two measures are rated DEVELOPING <u>and</u> two are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Performance measures 1 <u>or</u> 4 are rated INEFFECTIVE	Summative Rating shall not be EXEMPLARY
Performance measures 2 <u>or</u> 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Performance measures 2 <u>and</u> 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE

<i>The Kentucky Framework for Personnel Evaluation Role Group, Measure, and Performance Criteria</i>				
	Performance Measures			
Performance Criteria	<i>1: Planning</i>	<i>2: Environment</i>	<i>3: Instruction</i>	<i>4: Professionalism</i>
<u>Teacher</u> Kentucky Framework for Teaching	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> Kentucky Frameworks for Teaching - Specialists Frameworks	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<u>Principal</u> Professional Standards for Educational Leaders (PSEL)	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction, and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community

			Capacity of School Personnel	
<u>District Certified Personnel</u> District Determined Performance Criteria Specific to Evaluatee's Job Category	KRS 156.577 Section 4 704 KAR 3:370 Section 10 Performance Criteria Applicable to the Evaluatee that Characterizes Professional Effectiveness	KRS 156.577 Section 4 704 KAR 3:370 Section 10 Performance Criteria Applicable to the Evaluatee that Characterizes Professional Effectiveness	KRS 156.577 Section 4 704 KAR 3:370 Section 10 Performance Criteria Applicable to the Evaluatee that Characterizes Professional Effectiveness	KRS 156.577 Section 4 704 KAR 3:370 Section 10 Performance Criteria Applicable to the Evaluatee that Characterizes Professional Effectiveness

PRINCIPAL AND ASSISTANT PRINCIPALS

Principal Professional Growth and Effectiveness System

The vision for the Anderson County Principal and Assistant Principal evaluation system 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.

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 a summative rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: Professional Standards for Educational Leaders (PSEL).

Multiple Measures/Sources of Evidence

Principals and assistant principals will reflect and develop growth goals on the district approved form, which will be reviewed by their supervisor and serve as the basis for their professional growth plan (PGP). Assistant principals will also, where applicable, meet with their head principal to collaborate on goals.

Professional Standards for Educational Leaders (PSEL)

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the standards of Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. The PSEL provide guidance to help school leaders make a difference in the learning and well-being of students. They articulate the leadership that our schools need and our students deserve. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the ten standards. Each of the ten standards are linked to a specific performance measure. Performance will then be rated for

each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across measures.

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

Required

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

- Self-Reflection
- Professional Growth Planning
- Site-Visit

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

- Other Measures of Student Learning
- Local Student Growth Measure (such as MAP, STAR, Common Assessments)
- Products of Practice
- Other Sources

Professional Practice

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

Self-Reflection and Professional Growth Planning (To be completed by principals and assistant principals)

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

Required

- All principals will participate in self-reflection and professional growth planning each year.

- All assistant principals will participate in self-reflection and professional growth planning each year.

Self-Reflection

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan (PGP) is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

Reflective practices and professional growth planning are iterative processes. The principal/assistant principal:

- 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 supervisor 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

Professional Growth Planning Timeline

As early as May of the current year for continuing employees and no later than October 1, administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan and student growth goals. Self-reflections, PGPs and student growth goals are documented on district approved forms and submitted to supervisor.

Anderson County Schools PPGES Timeline	
Timeline	Actions
First 30 calendar days of reporting for employment	Evaluation criteria and process used to evaluate shall be explained.
As early as May 1 of the current year for continuing employees and no later than October 1 of ensuing	Develop PGP. Reflects on his/her current growth needs and collaborates with supervisor to develop PGP

school year	
Fall Semester	G2P meetings, on-going self-reflection
Mid-Year Review	Review progress/reflections on growth and modify plan as appropriate
By February 1	Site Visits/G2P meetings, on-going self-reflection
By June 15	Summative reflection and evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response

Late Hires

Late hires will submit self-reflection and professional growth plan within 60 calendar days of employment unless the time needs to be extended for good cause shown in writing.

Site-Visit

(Completed by supervisor of principal – formal site visits are not required for assistant principals)

Required

- Conducted by supervisor of principal at least twice each year. (Formal site-visits are not required for the assistant principal)
- Observations recorded on the district approved form

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 challenges the school community has experienced in relation to school improvement.

Site Visit Timeline

- Site visit for principals are conducted once each year by superintendent. (Formal site-visits are not required for the assistant principal.)
- Formative evaluation visits will occur by February 1 and summative evaluation will occur annually no later than June 15.
- Each site visit will include discussion of various aspects of the principal’s work, including the successes and challenges associated with on-going school improvement as these successes and challenges relate to performance standards.
- Post-visit conferences with the principal will be conducted by the Superintendent within five school days following the site visit.
- Documented on appropriate district approved form.

- Late hire site visit will begin after 60 calendar days of employment. Two site visits must be conducted.

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 standards.

Other sources of evidence may include:

- SBDM minutes
- Faculty meeting agendas, minutes
- Department/grade level agendas, minutes
- PLC agendas, minutes
- Gap to Proficiency (G2P) meeting agendas, minutes
- Data team agendas, minutes
- Leadership Team agendas, minutes
- Instructional Rounds/Walk-through documentation
- Budgets
- Student growth data
- Surveys
- Professional organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- EILA/Professional learning experience documentation
- Professional organization memberships
- Parent/community engagement survey results, events documentation
- Other (must establish a direct relation to work in performance standard areas.)

Determining the Summative Rating

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year.

Anderson County Schools Criteria for Determining a Principal or Assistant Principal’s Summative Rating	
IF	THEN
Two measures are rated ACCOMPLISHED <u>and</u> two are rated EXEMPLARY	Summative Rating shall be EXEMPLARY
Two measures are rated DEVELOPING <u>and</u> two are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED

Two measures are rated DEVELOPING <u>and</u> two are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Performance measures 1 <u>or</u> 4 are rated INEFFECTIVE	Summative Rating shall not be EXEMPLARY
Performance measures 2 <u>or</u> 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Performance measures 2 <u>and</u> 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE

Rating Performance Measures

A principal's Performance Rating is determined by the evaluator based on the principal's ratings on each performance measure. Using the sources of evidence for principals, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Summative Rating. This is completed by June 15 each year.

Determining the Summative Rating

A principal's/assistant principal's Summative Rating is determined by the evaluator based on the principal's ratings on Performance Measures. The evaluator will apply the Performance Ratings for each Performance Measure for determining a principal's/assistant principal's Summative Rating.

Professional Growth Plan and Summative Cycle

Based on the overall summative rating, supervisors will determine the type of Professional Growth Plan required of the principal.

Appeals

Principals and assistant principals follow the Appeals Process set forth in the Appeals Section (pp. 35-40) and submit the appeal to the evaluation Point of Contact, who in turn, submits to the principal.

**DISTRICT CERTIFIED PERSONNEL,
SCHOOL PSYCHOLOGISTS, and
RELATED SERVICE PROVIDERS**

District Certified Professional Growth and Effectiveness System, School Psychologists, and Related Service Providers Measures/Sources of Evidence

District Certified Personnel will utilize Kentucky Principal Standards for performance criteria unless otherwise noted in evaluation documents as determined by district and based on role. Other Professionals will use Specialist Frameworks as referenced in evaluation documents.

Required (see evaluation cycle timeline on p. 8 for related procedures/details)

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

- Self-Reflection
- Professional Growth Planning
- Minimum of One Site Visit (excluding central office directors)

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

- Leadership Team Agendas and Minutes
- Instructional Rounds/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement events documentation
- Products of Practice
- Other items as they inform the four measures
- Other Sources

Self-Reflection and Professional Growth Planning

Required

- All district certified personnel will participate in self-reflection and professional growth planning each year.

Process

The following evaluation documents/processes are for District Certified Personnel/DCPGES, School Psychologists, and Related Service Providers:

1. As early as May 1 of the current year for continuing employees and no later than October 1 of the ensuing school year, professionals will reflect on current growth needs and develop the PGP.
2. Throughout the year professionals will regularly reflect on the progress and impact of the plan on his/her professional practice.
3. By May 1 (or June 15 for central office directors), professionals will receive a summative evaluation.
4. As determined by evaluation cycle or position, summative evaluation will be based on the applicable documentation.

Anderson County Schools Criteria for Determining a District Certified Professional's Summative Rating (also applies to school psychologists and related service providers)	
IF	THEN
Two measures are rated ACCOMPLISHED <u>and</u> two are rated EXEMPLARY	Summative Rating shall be EXEMPLARY
Two measures are rated DEVELOPING <u>and</u> two are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING <u>and</u> two are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Performance measures 1 <u>or</u> 4 are rated INEFFECTIVE	Summative Rating shall not be EXEMPLARY
Performance measures 2 <u>or</u> 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Performance measures 2 <u>and</u> 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE

Rating Performance Measures

A district certified professional's Performance Rating is determined by the evaluator based on the district certified professional's ratings on each performance measure. Using the sources of evidence for district certified professionals, evaluators will use professional judgment to determine a rating for each measure. Next the evaluator will use the following decision rules for determining the Summative Rating. This is completed by June 15 (or May 1 for school psychologists and related service providers) each year.

Determining the Summative Rating

Superintendents or designated evaluators (as referenced in the certified evaluatee/evaluator list—pp.13-14) are responsible for determining an Overall Performance Category for each evaluatee at the conclusion of their summative evaluation year.

A district certified professional's Summative Rating is determined by the evaluator based on the district certified professional's ratings on Performance Measures. The evaluator will apply the Performance Ratings for each Performance Measure for determining a district certified professional's Summative Rating.

Required

- Provide a summative rating for each performance measure based on evidence.
- All ratings must be recorded on the district approved forms

APPEALS PROCESS

APPEALS PROCESS

According to 156.557 Section 9,

(1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R.

1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

For appeals to the local evaluation appeals panel, certified personnel shall have the:

1. Right to a hearing as to every appeal; and
2. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
3. Both parties have the right to the presence of chosen representation.

Purpose: An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3.345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

Appeals: Pursuant to Board Policy 03.18, any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

I. PROCEDURE FOR CERTIFIED PERSONNEL WISHING TO APPEAL AN EVALUATION

A. Summative

1. No more than five (5) work days after the final evaluation the certified employee must present a request, on the appropriate form (Form E), for a review of the evaluation to the Appeals Panel chair and give a copy to the Superintendent. The request must:
 - a. Be attached to a copy of the final evaluation form (Form E).
 - b. Include a written statement, which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or substantive).
2. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
3. The Panel will meet, review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.

4. The Panel will set a time and place for the hearing and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time and place to appear before the panel to answer questions.
5. The Chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after the date the evaluatee gives the appeal to the Chairperson of the Appeal's Committee unless more time is needed for good cause shown in writing.
 - a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
 - b. This hearing is to take place no more than five (5) work days, unless the time needs to be extended for good cause shown in writing, to the date the chair of the panel meets with the appeals panel to review documentation.
 - c. Both the evaluatee and the evaluator are notified of the right to be accompanied by a chosen representative, legal counsel.
 - d. Only Panel members, the evaluatee and the evaluator, legal counsel, witnesses and the employee's chosen representative will be present at the hearing.
 - e. Witnesses may be present, but will be called one at a time and will not be allowed to observe the proceedings.
 - f. The hearing will be audio recorded and a copy provided to both parties if requested in writing. The original will be maintained by the District.
 - g. After reviewing all documents and interviewing both evaluator and evaluatee, the local appeals panel will reach its decision by majority.
 - h. The panel shall issue its written opinion to the Superintendent, within three (3) work days following the conclusion of the hearing. A copy of the hearing decision shall be placed in the evaluatee's official file, attached to the Summative evaluation in question.
 - i. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days unless the time needs to be extended for good cause shown in writing. This Appeals Panel has no authority to make a recommendation constituting personnel action which remains at the discretion of the Superintendent.
6. The superintendent must respond to the evaluatee no more than fourteen (14) calendar days, unless the time needs to be extended for good cause shown in writing, after receiving the statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured evaluatees.
7. (For tenured evaluatees only.) Under the law, tenured employees facing adverse personnel action may appeal a Superintendent's decision to a tribunal created for this purpose. Note that tribunal members are not employed by the district which employs the evaluatee.

Hearing Procedures

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of respective position regarding the evaluation. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make concluding remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by another certified evaluator who shall be a trained evaluator.
10. A copy of the Panels written findings will be placed in the evaluatee's file.
11. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
12. The Superintendent may take appropriate action consistent with the Panel's decision.
13. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
14. The Panel's decision may be appealed to the Kentucky Board of Education based on procedural issues contained in statute and regulation within the time allowed for such an appeal.

II. THE SELECTION PROCEDURE FOR ELECTED MEMBERS OF THE LOCAL CERTIFIED EVALUATION APPEALS PANEL.

- A. By September 1, yearly, all certified employees shall be given an application to serve as a member of the Certified Employee Appeal Panels, if elected.
- B. Employees interested in serving are to return their completed application to the Central Office within one week following the date of the application.
- C. By September 15, the Central Office will prepare and distribute to all certified employees under contract a ballot listing alphabetically all applicants, along with their position, title, and work location.
- D. Completed ballots are to be returned to the Central Office by the next school day.
- E. Central Office personnel will tabulate ballots. Two (2) members of the panel shall be elected by and from the certified employees under contract of the District. Two (2) alternates shall also be elected by and from the certified employees under contract, to serve in the event an elected member cannot serve.

- F. Every year the Board will appoint one certified employee and one alternate to serve a one (1) year term to serve on the panel.
- G. The chairperson of the panel shall be the certified employee appointed by the Board.

All terms of panel members and alternates shall be for one (1) year and run from October 1st to September 30th. Members may be reappointed or re-elected.

Conflicts of Interest: See board policy: Personnel 03.18

THIRD PARTY OBSERVERS PROCESS

(This process is followed if the certified school employee requests an additional evaluation following their primary evaluation)

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. 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 working days of the teacher's written request, the evaluator shall select the third party observer.

EVALUATION FOLDER

The evaluatee and evaluator shall each set up a school evaluation folder, which will hold the following:

- Professional Growth Plan(s) (As described in 704 KAR 3:370 and KRS 156.557)
- Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Conference Form, as required
- Summative Evaluation for Teacher/Administrators Form
- Signature Sheet

The above items will constitute the basic information which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will place in the evaluatee's folder at Central Office, the originals of the Summative Evaluation Form and all Professional Growth Plan pages created during the evaluation cycle. This form is to be considered the official copy of the evaluatee's performance report. (If KTIP/KPIP funding and processes are reinstated, all KTIP and KPIP data is to be returned to the KTIP and KPIP District Coordinator(s), where it will become part of the evaluatee's folder at Central Office.)

Notes:

- (1) For areas of exceeds, meets, growth needed and does not meet, specific Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.
- (2) Prescription – Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.
- (3) **No** item regarding growth, poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**
- (4) The evaluator's notes, at his/her option, may be attached to Formative Forms. When they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.
- (5) Records retention of the school (principal's working) evaluation folder should be as follows:
 - (a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure.
 - (b) Thereafter six years, which includes data from two evaluation cycles for tenured certified employees shall be included in the folder.

III. CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Principal and Assistant Principal in evaluatee's building, the Superintendent, Assistant Superintendent, and Program Directors.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the Office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.

APPENDIX

**TEACHER AND OTHER PROFESSIONALS
FORMS**

ANDERSON COUNTY SCHOOLS
REFLECTIVE PRACTICE, STUDENT GROWTH, AND PROFESSIONAL GROWTH PLAN - Teacher

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Reflection on the Kentucky Framework for Teaching Standards
Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and Areas for Growth
Planning and Preparation 1A - Demonstrating Knowledge of Content and Pedagogy 1B - Demonstrating Knowledge of Content 1C - Selecting Instructional Outcomes 1D - Demonstrating Knowledge of Resources 1E - Designing Coherent Instruction	I	D	A	E	
The Environment 2A - Creating an Environment of Respect and Rapport 2B - Establishing a Culture for Learning 2C - Managing Classroom Procedures 2D - Managing Student Behavior 2E - Organizing Physical Space	I	D	A	E	
Instruction 3A - Communicating with Students 3B - Using Questioning and Discussion Techniques 3C - Engaging Students in Learning 3D - Using Assessment in Instruction 3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities 4A - Reflecting on Teaching 4B - Maintaining Accurate Records 4C - Communicating with Families 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Demonstrating Professionalism	I	D	A	E	

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

Part B: Local Student Growth Goal

Local Student Growth Goal Statement – *(Based on student needs. Please 1) Describe the context, including student population, 2) Identify student needs and identify the related content area essential/enduring skills, concepts and/or processes, 3) Explain the sources of evidence/measures you will use to establish baseline data and measure student growth, 4) Identify the course-long interval of instruction, (trimester, semester, school year), 5) Describe the target(s) for expected growth for all students. Provide a rationale for the goal, professional learning is needed to support students.*

Teacher’s Student Growth Plan

*This plan will outline what the **teacher** will do to impact the student growth goal.*

Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Parts A and B, complete this section at the beginning of the school year*

Professional Growth Goal:

- What do I want to change about my instruction that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

Connection to Standards					
The teacher should connect the PGP Goal to the appropriate Kentucky Framework for Teaching standard and list that standard below.					
Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments):	Expected Student Growth Impact	Targeted Completion Date
Demonstrable:					
<i>Identify the documentation intended to demonstrate your professional growth.</i>					
<input type="checkbox"/> Artifacts		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> Ongoing Self-Reflection	
<input type="checkbox"/> Certificate of Completion		<input type="checkbox"/> Teaming with Colleague		<input type="checkbox"/> PLC Documents	
<input type="checkbox"/> Other: (please specify)		<input type="checkbox"/> Observation Data		<input type="checkbox"/> Logs	
Teacher Signature:			Date:		
Administrator Signature:			Date:		

2) On-going Reflection: Complete this section at mid-year to identify progress toward Student Growth and Professional Growth Goals.

Date:	Status of SGG Professional Growth Goal:	Revisions/Modifications:
Teacher Signature:		Date:
Administrator Signature:		Date:

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for Student Growth and Professional Growth Goals.

Date:	End of Year Reflection:	
	The target was: ____ Achieved ____ Revised ____ Continued	
Next Steps:		
Teacher Signature:	Date:	
Administrator Signature:	Date:	

ANDERSON COUNTY SCHOOLS
REFLECTIVE PRACTICE, STUDENT GROWTH, AND PROFESSIONAL GROWTH PLAN – Library Media Specialist

Library Media Specialist	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Reflection on the Kentucky Framework for Teaching Standards
Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and Areas for Growth
Planning and Preparation 1A - Demonstrating Knowledge of Content and Process 1B - Demonstrating Knowledge of Students 1C - Supporting Instructional Goals 1D - Demonstrating Knowledge and Use of Resources 1E - Demonstrating a Knowledge of Literature and Lifelong Learning 1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
The Environment 2A - Creating an Environment of Respect and Rapport 2B - Establishing a Culture for Learning 2C - Managing Library Procedures 2D - Managing Student Behavior 2E - Organizing Physical Space	I	D	A	E	
Delivery of Service 3A - Communicating Clearly and Accurately 3B - Using Questioning and Research Techniques 3C - Engaging Students in Learning 3D - Assessment in Instruction (whole class, one-on-one and small group) 3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities 4A - Reflecting on Practice 4B - Maintaining Accurate Records 4C - Communicating with School Staff and Community 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Collection Development and Maintenance 4G - Managing the Library Budget 4H - Managing Personnel 4I - Professional Ethics	I	D	A	E	

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

Part B: Local Student Growth Goal

Local Student Growth Goal Statement – (Based on student needs. Please 1) Describe the context, including student population, 2) Identify student needs and identify the related content area essential/enduring skills, concepts and/or processes, 3) Explain the sources of evidence/measures you will use to establish baseline data and measure student growth, 4) Identify the course-long interval of instruction, (trimester, semester, school year), 5) Describe the target(s) for expected growth for all students. Provide a rationale for the goal, professional learning is needed to support students.)

Library Media Specialist’s Student Growth Plan

*This plan will outline what the **teacher** will do to impact the student growth goal.*

<p align="center">Strategies/Actions</p> <p>What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</p>	<p align="center">Resources/Support</p> <p>What resources will I need to complete my plan? What support will I need?</p>	<p align="center">Targeted Completion Date</p> <p>When will I complete each identified strategy/ action?</p>

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Parts A and B, complete this section at the beginning of the school year*

Professional Growth Goal:

- What do I want to change about my practice that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

Connection to Standards

The educator should connect the PGP Goal to the appropriate Kentucky Framework for Teaching standard and list that standard below.

Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments):	Expected Student Growth Impact	Targeted Completion Date
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>					
<input type="checkbox"/> Artifacts		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> Ongoing Self-Reflection	
<input type="checkbox"/> Certificate of Completion		<input type="checkbox"/> Teaming with Colleague		<input type="checkbox"/> PLC Documents	
<input type="checkbox"/> Other: (please specify)		<input type="checkbox"/> Observation Data		<input type="checkbox"/> Logs	
Library Media Specialist Signature:			Date:		
Administrator Signature:			Date:		

2) On-going Reflection: Complete this section at mid-year to identify progress toward Student Growth and Professional Growth Goals.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:
Library Media Specialist Signature:		Date:
Administrator Signature:		Date:

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for Student Growth and Professional Growth Goals.

Date:	End of Year Reflection:

The target was: ____ Achieved ____ Revised ____ Continued

Next Steps:

Library Media Specialist Signature:

Date:

Administrator Signature:

Date:

ANDERSON COUNTY SCHOOLS
REFLECTIVE PRACTICE, STUDENT GROWTH, AND PROFESSIONAL GROWTH PLAN – Instructional Coach

Instructional Coach	
EPSB ID#	
School	
Grade Level/Subject(s)	

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

Standard	Self-Assessment				Strengths and Areas for Growth
Planning and Preparation 1A - Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development 1B - Demonstrating Knowledge of the School’s Program and Levels of Teacher Skill in Delivering that Program 1C – Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served 1D - Demonstrating Knowledge of Resources Both Within and Beyond the School and District 1E – Planning the Instructional Support Program Integrated with the Regular School Program 1F – Developing a Plan to Evaluate the Instructional Support Program	I	D	A	E	
The Environment 2A - Creating an Environment of Respect and Rapport 2B - Establishing a Culture for Instructional Improvement 2C - Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support 2D - Establishing and Maintaining Norms of Behavior for Professional Interactions 2E - Organizing Physical Space for the Workshops or Training	I	D	A	E	
Delivery of Service 3A - Collaborating with Teachers in the Design of Instructional Units and Lessons 3B - Engaging Teachers in Learning New Instructional Skills 3C - Sharing Expertise with Staff 3D - Locating Resources for Teachers to Support Instructional Improvement 3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities 4A - Reflecting on Practice 4B - Preparing and Submitting Budgets and Reports 4C - Coordinating Work and Other Instructional Specialists 4D - Participating in a Professional Community 4E - Engaging in Professional Development 4F – Showing Professionalism including Integrity and Confidentiality	I	D	A	E	

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

Part B: Local Student Growth Goal

Local Student Growth Goal Statement – (Based on student needs. Please 1) Describe the context, including student population, 2) Identify student needs and identify the related content area essential/enduring skills, concepts and/or processes, 3) Explain the sources of evidence/measures you will use to establish baseline data and measure student growth, 4) Identify the course-long interval of instruction, (trimester, semester, school year), 5) Describe the target(s) for expected growth for all students. Provide a rationale for the goal, professional learning is needed to support students.)

Instructional Coach’s Student Growth Plan

*This plan will outline what the **teacher** will do to impact the student growth goal.*

<p>Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</p>	<p>Resources/Support What resources will I need to complete my plan? What support will I need?</p>	<p>Targeted Completion Date When will I complete each identified strategy/ action?</p>

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Parts A and B, complete this section at the beginning of the school year

Professional Growth Goal:

- What do I want to change about my practice that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

Connection to Standards

The educator should connect the PGP Goal to the appropriate Kentucky Framework for Teaching standard and list that standard below.

Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments):	Expected Student Growth Impact	Targeted Completion Date

Demonstrable:
Identify the documentation intended to demonstrate your professional growth.

<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection	<input type="checkbox"/> PLC Documents
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	<input type="checkbox"/> Logs
<input type="checkbox"/> Other: (please specify)			

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward Student Growth and Professional Growth Goals.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for Student Growth and Professional Growth Goals.

Date:	End of Year Reflection:	
	The target was: ____ Achieved ____ Revised ____ Continued	
Next Steps:		
Instructional Coach Signature:	Date:	
Administrator Signature:	Date:	

ANDERSON COUNTY SCHOOLS
REFLECTIVE PRACTICE, STUDENT GROWTH, AND PROFESSIONAL GROWTH PLAN – School Guidance Counselor/Social Worker

Guidance Counselor/Social Worker	
EPSB ID#	
School	
Grade Level/Subject(s)	

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

Standard	Self-Assessment				Strengths and Areas for Growth
Planning and Preparation 1A - Demonstrating Knowledge of Counseling Theory and Techniques 1B - Demonstrating Knowledge of Child and Adolescent Development 1C - Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served 1D - Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District 1E - Plan in the Counseling Program Integrated with the Regular School Program 1F - Developing a Plan to Evaluate the Counseling Program	I	D	A	E	
The Environment 2A - Creating an Environment of Respect and Rapport 2B - Establishing a Culture for Instructional Improvement 2C - Managing Routines and Procedures 2D - Establishing Standards of Conduct and Contributing to the Culture for student Behavior Throughout the School 2E - Organizing Physical Space	I	D	A	E	
Delivery of Service 3A - Assessing Student Needs 3B - Assisting Students and Teachers in the Formulation of Academic, Personal, Social and Career Plans based on Knowledge of Student Needs 3C - Using Counseling Techniques in Individual and Classroom Programs 3D - Brokering Resources to Meet Needs 3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities 4A - Reflecting on Practice 4B - Maintaining Records and Submitting Them in a Timely Fashion 4C - Communicating with Families 4D - Participating in a Professional Community 4E - Engaging in Professional Development 4F - Showing Professionalism	I	D	A	E	

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

Part B: Local Student Growth Goal

Local Student Growth Goal Statement – *(Based on student needs. Please 1) Describe the context, including student population, 2) Identify student needs and identify the related content area essential/enduring skills, concepts and/or processes, 3) Explain the sources of evidence/measures you will use to establish baseline data and measure student growth, 4) Identify the course-long interval of instruction, (trimester, semester, school year), 5) Describe the target(s) for expected growth for all students. Provide a rationale for the goal, professional learning is needed to support students.)*

School Guidance Counselor/Social Worker’s Student Growth Plan

*This plan will outline what the **teacher** will do to impact the student growth goal.*

<p>Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</p>	<p>Resources/Support What resources will I need to complete my plan? What support will I need?</p>	<p>Targeted Completion Date When will I complete each identified strategy/ action?</p>

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Parts A and B, complete this section at the beginning of the school year*

Professional Growth Goal:

- What do I want to change about my practice that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

Connection to Standards					
The educator should connect the PGP Goal to the appropriate Kentucky Framework for Teaching standard and list that standard below.					
Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments):	Expected Student Growth Impact	Targeted Completion Date
Demonstrable:					
<i>Identify the documentation intended to demonstrate your professional growth.</i>					
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection	<input type="checkbox"/> PLC Documents		
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	<input type="checkbox"/> Logs		
<input type="checkbox"/> Other: (please specify)					
School Guidance Counselor/Social Worker Signature:			Date:		
Administrator Signature:			Date:		

2) On-going Reflection: Complete this section at mid-year to identify progress toward Student Growth and Professional Growth Goals.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:
School Guidance Counselor/Social Worker Signature:		Date:
Administrator Signature:		Date:

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for Student Growth and Professional Growth Goals.

Date:	End of Year Reflection:	
	The target was: ____ Achieved ____ Revised ____ Continued	
Next Steps:		
School Guidance Counselor/Social Worker Signature:	Date:	
Administrator Signature:	Date:	

ANDERSON COUNTY SCHOOLS
REFLECTIVE PRACTICE, STUDENT GROWTH, AND PROFESSIONAL GROWTH PLAN – Speech Pathologist

Speech Pathologist	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Reflection on the Kentucky Framework for Teaching Standards
Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and Areas for Growth
	I	D	A	E	
Planning and Preparation 1A - Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License 1B - Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served 1C - Demonstrating Knowledge of district, State and Federal Regulations and Guidelines 1D - Demonstrating Knowledge of Resources Both Within and Beyond the School and District 1E - Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students 1F - Developing a Plan to Evaluate the Therapy Program	I	D	A	E	
The Environment 2A - Establishing Rapport with Students 2B - Organizing Time Effectively 2C - Establishing and maintaining Clear Procedures for Referrals 2D - Establishing Standards of Conduct in the Treatment Center 2E - Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E	
Delivery of Service 3A - Responding to Referrals and Evaluating Student Needs 3B - Developing and Implementing Treatment Plan to Maximize Student’s Success 3C - Communicating with Families 3D - Collecting Information; Writing Reports 3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
Professional Responsibilities 4A - Reflecting on Practice 4B - Collaborating with Teachers and Administrators 4C - Maintaining an Effective Data Management 4D - Participating in a Professional Community 4E - Engaging in Professional Development 4F - Showing Professionalism including Integrity, Advocacy and Maintaining Confidentiality	I	D	A	E	

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

Part B: Local Student Growth Goal

Local Student Growth Goal Statement – *(Based on student needs. Please 1) Describe the context, including student population, 2) Identify student needs and identify the related content area essential/enduring skills, concepts and/or processes, 3) Explain the sources of evidence/measures you will use to establish baseline data and measure student growth, 4) Identify the course-long interval of instruction, (trimester, semester, school year), 5) Describe the target(s) for expected growth for all students. Provide a rationale for the goal, professional learning is needed to support students.)*

Speech Pathologist’s Student Growth Plan

*This plan will outline what the **teacher** will do to impact the student growth goal.*

<p>Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</p>	<p>Resources/Support What resources will I need to complete my plan? What support will I need?</p>	<p>Targeted Completion Date When will I complete each identified strategy/ action?</p>

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Parts A and B, complete this section at the beginning of the school year*

Professional Growth Goal:

- What do I want to change about my practice that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

Connection to Standards

The educator should connect the PGP Goal to the appropriate Kentucky Framework for Teaching standard and list that standard below.

Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments):	Expected Student Growth Impact	Targeted Completion Date
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>					
<input type="checkbox"/> Artifacts		<input type="checkbox"/> Self-Assessment		<input type="checkbox"/> Ongoing Self-Reflection	
<input type="checkbox"/> Certificate of Completion		<input type="checkbox"/> Teaming with Colleague		<input type="checkbox"/> PLC Documents	
<input type="checkbox"/> Other: (please specify)		<input type="checkbox"/> Observation Data		<input type="checkbox"/> Logs	
Speech Pathologist Signature:			Date:		
Administrator Signature:			Date:		

2) On-going Reflection: Complete this section at mid-year to identify progress toward Student Growth and Professional Growth Goals.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:
Speech Pathologist Signature:		Date:

Administrator Signature:	Date:
--------------------------	-------

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for Student Growth and Professional Growth Goals.

Date:	End of Year Reflection:
	The target was: ____ Achieved ____ Revised ____ Continued

Next Steps:	

Speech Pathologist Signature:	Date:
-------------------------------	-------

Administrator Signature:	Date:
--------------------------	-------

ANDERSON COUNTY SCHOOLS STUDENT GROWTH GOAL WORKSHEET

Directions: This worksheet can be used to develop student growth goal.

Context
<i>Describe the context, including student population.</i>
Needs Assessment
<i>What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes?</i>
Sources of Evidence
<i>What sources of evidence/measures will you use to establish baseline data and measure student growth?</i>
Interval of Instruction
<i>What is the course-long interval of instruction (i.e. trimester, semester, one school year, etc.)?</i>
Expected Growth
<i>What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level.")</i>
Goal Statement
<i>Write your complete goal statement here.</i>
Rationale
<i>Explain the rationale for the goal.</i>
Professional Learning
<i>Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP will reflect the support I will need to meet this goal?</i>
Instructional Strategies for Goal Attainment
<i>What, specifically, will you do instructionally, to assure your students make gains projected in your student growth goal?</i>

Teacher/Other Professional Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
PRE-OBSERVATION – Teacher**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Pre-Observation Conference

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum (standard) 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, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson? List Domain and Component, please.	

Teacher Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
PRE-OBSERVATION - Other Professionals**

Other Professional	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Pre-Observation Conference

Questions for Discussion:	Notes:
What are your overall goals this year for your program(s) to support achievement?	
What is the purpose of the activity/visit/observation impacting student learning?	
How will you monitor to ensure that progress is made?	
What are the obstacles to these areas that you might like to discuss?	
Is there anything that you would like me to specifically observe? List Domain and Component, please.	

Other Professional Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION - Teacher**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

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	N/O	A: Communicating with Students	I	D	A	E	N/O
B: Establishing a Culture for Learning	I	D	A	E	N/O	B: Using Questioning and Discussion Techniques	I	D	A	E	N/O
C: Managing Classroom Procedures	I	D	A	E	N/O	C: Engaging Students in Learning	I	D	A	E	N/O
D: Managing Student Behavior	I	D	A	E	N/O	D: Using Assessment in Instruction	I	D	A	E	N/O
E: Organizing Physical Space	I	D	A	E	N/O	E: Demonstrating Flexibility	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	Data Evidence for Growth Goals Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Teacher Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION - Teacher**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

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 and 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

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	Data Evidence for Growth Goals Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Teacher Signature:	Date:
Administrator Signature:	Date:

ANDERSON COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – Instructional Coach

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N/O	A: Collaborating with Teachers in the Design of Instructional units and Lessons	I	D	A	E	N/O
B: Establishing a Culture for Instructional Improvement	I	D	A	E	N/O	B: Engaging Teachers in learning New Instructional Skills	I	D	A	E	N/O
C: Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	I	D	A	E	N/O	C: Sharing Expertise with Staff	I	D	A	E	N/O
D: Establishing and Maintaining norms of Behavior for Professional Interactions	I	D	A	E	N/O	D: Locating Resources for Teachers to Support Instructional improvement	I	D	A	E	N/O
E: Organizing Physical Space for the Workshops or Training	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	Data Evidence for Growth Goals Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION – Instructional Coach**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Collaborating with Teachers in the Design of Instructional units and Lessons	I	D	A	E
B: Establishing a Culture for Instructional Improvement	I	D	A	E	B: Engaging Teachers in learning New Instructional Skills	I	D	A	E
C: Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	I	D	A	E	C: Sharing Expertise with Staff	I	D	A	E
D: Establishing and Maintaining norms of Behavior for Professional Interactions	I	D	A	E	D: Locating Resources for Teachers to Support Instructional improvement	I	D	A	E
E: Organizing Physical Space for the Workshops or Training	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	Data Evidence for Growth Goals Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Instructional Coach Signature:	Date:
Administrator Signature:	Date:

ANDERSON COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – Library Media Specialist

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N/O	A: Communicating Clearly and Accurately	I	D	A	E	N/O
B: Establishing a Culture for Learning	I	D	A	E	N/O	B: Using Questioning and Research Techniques	I	D	A	E	N/O
C: Managing Library Procedures	I	D	A	E	N/O	C: Engaging Students in Learning	I	D	A	E	N/O
D: Managing Student Behavior	I	D	A	E	N/O	D: Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	N/O
E: Organizing Physical Space	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	Data Evidence for Growth Goals Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Library Media Specialist Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION – Library Media Specialist**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating Clearly and Accurately	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Research Techniques	I	D	A	E
C: Managing Library Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	Data Evidence for Growth Goals Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Library Media Specialist Signature:	Date:
Administrator Signature:	Date:

ANDERSON COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – School Guidance Counselor/Social Worker

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	N/O	A: Assessing Student Needs	I	D	A	E	N/O
B: Establishing a Culture for Productive Communication	I	D	A	E	N/O	B: Assisting Students and Teachers in the Formulation of Academic, Personal, Social and Career Plans Based on Knowledge of Student Needs	I	D	A	E	N/O
C: Managing Routines and Procedures	I	D	A	E	N/O	C: Using Counseling Techniques in Individual and Classroom Programs	I	D	A	E	N/O
D: Establishing Standards of Conduct and Contributing in the Culture for Student Behavior Throughout the School	I	D	A	E	N/O	D: Brokering Resources to Meet Needs	I	D	A	E	N/O
E: Organizing Physical Space	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	Data Evidence for Growth Goals Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

School Guidance Counselor/Social Worker Signature:	Date:
Administrator Signature:	Date:

ANDERSON COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION – School Guidance Counselor/Social Worker

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing Student Needs	I	D	A	E
B: Establishing a Culture for Productive Communication	I	D	A	E	B: Assisting Students and Teachers in the Formulation of Academic, Personal, Social and Career Plans Based on Knowledge of Student Needs	I	D	A	E
C: Managing Routines and Procedures	I	D	A	E	C: Using Counseling Techniques in Individual and Classroom Programs	I	D	A	E
D: Establishing Standards of Conduct and Contributing in the Culture for Student Behavior Throughout the School	I	D	A	E	D: Brokering Resources to Meet Needs	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	Data Evidence for Growth Goals Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

School Guidance Counselor/Social Worker Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
FORMATIVE MINI-OBSERVATION FORM – Speech Pathologist**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Establishing Rapport with Students	I	D	A	E	N/O	A: Responding to Referrals and Evaluating Student Needs	I	D	A	E	N/O
B: Organizing Time Effectively	I	D	A	E	N/O	B: Developing and implementing Treatment Plans to maximize Student's Success	I	D	A	E	N/O
C: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	N/O	C: Communicating with Families	I	D	A	E	N/O
D: Establishing Standards of Conduct in the Treatment Center	I	D	A	E	N/O	D: Collecting Information; Writing Reports	I	D	A	E	N/O
E: Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E	N/O	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	N/O

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

	Professional Growth Plan Standards Reviewed
	Data Evidence for Growth Goals Reviewed
	I agree with this formative evaluation.
	I do not agree with this formative evaluation.

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

Speech Pathologist Signature:	Date:
Administrator Signature:	Date:

**ANDERSON COUNTY SCHOOLS
FORMATIVE FULL OBSERVATION – Speech Pathologist**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Establishing Rapport with Students	I	D	A	E	A: Responding to Referrals and Evaluating Student Needs	I	D	A	E
B: Organizing Time Effectively	I	D	A	E	B: Developing and implementing Treatment Plans to maximize Student's Success	I	D	A	E
C: Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	C: Communicating with Families	I	D	A	E
D: Establishing Standards of Conduct in the Treatment Center	I	D	A	E	D: Collecting Information; Writing Reports	I	D	A	E
E: Organizing Physical Space for Testing of Students and Providing Therapy	I	D	A	E	E: Demonstrating Flexibility and Responsiveness	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	Data Evidence for Growth Goals Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

Speech Pathologist Signature:	Date:
Administrator Signature:	Date:

ANDERSON COUNTY SCHOOLS SUMMATIVE EVALUATION -Teacher

Employee's Name	
School	
School Year	
Supervisor	
Date	

PERFORMANCE MEASURE RATING	Circle one for each measure				ANDERSON COUNTY SCHOOLS CRITERIA FOR DETERMINING A TEACHER'S SUMMATIVE RATING	
					IF...	THEN...
1: Planning	I	D	A	E	Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
2: Environment	I	D	A	E		
3: Instruction	I	D	A	E	Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
4: Professionalism	I	D	A	E		
SUMMATIVE RATING	Circle One				Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
	EXEMPLARY				Two measures are rated DEVELOPING AND two measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
	ACCOMPLISHED				Two measures are rated DEVELOPING AND two measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
	DEVELOPING				Two measures are rated ACCOMPLISHED AND two measures are rated EXPEMPLARY	Summative Rating shall be EXEMPLARY
	INEFFECTIVE					

- Professional Growth Plan reviewed.
- I agree with this evaluation.
- I disagree with this evaluation.

Teacher Comments:
Administrator Comments:

Teacher Signature:	Date:
Administrator Signature:	Date:

- Recommended for re-employment
- Not recommended for re-employment

**ANDERSON COUNTY SCHOOLS
SUMMATIVE EVALUATION – Other Professionals**

Employee's Name	
School	
School Year	
Supervisor	
Date	

PERFORMANCE MEASURE RATING	Circle one for each measure				ANDERSON COUNTY SCHOOLS CRITERIA FOR DETERMINING OTHER PROFESSIONAL'S SUMMATIVE RATING	
					IF...	THEN...
1: Planning	I	D	A	E	Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
2: Environment	I	D	A	E		
3: Instruction (Delivery of Service)	I	D	A	E	Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
4: Professionalism	I	D	A	E		
SUMMATIVE RATING	Circle One				Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
	EXEMPLARY				Two measures are rated DEVELOPING AND two measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
	ACCOMPLISHED				Two measures are rated DEVELOPING AND two measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
	DEVELOPING				Two measures are rated ACCOMPLISHED AND two measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY
	INEFFECTIVE					

- Professional Growth Plan reviewed.
- I agree with this evaluation.
- I disagree with this evaluation.

Other Professional Comments:
Administrator Comments:

Other Professional Signature:	Date:
Administrator Signature:	Date:

- Recommended for re-employment Not recommended for re-employment

**PRINCIPALS AND ASSISTANT PRINCIPALS
FORMS**

ANDERSON COUNTY SCHOOLS
REFLECTIVE PRACTICE, STUDENT GROWTH, AND PROFESSIONAL GROWTH PLAN
Principals and Assistant Principals

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Professional Standards for Educational Leaders

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

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

<i>personnel to promote each student's academic success and well-being.</i>					
PROFESSIONALISM	I	D	A	E	
Standard 2 - Ethics and Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
Standard 8 – Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	I	D	A	E	

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

Part B-1: State Student Growth

State Student Growth Goal Statement <i>(Based on one of the State goals within your CSIP.)</i>		
Process or Rubric for Determining High, Expected or Low Growth.		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part B-2: Local Student Growth

Local Student Growth Goal Statement <i>(Based on School Need)</i>		
Process or Rubric for Determining High, Expected or Low Growth		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part C: Data Reflection

What do I need to learn to meet my Student Growth Goal?

Other Information on which to Reflect

- Other Data** Student Achievement Data Non-Academic Data Supervisor Feedback
 Other

Data Selected	Results

Questions to Consider:

How does the additional data inform your decision about your learning needs?

Part D: Connecting Priority Growth Needs to Professional Growth Planning

1) **Initial Reflection:** Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D, complete this section at the beginning of the school year.

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
---	--

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

2) **On-going Reflection:** Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ (enter date) Initials _____ Superintendent Principal

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

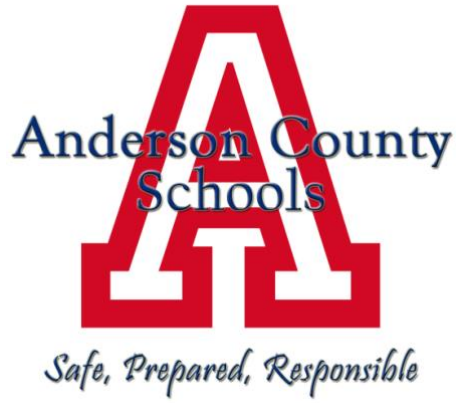
Administrator Signature:	Date:
Superintendent Signature:	Date:

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	<input type="checkbox"/> Data attached
Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator Signature:	Date:
Superintendent Signature:	Date:



PRINCIPAL SITE VISIT

_____(YEAR)

This form may be used by the evaluator in conducting the Principal Site Visit and Interview.

Kentucky
Principal
Growth and
Effectiveness
System

Standard 1 - Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Sample Performance Indicators: Examples may include, but are not limited to:**Effective Leaders:**

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Suggested Guiding Questions/Prompts:

- In what ways have you worked with teachers and staff to embrace a shared vision/mission?*
- Please describe any innovative and effective leadership strategies that you have used this year.*
- What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- How do you involve the expertise of teacher leaders?*
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals?*
- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- How do you communicate professional beliefs and values to all stakeholders?*

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.

Principal Response(s):

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 2 - Ethics and Professional Norms

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

Sample Performance Indicators: Examples may include, but are not limited to:**Effective Leaders:**

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

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.			
Suggested Guiding Questions/Prompts:			
<input type="checkbox"/> Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district. <input type="checkbox"/> How do you lead others to uphold professional ethics and norms. <input type="checkbox"/> What are some professional norms you help establish at your school? <input type="checkbox"/> How do you respond if/when a teacher or staff member breaches their code of ethics?			
Ineffective	Ineffective	Ineffective	Ineffective
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.
<i>Principal Response(s):</i>			
Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).			
Evaluator Feedback:			

Standard 3 - Equity and Cultural Responsiveness			
<i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>			
Sample Performance Indicators: Examples may include, but are not limited to:			
Effective Leaders:			
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.			
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.			
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.			
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.			
e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.			
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.			
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.			
h) Address matters of equity and cultural responsiveness in all aspects of leadership.			
Suggested Guiding Questions/Prompts:			
<input type="checkbox"/> Please describe how you promote the success of all students through communication. <input type="checkbox"/> How do you involve parents and families in student learning? <input type="checkbox"/> How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community? <input type="checkbox"/> How do you ensure equity among students and access to a free and appropriate public education? <input type="checkbox"/> How do you promote cultural awareness and responsiveness among students and staff?			
Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.
<i>Principal Response(s):</i>			
Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).			

<p>Evaluator Feedback:</p>

Standard 4 - Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) *Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.*
- b) *Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.*
- c) *Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.*
- d) *Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.*
- e) *Promote the effective use of technology in the service of teaching and learning.*
- f) *Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.*
- g) *Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.*

Suggested Guiding Questions/Prompts:

- How have you strived this year to make the school environment more academically rigorous?*
- How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?*
- Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- What professional learning have you sought out this year related to curriculum, instruction, and/or assessment?*

Ineffective	Ineffective	Ineffective	Ineffective
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.

Principal Response(s):

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

<p>Evaluator Feedback:</p>

Standard 5 - Community of Care and Support for Students

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

Sample Performance Indicators: Examples may include, but are not limited to:**Effective Leaders:**

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Suggested Guiding Questions/Prompts:

- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
- How do you involve parents and families in student learning?
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.
- Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.
- Please explain the ways in which you have demonstrated proactive decision-making this year.

Ineffective	Ineffective	Ineffective	Ineffective
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.
Principal Response(s):			
Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).			
Evaluator Feedback:			

Standard 6 - Professional Capacity of School Personnel

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

Sample Performance Indicators: Examples may include, but are not limited to:**Effective Leaders:**

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Suggested Guiding Questions/Prompts:

- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
- Please give examples of ways you have helped your teachers and staff to become more effective this year.
- Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
- In what ways do you support the achievements of high-performing teachers?
- How do you ensure new teachers and staff receive the support they need during their first year?
- How do you foster an atmosphere of professional learning among staff?
- What opportunities have you created this year for collaboration among teachers?
- How do you monitor teachers' performance and provide constructive feedback to them?
- How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.

Principal Response(s):

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 7 - Professional Community for Teachers and Staff

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Suggested Guiding Questions/Prompts:

- Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.
- What are the strategies you use to nurture and sustain a climate of trust in your school?
- In what ways do you support the achievements of high-performing teachers?
- How do you ensure new teachers and staff receive the support they need during their first year?

<input type="checkbox"/> <i>What opportunities have you created this year for collaboration among teachers?</i> <input type="checkbox"/> <i>What types of teacher learning and development activities or programs have you participated in this year? What have you learned?</i>			
Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.
Principal Response(s):			
Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).			
Evaluator Feedback:			

Standard 8 - Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>			
Sample Performance Indicators: Examples may include, but are not limited to: Effective Leaders: a) <i>Are approachable, accessible, and welcoming to families and members of the community.</i> b) <i>Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</i> c) <i>Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</i> d) <i>Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.</i> e) <i>Create means for the school community to partner with families to support student learning in and out of school.</i> f) <i>Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.</i> g) <i>Develop and provide the school as a resource for families and the community.</i> h) <i>Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.</i> i) <i>Advocate publicly for the needs and priorities of students, families, and the community.</i> j) <i>Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.</i>			
Suggested Guiding Questions/Prompts: <input type="checkbox"/> <i>How do you communicate professional beliefs and values to all stakeholders?</i> <input type="checkbox"/> <i>How do you engage in open dialogue with multiple stakeholders from the larger school community?</i> <input type="checkbox"/> <i>How do you involve parents and families in student learning?</i> <input type="checkbox"/> <i>How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?</i>			
Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.
Principal Response(s):			
Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).			

Evaluator Feedback:

Standard 9 - Operations and Management

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers’ and other staff members’ work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

Suggested Guiding Questions/Prompts:

- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?
- Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.
- Please provide an example of how you have been able to maximize your available resources.
- How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- What information is used to inform the decisions related to organizational management?
- What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school’s organizational management?

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.

Principal Response(s):

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 10 - School Improvement

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community. b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Suggested Guiding Questions/Prompts:

- Please describe any innovative and effective leadership strategies that you have used this year.
- How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?
- How do you monitor teachers’ performance and provide constructive feedback to them?
- What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
- How do you involve the expertise of teacher leaders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you sought out this year?
- In what ways have you observed a change in your role as a school leader and your leadership style?
- In what ways do you take an active role in professional organizations?
- Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.
- What are the internal and external factors that you perceive are affecting your school?
- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?
- How do you monitor teachers’ performance and provide constructive feedback to them?

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal consistently fails to meet expectations for effective performance within this standard.	The principal inconsistently meets expectations for effective performance within this standard.	The principal consistently meets expectations for effective performance within this standard.	The principal consistently exceeds expectations for effective performance within this standard.

Principal Response(s):

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

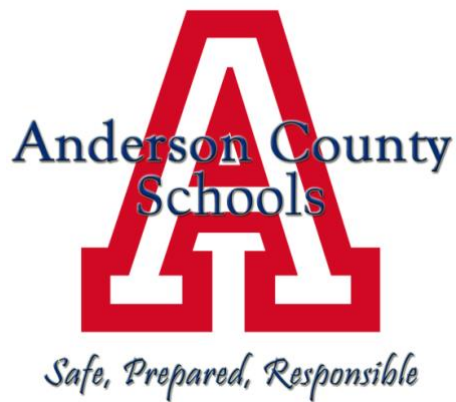
--

Principal Name: _____

Principal Signature: _____ **Date:** _____

Superintendent Name: _____

Superintendent Signature: _____ **Date:** _____



ASSISTANT PRINCIPAL OBSERVATION

_____(YEAR)

This form may be used by the evaluator in conducting the Assistant Principal Observation.

Kentucky
Principal
Growth and
Effectiveness
System

Standard 1 - Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Suggested Guiding Questions/Prompts:

- In what ways have you worked with teachers and staff to embrace a shared vision/mission?*
- Please describe any innovative and effective leadership strategies that you have used this year.*
- What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- How do you involve the expertise of teacher leaders?*
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals?*
- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- How do you communicate professional beliefs and values to all stakeholders?*

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 2 - Ethics and Professional Norms

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Suggested Guiding Questions/Prompts:

- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
- How do you lead others to uphold professional ethics and norms.
- What are some professional norms you help establish at your school?
- How do you respond if/when a teacher or staff member breaches their code of ethics?

Ineffective	Ineffective	Ineffective	Ineffective
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 3 - Equity and Cultural Responsiveness

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Suggested Guiding Questions/Prompts:

- Please describe how you promote the success of all students through communication.
- How do you involve parents and families in student learning?
- How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
- How do you ensure equity among students and access to a free and appropriate public education?
- How do you promote cultural awareness and responsiveness among students and staff?

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

<p>Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).</p>
<p>Evaluator Feedback:</p>

Standard 4 - Curriculum, Instruction, and Assessment
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Sample Performance Indicators: Examples may include, but are not limited to:
Effective Leaders:

- a) *Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.*
- b) *Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.*
- c) *Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.*
- d) *Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.*
- e) *Promote the effective use of technology in the service of teaching and learning.*
- f) *Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.*
- g) *Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.*

Suggested Guiding Questions/Prompts:

- How have you strived this year to make the school environment more academically rigorous?*
- How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?*
- Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- What professional learning have you sought out this year related to curriculum, instruction, and/or assessment?*

Ineffective	Ineffective	Ineffective	Ineffective
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

<p>Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).</p>
<p>Evaluator Feedback:</p>

Standard 5 - Community of Care and Support for Students

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

Sample Performance Indicators: Examples may include, but are not limited to:**Effective Leaders:**

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Suggested Guiding Questions/Prompts:

- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- How do you involve parents and families in student learning?*
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*
- Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- Please explain the ways in which you have demonstrated proactive decision-making this year.*

Ineffective	Ineffective	Ineffective	Ineffective
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 6 - Professional Capacity of School Personnel

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

Sample Performance Indicators: Examples may include, but are not limited to:**Effective Leaders:**

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Suggested Guiding Questions/Prompts:

- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
- Please give examples of ways you have helped your teachers and staff to become more effective this year.
- Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
- In what ways do you support the achievements of high-performing teachers?
- How do you ensure new teachers and staff receive the support they need during their first year?
- How do you foster an atmosphere of professional learning among staff?
- What opportunities have you created this year for collaboration among teachers?
- How do you monitor teachers' performance and provide constructive feedback to them?
- How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 7 - Professional Community for Teachers and Staff

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Suggested Guiding Questions/Prompts:

<input type="checkbox"/> Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive. <input type="checkbox"/> What are the strategies you use to nurture and sustain a climate of trust in your school? <input type="checkbox"/> In what ways do you support the achievements of high-performing teachers? <input type="checkbox"/> How do you ensure new teachers and staff receive the support they need during their first year? <input type="checkbox"/> What opportunities have you created this year for collaboration among teachers? <input type="checkbox"/> What types of teacher learning and development activities or programs have you participated in this year? What have you learned?			
Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.
<i>Assistant Principal Response(s):</i>			
Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).			
Evaluator Feedback:			

Standard 8 - Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>			
Sample Performance Indicators: Examples may include, but are not limited to: Effective Leaders: a) Are approachable, accessible, and welcoming to families and members of the community. b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. e) Create means for the school community to partner with families to support student learning in and out of school. f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. g) Develop and provide the school as a resource for families and the community. h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. i) Advocate publicly for the needs and priorities of students, families, and the community. j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.			
Suggested Guiding Questions/Prompts: <input type="checkbox"/> How do you communicate professional beliefs and values to all stakeholders? <input type="checkbox"/> How do you engage in open dialogue with multiple stakeholders from the larger school community? <input type="checkbox"/> How do you involve parents and families in student learning? <input type="checkbox"/> How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?			
Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

	performance within this standard.		
<i>Assistant Principal Response(s):</i>			
Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).			
Evaluator Feedback:			

Standard 9 - Operations and Management

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Suggested Guiding Questions/Prompts:

- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?
- Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.
- Please provide an example of how you have been able to maximize your available resources.
- How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- What information is used to inform the decisions related to organizational management?
- What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Standard 10 - School Improvement

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

Sample Performance Indicators: Examples may include, but are not limited to:

Effective Leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Suggested Guiding Questions/Prompts:

- Please describe any innovative and effective leadership strategies that you have used this year.
- How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?
- How do you monitor teachers' performance and provide constructive feedback to them?
- What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
- How do you involve the expertise of teacher leaders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you sought out this year?
- In what ways have you observed a change in your role as a school leader and your leadership style?
- In what ways do you take an active role in professional organizations?
- Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.
- What are the internal and external factors that you perceive are affecting your school?
- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?
- How do you monitor teachers' performance and provide constructive feedback to them?

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The asst. principal consistently fails to meet expectations for effective performance within this standard.	The asst. principal inconsistently meets expectations for effective performance within this standard.	The asst. principal consistently meets expectations for effective performance within this standard.	The asst. principal consistently exceeds expectations for effective performance within this standard.

Assistant Principal Response(s):

Evidence requested by the evaluator or provided by the assistant principal: Indicate contributor with an (E) or (P).

Evaluator Feedback:

Assistant Principal Name:

Assistant Principal Signature:

Date: _____

Principal Name:

Principal Signature:

Date: _____

**ANDERSON COUNTY SCHOOLS
FORMATIVE EVALUATION – Principal and Assistant Principal**

Principal/Assistant Principal					
EPSB ID# (if applicable)					
Worksite/School					
School Year					
Date					
Performance Measures	Performance Level				Evidence
PLANNING					
Standard 1: Mission, Vision, and Core Values	I	D	A	E	
Standard 9: Operations and Management	I	D	A	E	
Standard 10: School Improvement	I	D	A	E	
ENVIRONMENT					
Standard 3: Equity and Cultural Responsiveness	I	D	A	E	
Standard 7: Professional Community for Teachers and Staff	I	D	A	E	
INSTRUCTION					
Standard 4: Curriculum, Instruction, and Assessment	I	D	A	E	
Standard 5: Community of Care and Support for Students	I	D	A	E	
Standard 6: Professional Capacity of School Personnel	I	D	A	E	
PROFESSIONALISM					
Standard 2: Ethics and Professional Norms	I	D	A	E	
Standard 8: Meaningful Engagement of Families and Community	I	D	A	E	

Professional Growth Plan Reviewed I agree with this evaluation. I disagree with this evaluation.

Principal/Assistant Principal Comments:

Superintendent/Principal Comments:

Principal/Assistant Principal Signature:

Date:

Superintendent/Principal Signature:

Date:

**ANDERSON COUNTY SCHOOLS
SUMMATIVE EVALUATION – Principal and Assistant Principal**

Employee's Name	
School	
School Year	
Supervisor	
Date	

PERFORMANCE MEASURE RATING	Circle one for each measure				Comments	ANDERSON COUNTY SCHOOLS CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S SUMMATIVE RATING	
						IF...	THEN...
1: Planning Standard 1: Mission, Vision, and Core Values Standard 9: Operations and Management Standard 10: School Improvement	I	D	A	E		Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
2: Environment Standard 3: Equity and Cultural Responsiveness Standard 7: Professional Community for Teachers and Staff	I	D	A	E			
3: Instruction Standard 4: Curriculum, Instruction, and Assessment Standard 5: Community of Care and Support for Students Standard 6: Professional Capacity of School Personnel	I	D	A	E		Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
4: Professionalism Standard 2: Ethics and Professional Norms Standard 8: Meaningful Engagement of Families and Community	I	D	A	E			
SUMMATIVE RATING	Circle One					Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
	EXEMPLARY						
	ACCOMPLISHED					Two measures are rated DEVELOPING AND two measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
DEVELOPING							

	INEFFECTIVE	Two measures are rated DEVELOPING AND two measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
		Two measures are rated ACCOMPLISHED AND two measures are rated EXPEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan reviewed.

I agree with this evaluation.

I disagree with this evaluation.

Principal/Assistant Principal Comments:

Superintendent/Principal Comments:

Principal/Assistant Principal Signature:	Date:
Superintendent/Principal Signature:	Date:

Recommended for re-employment

Not recommended for re-employment

**DISTRICT CERTIFIED PERSONNEL, SCHOOL
PSYCHOLOGISTS, and RELATED SERVICE PROVIDERS
(RSPs)
FORMS**

**ANDERSON COUNTY SCHOOLS
REFLECTIVE PRACTICE AND PROFESSIONAL GROWTH PLANNING
DISTRICT CERTIFIED PERSONNEL**

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Date	

Instructions: Reflect on your strengths and areas of growth using the standards and components listing below. Provide a rating of (I – Ineffective; D – Developing, A – Accomplished, E – Exemplary) for each performance standard/component that is assigned by the superintendent. Provide a rationale for strength areas and/or growth areas.

Component	Self-Assessment					Rationale
Standard 1 - Strategic Leadership						
1A Collaborates with the superintendent in creating a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21 st century	I	D	A	E	N/A	
1B Models and reinforces the culture and vision of the district by participating in open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals	I	D	A	E	N/A	
1C Assists the superintendent in creating processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district	I	D	A	E	N/A	
1D Collaborates with the superintendent in facilitating the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data	I	D	A	E	N/A	
1E. Collaborates with superintendent in determining financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan	I	D	A	E	N/A	

1F	Assists the superintendent in facilitating the implementation of federal, state and local education policies	I	D	A	E	N/A	
1G	Collaborates with the superintendent to facilitate the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data	I	D	A	E	N/A	
Standard 2 - Instructional Leadership							
2A	Assists the superintendent in leading the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets	I	D	A	E	N/A	
2B	Models and applies learning for staff and students	I	D	A	E	N/A	
2C	Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels.	I	D	A	E	N/A	
2D	Collaborates with the superintendent in facilitating the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.	I	D	A	E	N/A	
2E	Demonstrates awareness of all aspects of instructional programs	I	D	A	E	N/A	
2F	Collaborates with superintendent to be a driving force behind major initiatives that help students acquire 21 st century skills including the application of instructional technology	I	D	A	E	N/A	
Standard 3 - Cultural Leadership							
3A	Collaborates with the superintendent to communicate strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs	I	D	A	E	N/A	
3B	Assists the superintendent in building community understanding of what is necessary	I	D	A	E	N/A	

	for all students to graduate college and career ready and to be successful in the globally competitive 21 st century.						
3C	Assists the superintendent in creating a unified school system (not a system of individual schools) with shared vision and equitable practices	I	D	A	E	N/A	
3D	Builds trust and promotes a sense of well-being between all stakeholders	I	D	A	E	N/A	
3E	Routinely celebrates and acknowledges district successes as well as areas needing growth	I	D	A	E	N/A	
3F	Supports and engages in the positive cultural traditions of the community	I	D	A	E	N/A	
3G	Assists the superintendent in creating opportunities for staff involvement in the community and community involvement in the schools	I	D	A	E	N/A	
3H	Assists the superintendent in creating an environment that values and promotes diversity	I	D	A	E	N/A	
Standard 4 - Human Resource Leadership							
4A	Assists the superintendent to ensure that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction	I	D	A	E	N/A	
4B	Assists the superintendent in creating and monitoring processes for educators to assume leadership and decision-making roles	I	D	A	E	N/A	
4C	Assists the superintendent in ensuring processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions	I	D	A	E	N/A	
4D	Uses data to create and maintain a positive work environment	I	D	A	E	N/A	
4E	Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district	I	D	A	E	N/A	

improvement goals, and is differentiated based on staff needs						
4F Assists the superintendent in ensuring that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations	I	D	A	E	N/A	
Standard 5 - Managerial Leadership						
5A Prepares and oversees a budget that aligns resources with the district's vision and needs	I	D	A	E	N/A	
5B Collaborates with the superintendent to identify and plan for facility and technology needs	I	D	A	E	N/A	
5C Assists superintendent in continually assessing programs and resource allocation	I	D	A	E	N/A	
5D Collaborates with the superintendent in developing and enforcing clear expectations for efficient operation of the district including the efficient use of technology	I	D	A	E	N/A	
5E Builds consensus and resolves conflicts effectively	I	D	A	E	N/A	
5F Assures an effective system of district-wide communication	I	D	A	E	N/A	
5G Continually assesses the system in place that ensures the safety of students and staff	I	D	A	E	N/A	
5H Works with local and state agencies to develop and implement emergency plans	I	D	A	E	N/A	
Standard 6 - Collaborative Leadership						
6A Assists the superintendent in developing collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools	I	D	A	E	N/A	
6B Assists the superintendent in ensuring systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success	I	D	A	E	N/A	
6C Assists the superintendent in implementing proactive partnerships that remove barriers, thus ensuring all students have access to college/career courses in high school	I	D	A	E	N/A	
6D Assists the superintendent in implementing proactive partnerships that remove barriers	I	D	A	E	N/A	

thus ensuring all students have access to college/career courses in high school						
Standard 7 - Influential Leadership						
7A Understands the political systems involving the district	I	D	A	E	N/A	
7B Defines, understands, and communicates the impact on proposed legislation	I	D	A	E	N/A	
7C Applies laws, policies, and procedures fairly, wisely and considerately	I	D	A	E	N/A	
7D Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities	I	D	A	E	N/A	
7E Accesses local, state and national political systems to provide input on critical educational issues	I	D	A	E	N/A	

Step 1: Component: Circle Professional Growth Components below that were ranked as priority standards for growth/professional learning.								Step 2: Select two components from standards 1-7 from those circled for the focused professional growth goal development to create two professional growth goals on the professional growth plan form.							
1A	1B	1C	1D	1E	1F	1G		Standard Selected for growth goal 1:							
2A	2B	2C	2D	2E	2F										
3A	3B	3C	3D	3E	3F	3G	3H								
4A	4B	4C	4D	4E	4F										
5A	5B	5C	5D	5E	5F	5G	5H	Standard Selected for growth goal 2:							
6A	6B	6C	6D												
7A	7B	7C	7D	7E											

Employee Signature:	Date:
----------------------------	--------------

**ANDERSON COUNTY SCHOOLS
SELF-REFLECTION – School Psychologist**

Name _____ Date _____ School Year _____

Component		Self-Assessment				Rationale
Planning and Preparation	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 of Resources Both Within and Beyond the School and District	I	D	A	E	
	1E – Plan in 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	
The Environment	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	
Delivery of Service	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	
Professional Responsibilities	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	

Employee Signature:	Date:
----------------------------	--------------

**ANDERSON COUNTY SCHOOLS
PROFESSIONAL GROWTH PLAN – DISTRICT CERTIFIED PERSONNEL/SCHOOL PSYCHOLOGISTS/RSPs**

Director (or School Psychologist or RSP)	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

Professional Growth Goal: <ul style="list-style-type: none"> • What do I want to change about my practice that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are the measures of success? 	
--	--

Action Plan					
Professional Learning	Strategies/Activities	Resources/Support	Measures of Goal Attainment (Tools/Instruments)	Expected Student Growth Impact	Targeted Completion Date

Demonstrable				
Identify the documentation intended to demonstrate professional growth.				
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> On-Going Self-Reflection	<input type="checkbox"/> PLC Documents	
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	<input type="checkbox"/> Strategic Plan Documents	
<input type="checkbox"/> Other: (please specify)				

Mid-Year Review – Progress Toward Professional Growth Goal		
Date	Status of Professional Growth Goal:	Revisions/Modifications:
Director (or School Psychologist or RSP) Signature:	Date:	
Superintendent (or Evaluator) Signature:	Date:	

--	--

Summative Reflection - Level of Attainment for Professional Growth Goal	
--	--

Date	End of Year Reflection
-------------	-------------------------------

	The target was: ____ Achieved ____ Revised ____ Continued
--	--

Director (or School Psychologist or RSP) Signature:	Date:
---	-------

Superintendent (or Evaluator) Signature:	Date:
--	-------

Next Steps:	
--------------------	--

--	--

Director (or School Psychologist or RSP) Signature:	Date:
---	-------

Superintendent (or Evaluator) Signature:	Date:
--	-------

**ANDERSON COUNTY SCHOOLS
FORMATIVE EVALUATION
DISTRICT CERTIFIED PERSONNEL - Central Office Director**

Director	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

Performance Standards	Performance Level				Evidence
PLANNING					
Strategic Leadership	I	D	A	E	
Human Resource Leadership	I	D	A	E	
ENVIRONMENT					
Cultural Leadership	I	D	A	E	
Managerial Leadership	I	D	A	E	
Collaborative Leadership	I	D	A	E	
INSTRUCTION					
Instructional Leadership	I	D	A	E	
PROFESSIONALISM					
Influential Leadership	I	D	A	E	

Professional Growth Plan reviewed.

I agree with this evaluation.

I disagree with this evaluation.

Director Comments:

Superintendent Comments:

Director Signature:	Date:
Superintendent Signature:	Date:

**ANDERSON COUNTY SCHOOLS
SUMMATIVE EVALUATION – DISTRICT CERTIFIED PERSONNEL – Central Office Director**

Director	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

PERFORMANCE MEASURE RATING	Circle one for each measure				Comments	ANDERSON COUNTY SCHOOLS CRITERIA FOR DETERMINING A CENTRAL OFFICE DIRECTOR'S SUMMATIVE RATING	
						IF...	THEN...
1: Planning Standard 1: Strategic Leadership Standard 4: Human Resource Leadership	I	D	A	E		Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
2: Environment Standard 3: Cultural Leadership Standard 5: Managerial Leadership Standard 6: Collaborative Leadership	I	D	A	E			
3: Instruction Standard 2: Instructional Leadership	I	D	A	E		Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
4: Professionalism Standard 7: Influential Leadership	I	D	A	E			
SUMMATIVE RATING	Circle One EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE					Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
						Two measures are rated DEVELOPING AND two measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
						Two measures are rated DEVELOPING AND two measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
						Two measures are rated ACCOMPLISHED AND two measures are rated EXPEMPLARY	Summative Rating shall be EXEMPLARY

* Any rating in the “Ineffective” column requires the development of an Individual Corrective Action Plan

<input type="checkbox"/> Professional Growth Plan reviewed. <input type="checkbox"/> I agree with this evaluation. <input type="checkbox"/> I disagree with this evaluation. Director Comments: Superintendent Comments:
--

Director Signature:	Date:
Superintendent Signature:	Date:

Meets standards for re-employment

Does not meet standards for re-employment

**ANDERSON COUNTY SCHOOLS
FORMATIVE OBSERVATION – School Psychologist**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date and Time of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
2A – Establishing Rapport with Students	I	D	A	E	3A – Responding to Referrals Consulting with Teachers and Administrators	I	D	A	E
2B – Establishing a Culture for Positive Mental Health Throughout the School	I	D	A	E	3B – Evaluating Student Needs and Compliance with National Association of School Psychologists NASP Guidelines	I	D	A	E
2C – Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	3C – Chairing Evaluation Team	I	D	A	E
2D – Establishing Standards of Conduct in the Testing Center	I	D	A	E	3D – Planning Interventions to Maximize Student's Likelihood of Success	I	D	A	E
2E – Organizing Physical Space for Testing the Students and Storage of Materials	I	D	A	E	3E – Maintaining Contact with Physicians and Community Mental Health Service Providers	I	D	A	E

Areas of Strength	
Areas of Growth	
Evaluator Comments	
Evaluatee Comments	

<input type="checkbox"/>	Professional Growth Plan Standards Reviewed
<input type="checkbox"/>	I agree with this formative evaluation.
<input type="checkbox"/>	I do not agree with this formative evaluation.

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

School Psychologist Signature:	Date:
supervisor Signature:	Date:

**ANDERSON COUNTY SCHOOLS
SUMMATIVE EVALUATION - DISTRICT CERTIFIED PERSONNEL - School Psychologist**

School Psychologist	
EPSB ID# (if applicable)	
Worksite/School	
School Year	
Date	

PERFORMANCE MEASURE RATING	Circle one for each measure				ANDERSON COUNTY SCHOOLS CRITERIA FOR DETERMINING A SCHOOL PSYCHOLOGIST'S SUMMATIVE RATING	
					IF...	THEN...
1: Planning	I	D	A	E	Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
2: Environment	I	D	A	E		
3: Instruction (Delivery of Service)	I	D	A	E	Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
4: Professionalism	I	D	A	E		
SUMMATIVE RATING	Circle One				Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
	EXEMPLARY				Two measures are rated DEVELOPING AND two measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
	DEVELOPING				Two measures are rated DEVELOPING AND two measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
	INEFFECTIVE				Two measures are rated ACCOMPLISHED AND two measures are rated EXPEMPLARY	Summative Rating shall be EXEMPLARY

* Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan

<input type="checkbox"/> Professional Growth Plan reviewed. <input type="checkbox"/> I agree with this evaluation. <input type="checkbox"/> I disagree with this evaluation. School Psychologist Comments: Supervisor Comments:

School Psychologist Signature:	Date:
Supervisor Signature:	Date:

Meets standards for re-employment

Does not meet standards for re-employment

OTHER RESOURCES

PROFESSIONAL STANDARDS for Educational Leaders (PSEL)

The Professional Standards for Educational Leaders (PSEL) performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.**

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Professional Standards for Educational Leaders (PSEL) define the criteria expected when principals perform their major duties. For all principals, there are ten performance standards that guide the performance of the principal. The PPGES provides principals with an assessment of their performance on these standards as viewed through Student Growth, Val-Ed and/or Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. Principals will receive their summative rating based on the measures. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's performance.

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

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

Effective leaders:

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

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

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

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

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

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

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

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

**ANDERSON COUNTY SCHOOLS
APPLICATION FOR ELECTION TO MEMBERSHIP
LOCAL EVALUATION APPEALS PANEL**

I, _____ am willing to serve as a member of the Local Evaluation Appeals Panel, if elected to do so by the District's certified employees.

Signature

Date

School:

Grade Level/Subject Area:

**ANDERSON COUNTY SCHOOLS
LOCAL EVALUATION APPEALS**

This form is to be used by certified employees who want to appeal current evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Evaluation Appeals Panel by completing this form and returning it to the Chairperson of the Appeal's Panel or Superintendent within five (5) working days of the receipt of your summative evaluation.

Name of Employee:

Building:

Title:

Home Address:

Evaluation being appealed is:

Summative

Copy of Post-Observation Conference Form is attached

Reason for Appeal: What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet(s).

Date you received the summative evaluation:

Name of Evaluator:

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

Employee's Signature:

Date:

For appeal of summative evaluation, submit this form to the Appeals Panel chairperson and the Superintendent.

NOTE: Evaluation records may be presented to and reviewed by the local evaluation appeals panel.

Date Appeal is Filed

**ANDERSON COUNTY SCHOOLS
IMPROVEMENT ASSISTANCE PLAN**

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Department	
Position	
Date	

Domain/Component	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Monitoring Methods and Target Dates

(ATTACH MORE PAGES IF NECESSARY)

Evaluatee Comments:
Evaluator Comments:

Improvement Assistance Plan Developed:		Status of IAP: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Not Achieved	
Employee Signature:	Date:	Employee Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

**ANDERSON COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN**

Employee's Name	
Worksite/School	
School Year	
Supervisor	
Department	
Position	
Date	

Domain/Component	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Monitoring Methods and Target Dates

(ATTACH MORE PAGES IF NECESSARY)

Evaluatee Comments:
Evaluator Comments:

Individual Corrective Action Plan Developed:		Status of ICAP: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Not Achieved	
Employee Signature:	Date:	Employee Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

**ANDERSON COUNTY SCHOOLS
CERTIFIED EVALUATION PLAN
SIGNATURE PAGE**

My signature below indicates that:

- I have been given access to an electronic copy and have been notified that I may request a hard copy of the Anderson County Schools Certified Evaluation Plan Revised 2020.

- The evaluation process has been explained to me and I understand the components of the process.

Printed Name

Certified Employee Signature

School

Date