



Webster County Public Schools
2019-2020

Certified Evaluation Plan
for
Teachers & Other Professionals

Revised 2019

WEBSTER COUNTY SCHOOLS
CERTIFIED EVALUATION PLAN
FOR
TEACHERS & OTHER PROFESSIONALS

Rhonda Callaway, Superintendent

Webster County Schools
28 St. Rt. 1340
Dixon, KY 42409
(270) 639-5083

CERTIFIED EVALUATION PLAN 50/50 COMMITTEE MEMBERS:

Administrators:

- 1) Brad Johnson, Director of Personnel
- 2) Kim Saalwaechter, Director of Special Education & Early Childhood
- 3) Greg Bowles, Director of Pupil Personnel & Chief Operations Officer
- 4) Dawn Forker, Sebree Elementary Principal
- 5) Michael Gooch, WCMS Principal
- 6) Lindsey McCully, WCHS Assistant Principal

Certified Staff:

- 1) Pamela Powell, Clay Elementary Librarian
- 2) Tara Pelton, Dixon Elementary Teacher
- 3) Rachel Wingo, Providence Elementary Teacher
- 4) Heather Van Winkle, Sebree Elementary Teacher
- 5) Andy Corbin, WCMS Teacher
- 6) Abby Ranes, WCHS Teacher

ASSURANCES CERTIFIED SCHOOL EVALUATION PLAN

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

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

Name:	Title:
Brad Johnson	Director of Personnel
Kim Saalwaechter	Director of Special Education & Early Childhood
Greg Bowles	Director of Pupil Personnel & Chief Operations Officer
Dawn Forker	Sebree Elementary Principal
Michael Gooch	WCMS Principal
Lindsey McCully	WCHS Assistant Principal
Pamela Powell	Clay Elementary Librarian
Tara Pelton	Dixon Elementary Teacher
Rachel Wingo	Providence Elementary Teacher
Heather Van Winkle	Sebree Elementary Teacher
Andy Corbin	WCMS Teacher
Abby Ranes	WCHS Teacher

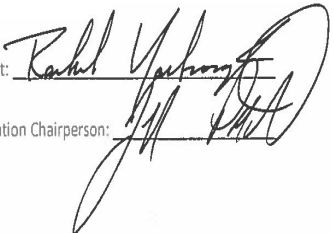
The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

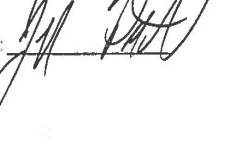
All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

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 4-23-2018. (704R 3- 70)

Signature of Superintendent: 

Signature of Board of Education Chairperson: 

Date: 2-25-2019

Date: 2-25-2019

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Certified Evaluation Plan Teachers & Other Professionals

The goal of the Certified Evaluation Plan (CEP) is for every student to be taught by an effective teacher/other professional (OP) and every school led by an effective leader. The CEP is designed to create a fair and equitable system to measure teacher/OP and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **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 the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
3. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
4. **Certified School Personnel:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation committee:** means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** The successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.

12. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.
13. **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.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by EPSB pursuant to Title 16 KAR.
15. **Peer observation:** The observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).
17. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified plan. Ratings include exemplary, accomplished, developing, and ineffective.
19. **Personnel Evaluation 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 formative feedback to guide professional growth.
20. **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 Title 16 KAR.
21. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
22. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
23. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. **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 704KAR 3:370.

Assignment of Primary Evaluator

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

Evaluator Evaluation & Observer Training

In order to evaluate teachers and other professionals, all evaluators are required to be trained in the initial certified evaluation training by KDE or the approved provider, as well as the district certified observation and evaluation training. Thereafter, annual update observation/evaluation training is required. The district observation/evaluation training will use the district selected or state observation training platform. Evaluators shall be provided with district support, resources, and EILA-approved training. Evaluators shall meet the CEP requirements prior to conducting formative or summative evaluations.

Table 1: Observer/Evaluator Training

Activity	Evaluator Support		
	Resources	Staff Responsible	Timeline
Successfully complete the state evaluator training	or Other Approved Training	New Evaluator	Prior to evaluating teachers and other professionals
Study the Framework for Teaching (FFT)	work for Teaching (FFT)	New Evaluator	Within 30 calendar days of employment
District observation/evaluation 6 hr. minimum training	Observation training Platform	Personnel Director All Observer/Evaluators	Prior to the start of school or within 30 calendar days of employment

Serving Dual Roles

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

Kentucky Teacher Intern Program (KTIP)

Teacher interns shall follow the KTIP process. KTIP data shall be used to inform the district performance measure for the summative rating.

The Kentucky Framework for Teaching

Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice for teachers and other professionals to include librarians, guidance counselors, instructional coaches, therapeutic specialists, and school psychologists through the domains of:

Framework for Teaching

- Domain1: Planning & Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Specialist Frameworks for Other Professionals

- Domain1: Planning & Preparation
- Domain 2: Environment
- Domain 3: Delivery of Service
- Domain 4: Professional Responsibilities

All domains will be considered in determining the professional performance measure of Planning, Environment, Instruction, and Professionalism. Domains 1 and 4 will be measured through artifacts,

conferencing, and/or observations. Domains 2 and 3 will be measured through observation and conferencing.

The Frameworks includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic performance measure of professional practice 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. 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. Evaluators must use the following categories of evidence in determining ratings for the summative evaluation as follows: self-reflection, professional growth planning (PGP), and observation.

Sources of evidence supporting an educator's professional practice shall be collected and documented by the evaluator. The district personnel file shall maintain the summative and PGP for evaluatees in the summative year.

Products of Practice/Other Sources of Evidence

Products of practice include Observations by the evaluator, Self-Reflection, Professional Growth Plan, and other sources of evidence. Teachers and Other Professionals shall provide evidence to support their professional practice.

Other sources of evidence may include:

- Evidence as identified in Domains 1-4 of the Framework for Teaching
- Walk-throughs
- Use of professional feedback
- Curriculum units
- Lesson plans
- PLCs contribution
- Self-reflections
- Professional conversations
- Fulfillment of duties
- Records of attendance
- Video lessons
- Action research
- Committee participation
- Engagement in professional organizations
- Performance based measures with rubrics
- Formative and/or summative data
- Trend data
- Student academic data
- Student work samples
- Meaningful student feedback
- Student voice surveys & parent surveys
- Community engagement
- Communication logs
- Evidence Tool for Planning & Preparation
- Letters/memos of performance both outstanding or needs improvement
- Other sources of evidence agreed upon by the evaluatee & evaluator

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FfT)	Domain	Planning						Environment					Instruction				Professionalism			
	Component	1 a - Knowledge of Content / Pedagogy	1 b - Demonstrate Knowledge of Students	1 c - Setting Instructional Objectives	1 d - Demonstrates Knowledge of Resources	1 e - Designing Coherent Instruction	1 f - Designing Student Assessment	2 a - Creating Environment of Respect & Rapport	2 b - Establishing Culture of Learning	2 c - Maintaining Classroom Procedures	2 d - Managing Student Behavior	2 e - Organizing Physical Space	3 a - Communicating with Students	3 b - Questioning & Discussion Techniques	3 c - Engaging Students in Learning	3 d - Using Assessment in Learning	3e - Demonstrating Flexibility & Responsiveness	4 a - Reflecting on Teaching	4 b - Maintaining Accurate Records	4 c - Communicating with Families
SOURCES OF EVIDENCE	Evaluator Observation	Evidence Pre-Conference Daily Practice						Observation					Evidence Pre/Post Conference Daily Practice							

to Inform Professional Growth Professional Growth hGGG Growth hGPra ctice	Self-Reflection	Self-Reflection & Professional Growth Plan
	Professional Growth	

Self-Reflection & Professional Growth Plan

The self-reflection provides the educator an opportunity to reflect on professional practices and set focused goals through the development of a Professional Growth Plan (PGP). The PGP addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including professional growth needs identified through self-assessment, classroom observation feedback, and student achievement. In collaboration with the evaluator, explicit goals are identified to drive the focus of professional growth activities, support, and on-going reflection. Teachers and other professionals shall participate in self-reflection and PGP each year, which serve as sources of evidence for the summative evaluation.

The teachers and other professionals shall:

- (1) Reflect on current growth needs based on multiple sources of data and identify areas of focus aligned with the school/district improvement plans;
- (2) Collaborate with the evaluator to develop a PGP;
- (3) Implement the plan;
- (4) Regularly reflect on the impact of the PGP making modifications as needed;
- (5) Collaborate with the evaluator to conduct an annual summative reflection, the degree of goal attainment, and next steps; document the PGAG’s completion or continuation.

Table 2: Self-Reflection

Self- Reflection Teachers & OP			
Activity Components	Timeline	Evaluatee Role Procedure/Documentation	Evaluator Role Monitoring
Initial Self-Reflection	Annually by Aug. 30 th	Complete Framework for Teaching for current level of practice	Monitor completion of Initial Self-Reflections
Ongoing Reflection	Post conference doc. or as needed on initial reflection document	Review make modifications as needed	Provide opportunity
Protocol for Late Hires: Evaluatees hired after the first instructional day shall complete the Initial Self-Reflection within the timeline of the CEP or after 30 calendar days of employment and follow the iterative process.			

Table 3: Professional Growth Plan (PGP)

Professional Growth Plan for Teachers & OP			
PGP Components	Timeline	Evaluatee Role	Evaluator Role
PGP Development	Submit by Oct. 15 th Approval by Oct. 31 st	<ul style="list-style-type: none"> ➤ Create a draft PGP document ➤ Submit to evaluator for collaboration & approval 	<ul style="list-style-type: none"> ➤ Collaborate with evaluatee for PGP development ➤ Approve PGP
PGP Ongoing Reflection	During post-conference or as needed	<ul style="list-style-type: none"> ➤ Review the PGP; make modifications as needed 	<ul style="list-style-type: none"> ➤ Collaborate with evaluatee to monitor and provide feedback
PGP End-of-Year Reflection	By April 15 th summative year By May 15 th for teachers <u>not</u> in summative year	<ul style="list-style-type: none"> ➤ Review the PGP for goal achievement or next steps 	<ul style="list-style-type: none"> ➤ Conference with evaluatee to determine the PGP status for: <ul style="list-style-type: none"> ● Continuation ● Revision ● Completion ➤ In the summative year, submit PGP to the district
<p><u>Protocol for Late Hires:</u> Evaluatees hired after the first instructional day shall complete the PGP within the timeline of the CEP or within 45 calendar days of employment and follow the iterative process.</p>			

Observation

The observation process is one source of evidence to determine educator effectiveness. The evaluator observation provides documentation and feedback to measure the effectiveness of professional practice.

Observations may begin after the teacher/other professional (OP) has participated in evaluation training, which must occur within 30 calendar days of reporting for employment.

- Mini observations may be announced or unannounced; full observations must be announced.
- All observations (mini/full) shall be documented in the district electronic platform.
- In the summative year, signed and dated copies of the written summative evaluations and PGPs shall be placed in the employee's personnel file at the district office.
- All observation documents must be provided to the employee through electronic access or hard copy.
- Employees shall have an opportunity to provide a written response to all evaluations which shall be placed in the employee's personnel file.
- The required number of observations is the minimum requirement. Additional observation(s) may be conducted if deemed necessary by the primary evaluator.

Timeline for Late Hires

Employees hired after the first instructional day during the first semester shall complete all components of the observation schedule. Employees hired during the second semester shall receive, at a minimum, one full observation.

Pre-conference for Observation(s)

A pre-conference is only required for announced mini observations or OP mini site-visits. The evaluator shall determine if the conference will be in person or electronic.

Table 4: Observation Pre-conference

Observation Pre-conference for Teachers & OP				
Observer	Observation Type	Resource	Timeline	Pre-Conference Format
Evaluator	Announced Mini And Full Observations	<ul style="list-style-type: none"> ➤ <i>Pre-observation Document</i> ➤ <i>Evidence Tool for Performance Measures: Planning & Professionalism</i> ➤ <i>Teacher's Lesson Plan & Instructional Documents</i> 	Prior to Observation	<u>Evaluator's Choice:</u> <ul style="list-style-type: none"> ➤ In-person or by email
	Unannounced Mini	N/A	N/A	N/A

One-Year Summative Cycle

Non-tenured teachers and other professionals are on a one (1) year cycle for evaluation. Walk-through observations and other observations may be conducted to inform professional practice. Other evidence and professional judgement may be used to inform performance measures. Tenured teachers and other professionals on an Intensive Assistance Plan shall follow the one-year summative observation model.

Table 5: One-Year Summative Cycle

One-Year Cycle Summative Observation Model for Teachers & OP				
Observer	Observation Type	Observation Time	Documentation	Observation Timeline
Evaluator	1 st Mini *OP-Mini or Site Visit	Minimum 20 Minutes	District electronic platform	First Semester
Evaluator	2 nd Mini *OP-Mini or Site Visit	Minimum 20 Minutes	District electronic platform	Prior To Full Observation
Evaluator	Full *OP-Full or Site Visit	Full Class/Lesson	District electronic platform	By April 15 th
Summative Evaluation				
The evaluator shall complete the Summative Evaluation annually in the district electronic platform <u>by April 15th</u> , and provide a signed and dated hard copy to the Director of Personnel for the employee's personnel file.				

Three-Year Summative Cycle

Tenured teachers and other professionals on a three (3) year summative cycle are required to have a minimum of one full observation from the evaluator within the three (3) year cycle. Walk-through observations and other observations may be conducted to inform professional practice. Other evidence and professional judgement may be used to inform performance measures.

Table 6: Three-Year Summative Cycle

Three-Year Cycle Summative Observation Model for Teachers & OP				
Observer	Observation Type	Observation Time	Documentation	Observation Timeline
Evaluator	Full *OP-Full or Site Visit	Full Class/Lesson	district electronic platform	April 15 th 3 rd Cycle Year
Summative Evaluation Document				
The evaluator shall complete the Summative Evaluation document in the district electronic platform by <u>May 1st on a 3-year cycle</u> and provide a signed and dated hard copy to the Director of Personnel for the employee's personnel file.				

Performance Measures to Determine Ratings

Four performance measures along with other evidence and professional judgement are used for each component within the domains of the Framework to determine a performance measure rating.

The four performance measures are as follows:

Table 7: Performance Ratings with Criteria Descriptions

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

Post Conference for Observation(s) & Summative Evaluation

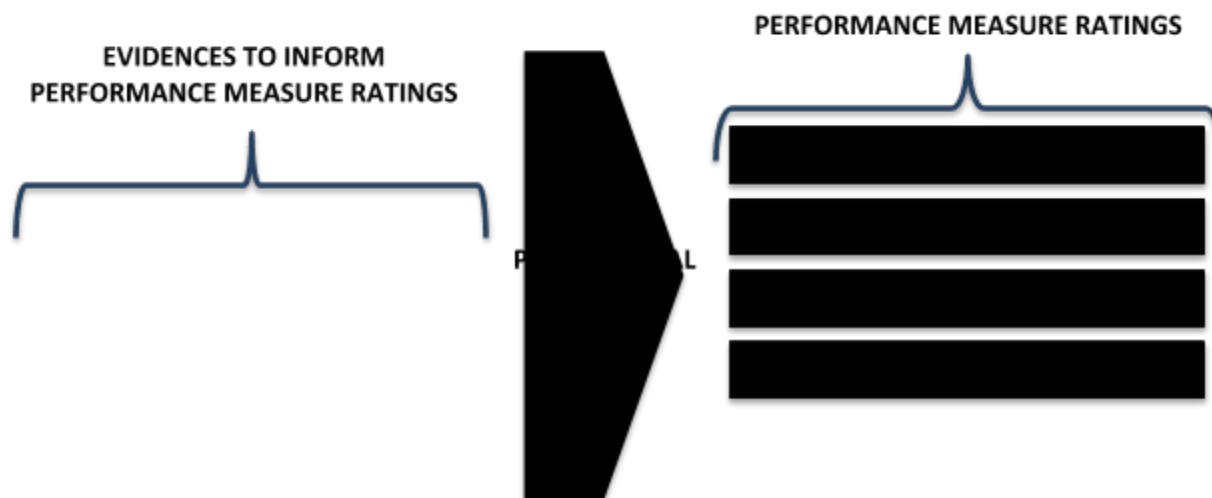
In preparation for the post conference for mini, full, and OP site visits, the evaluatee shall answer and submit the *Post Conference Document* reflective questions and *The Evidence Tool for Performance Measures: Planning & Professionalism* to the evaluator. The post conference shall be in person and must occur within five (5) working days following each observation/site visit. The evaluatee shall be provided access to the Post Conference Document.

Table 8: Post Conference Resources & Timelines

Resources	Post-conference Timeline
<ul style="list-style-type: none"> ➤ <i>Pre-observation Document for announced observations</i> ➤ <i>Teacher's Lesson Plan</i> ➤ <i>Observation evidence</i> ➤ <i>KY Framework</i> ➤ <i>Evidence Tool for Performance Measures: Planning & Professionalism</i> ➤ <i>Other evidence</i> ➤ <i>Post Conference Document</i> 	5 Working Days of Observation
<ul style="list-style-type: none"> ➤ <i>Summative Document</i> 	Non-tenured April 15 th Tenured May 1 st

Determining the Rating for Summative Evaluation

The Kentucky Framework for Teaching stands as the critical rubric for providing educators with concrete descriptions of practice associated with specific domains. The summative process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to Performance Measures of Planning, Environment, Instruction, and Professionalism for a summative rating.



Summative Evaluation Process

- The summative evaluation conference and documentation shall be completed in the district electronic platform by April 15th for one-year cycle process and by May 1st for three-year cycle process.
- The observation results from mini and full observations for teachers and observations or site visits for OPs and other evidence in the cycle will be reviewed to assign a Performance Rating for: Planning, Environment, Instruction, and Professionalism. Then, the *Criteria for Determining Performance Measure for a Summative Rating* will be applied to determine the summative rating.
- All evaluatees shall be provided a copy of the summative form through electronic access or a hard copy.
- A hard copy shall be signed and dated by both the evaluator and evaluatee and submitted to the district for the evaluatee’s personnel file.
- In addition to the appropriate KTIP forms, KTIP interns shall receive performance measures on the district’s summative evaluation document in the summative conference.

Table 9: Performance Measure Criteria for a Summative Rating

<i>Criteria for Determining Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment <u>and</u> Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u> .
If Environment <u>or</u> Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing</u> or <u>ineffective</u>
If Planning <u>or</u> Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>accomplished</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>exemplary</u> .
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u> .	The Summative Rating shall be <u>exemplary</u> only if Environment or Instruction is rated <u>exemplary</u>

Professional Growth Plan

Assistance & Intensive Assistance Plan

The Professional Growth Plan for Assistance/Intensive Assistance will be implemented for all certified staff members that require such support for assistance and/or correction. See the Professional Growth Plan for Assistance/Intensive Assistance located in the Appendix. (see pg. 67-73)

Appeals

Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix (see pg. 74-77).

Webster County Schools

Certified Evaluation Plan

For

Teachers

&

Other Professionals

Appendix

Initial Self-Reflection for Teachers

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching (*Ineffective, Developing, Accomplished, and Exemplary*). Provide a rationale for each component you identified as Ineffective or Developing.

Teacher: _____ **Date:** _____ **School:** _____

Component:	Overall Performance Level	Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> ● In planning and practice, teacher makes content errors or does not correct errors made by students. ● Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content. ● Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. ● Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. ● Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. ● Teacher’s plans and practice display little understanding of prerequisite relationships important to students’ learning of the content. ● Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. ● Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. ● Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. ● Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. ● Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. ● Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. 	I	
	D	
	A	
	E	
1B - Demonstrating Knowledge of Students <ul style="list-style-type: none"> ● Teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. ● Teacher indicates the importance of understanding how students learn and the students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. ● The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. ● Teacher actively seeks knowledge of students’ levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. ● Teacher understands the active nature of student learning and attains information about levels of development for groups of students. ● Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. 	I	
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1C - Selecting Instructional Outcomes	I	

<ul style="list-style-type: none"> • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes represent moderately high expectations and rigor. • Most outcomes represent rigorous and important learning in the discipline. • All outcomes represent rigorous and important learning in the discipline. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Outcomes reflect several different types of learning and opportunities for coordination. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. • The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. • All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. • Outcomes are stated as activities rather than as student learning. • Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes take into account the varying needs of groups of students. • Outcomes take into account the varying needs of individual students. 	D	
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<p>1D - Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. • Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources more broadly available. • Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. • Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. 	I	
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<p>1E - Designing Coherent Instruction</p> <ul style="list-style-type: none"> • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. 	I	
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<p>1F - Designing Student Assessment</p> <ul style="list-style-type: none"> Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment methodologies have been adapted for individual students, as needed. Teacher intends to use assessment results to plan for future instruction for the class as a whole. Teacher intends to use assessment results to plan for future instruction for groups of students. Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. 	I	
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<p>2A - Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. Students rarely demonstrate disrespect for one another. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher does not deal with disrespectful behavior. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. 	I	
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<p>2B - Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. The teacher conveys high expectations for learning by all students and insists on hard work. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. Classroom interactions support learning and hard work. The teacher conveys that with hard work students can be successful. 	I	
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<ul style="list-style-type: none"> ● Students understand their role as learners and consistently expend effort to learn. ● Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. ● The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. ● The classroom culture is characterized by little commitment to learning by teacher or students. ● The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. ● The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. 	<p style="text-align: center;">E</p>	
<p>2C - Managing Classroom Procedures</p> <ul style="list-style-type: none"> ● Much instructional time is lost through inefficient classroom routines and procedures. ● Some instructional time is lost through only partially effective classroom routines and procedures. ● There is little loss of instructional time because of effective classroom routines and procedures. ● Instructional time is maximized because of efficient routine and procedures. ● There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. ● The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. ● The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful. ● Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. ● There is little evidence that students know or follow established routines. ● With regular guidance and prompting, students follow established routines. ● With minimal guidance and prompting students follow established classroom routines. ● Routines are well understood and may be initiated by students. 	<p style="text-align: center;">I</p>	
	<p style="text-align: center;">D</p>	
	<p style="text-align: center;">A</p>	
	<p style="text-align: center;">E</p>	
<p>2D - Managing Student Behavior</p> <ul style="list-style-type: none"> ● Response to students’ misbehavior is repressive or disrespectful of student dignity ● Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. ● Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. ● Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. ● There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. ● Standards of conduct appear to have been established, but their implementation is inconsistent. ● The teacher monitors student behavior against established standards of conduct ● Teachers’ monitoring of student behavior is subtle and preventative. ● Students challenge the standards of conduct. ● Student behavior is generally appropriate. ● Student behavior is entirely appropriate. ● Students take an active role in monitoring their own behavior and that of other students against standards of conduct. 	<p style="text-align: center;">I</p>	
	<p style="text-align: center;">D</p>	
	<p style="text-align: center;">A</p>	
	<p style="text-align: center;">E</p>	

<p>2E- Organizing Physical Space</p> <ul style="list-style-type: none"> • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. • Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. • The teacher’s use of physical resources, including computer technology, is moderately effective. • Teacher makes effective use of physical resources, including computer technology. • Teacher makes effective use of physical resources, including computer technology. The teacher ensures the physical arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning. • The physical environment is unsafe, or many students don’t have access to learning resources. • The classroom is safe, and essential learning is accessible to most students. • The classroom is safe, and learning is accessible to all students; teacher ensures the physical arrangement is appropriate to the learning activities. • The classroom is safe, and learning is accessible to all students, including those with special needs. 	I	
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<p>3A - Communicating with Students</p> <ul style="list-style-type: none"> • The teacher’s explanation of the content contains major errors. • The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences. • Students contribute to extending the content and help explain concepts to their classmates. • The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. • The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. • The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher’s spoken or written language contains errors of grammar or syntax. • The teacher’s spoken or written language contains errors • Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate for the students’ ages or backgrounds. • Teacher’s spoken and written language is clear and correct and vocabulary is appropriate to the students’ ages and interests. • The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies. 	I	
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<p>3B - Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • A few students dominate the discussion. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	I	
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<ul style="list-style-type: none"> • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. • Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. 		
<p>3C - Engaging Students in Learning</p> <ul style="list-style-type: none"> • Few students are intellectually engaged or interested. • Students may have some choice in how they complete tasks and may serve as resources for one another. • There is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pace of the lesson is too slow or too rushed. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. 	I	
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<p>3D - Using Assessment in Instruction</p> <ul style="list-style-type: none"> • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Assessment is fully integrated into instruction through extensive use of formative assessment. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. • Questions, prompts, assessments are used to diagnose evidence of learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. • Students self-assess and monitor their progress. 	I	
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<p>3E – Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. 	I	
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<p>4A - Reflecting on Teaching</p> <ul style="list-style-type: none"> • Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson • Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. • Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Teacher has no suggestions for how a lesson could be improved. • Teacher makes general suggestions about how a lesson could be improved. • Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. 	I	
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<p>4B - Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion. • Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors. • Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Students contribute information and participate in maintaining the records. 	I	
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<p>4C - Communicating with Families</p> <ul style="list-style-type: none"> • Teacher communication with families—about the instructional program or individual students—is sporadic and culturally inappropriate. • Information to families is conveyed in a culturally appropriate manner. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher’s efforts to engage families in the instructional program are frequent and successful. • Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. • Teacher makes no attempt to engage families in the instructional program. 	I	
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<ul style="list-style-type: none"> ● Teacher makes some attempts to engage families in the instructional program. ● Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. ● Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. 		
<p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> ● Teacher avoids becoming involved in school events or school and district projects. ● Teacher participates in school events and school and district projects when specifically asked to do so. ● Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. ● Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. ● Teacher’s relationships with colleagues are negative or self-serving. ● Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. ● Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. ● Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. ● Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. ● Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. ● Teacher takes a leadership role in promoting a culture of professional inquiry. 	I	
<p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> ● Teacher engages in no professional development activities to enhance knowledge or skill. ● Teacher participates in professional activities to a limited extent when they are convenient. ● Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. ● Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. ● Teacher makes no effort to share knowledge with others or to assume professional responsibility. ● Teacher finds limited ways to contribute to the profession. ● Teacher participates actively in assisting other educators. ● Teacher initiates important activities to contribute to the profession. ● Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. ● Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. ● Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. ● Teacher seeks out feedback on teaching from both supervisors and colleagues. 	D	
<p>4F - Demonstrating Professionalism</p> <ul style="list-style-type: none"> ● Teacher is not alert to students’ needs and contributes to school practices that result in some students being ill-served by the school. ● Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. ● Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. ● Teacher is highly proactive in serving students, seeking out resources when needed. ● Teacher does not comply with school and district regulations. ● Teacher complies minimally with school and district regulations, doing just enough to get by. ● Teacher complies fully with school and district regulation. 	A	
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<ul style="list-style-type: none"> ● Teacher complies fully with school and district regulations, taking a leadership role with colleagues. ● Teacher displays dishonesty in interactions with colleagues, students and the public. ● Teacher is honest in interactions with colleagues, students and the public. ● Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. ● Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. ● Teacher makes decisions and recommendations based on self-serving interests. ● Teacher's decisions and recommendations are based on limited but genuinely professional considerations. ● Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. ● Teacher maintains an open mind in team or departmental decision-making. ● Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standard 		
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Initial Self-Reflection for Instructional Coaches

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching (*Ineffective, Developing Accomplished, and Exemplary*). Provide a rationale for each component you identified as Ineffective or Developing.

Instructional Coach:

Date:

School:

Component:	Overall Performance Level	Rationale:
1A <ul style="list-style-type: none"> ● Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development. ● Instructional specialist demonstrates basic familiarity with specialty areas and trends in professional development. ● Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development ● Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues. 	I	
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1B <ul style="list-style-type: none"> ● Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program. ● Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program. ● Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program. ● Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program. 	I	
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1C <ul style="list-style-type: none"> ● Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff. ● Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. ● Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff. ● Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues. 	I	
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1D <ul style="list-style-type: none"> ● Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. ● Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. ● Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. ● Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the school's program. 	I	
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1E <ul style="list-style-type: none"> ● Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. ● Instructional specialist's plan has a guiding principle and includes a number of worth-while activities, but some of them don't fit with the broader goals. ● Instructional specialist's plan is well designed to support teachers in the improvement of their skills. ● Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers. 	I	
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1F	I	

<ul style="list-style-type: none"> • Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. • Instructional specialist has a rudimentary plan to evaluate the instructional support program. • Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. • Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. 	D	
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2A <ul style="list-style-type: none"> • Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency. • Relationships with the instructional specialist are cordial: teachers don't resist initiatives established by the instructional specialist. • Relationships with the instructional specialist are respectful with some contacts initiated by teachers. • Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers. 	I	
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2B <ul style="list-style-type: none"> • Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. • Teachers do not resist the offerings of support from the instructional specialist. • Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. • Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. 	I	
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2C <ul style="list-style-type: none"> • When teachers want to access assistance from the instructional specialist, they are not sure how to go about it. • Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not. • Instructional specialist has established clear procedures for teachers to use in gaining access to support. • Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers. 	I	
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2D <ul style="list-style-type: none"> • No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another. • Instructional specialist's efforts to establish norms of professional conduct are partially successful. • Instructional specialist has established clear norms of mutual respect for professional interaction. • Instructional specialist has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct. 	I	
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2E <ul style="list-style-type: none"> • Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities. • The physical environment does not impede workshop activities. • Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities. • Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement 	I	
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3A <ul style="list-style-type: none"> • Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so. 	I	
	D	

<ul style="list-style-type: none"> Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school. Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. 	A	
	E	
<p>3B</p> <ul style="list-style-type: none"> Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so. Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school. Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. 	I	
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<p>3C</p> <ul style="list-style-type: none"> The quality of the instructional specialist’s model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served. The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers. Instructional specialist’s model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the teachers being served. 	I	
	D	
	A	
	E	
<p>3D</p> <ul style="list-style-type: none"> Instructional specialist’s efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs. Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so. Instructional specialist locates resources for instructional improvement for teachers when asked to do so. 	I	
	D	
	A	
	E	
<p>3E</p> <ul style="list-style-type: none"> Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change. Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. Instructional specialist adheres to his plan, in spite of evidence of its inadequacy. Instructional specialist makes revisions to the support program when it is needed. 	I	
	D	
	A	
	E	
<p>4A Instructional specialist’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.</p> <ul style="list-style-type: none"> Instructional specialist’s reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each. Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving. Instructional specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved. 	I	
	D	
	A	
	E	
<p>4B Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.</p>	I	
	D	

<ul style="list-style-type: none"> ● Instructional specialist’s efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time. ● Instructional specialist’s budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time. ● Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time. 	A	
<p>4C Instructional specialist makes no effort to collaborate with other instructional specialists within the district.</p> <ul style="list-style-type: none"> ● Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate. ● Instructional specialist initiates efforts to collaborate with other instructional specialists within the district. ● Instructional specialist takes leadership role in coordinating projects with another instructional specialist within and beyond the district. 	I	
<p>4D Instructional specialist’s relationships with colleagues are negative or self-serving and the specialist avoids being involved in school and district events and projects.</p> <ul style="list-style-type: none"> ● Instructional specialist’s relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. ● Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. ● Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. 	D	
<p>4E Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills</p> <ul style="list-style-type: none"> ● Instructional specialist’s participation in professional development activities is limited to those that are convenient or are required. ● Instructional specialist seeks out opportunities for professional development based on an individual assessment of need. ● Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists. 	A	
<p>4F Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.</p> <ul style="list-style-type: none"> ● Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality. ● Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality. ● Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality. 	I	
	D	
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Initial Self-Reflection for Library Media Specialists

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching (*Ineffective, Developing Accomplished, and Exemplary*). Provide a rationale for each component you identified as Ineffective or Developing.

Library Media Specialists:

Date:

School:

Component:	Overall Performance Level	Rationale:
1A <ul style="list-style-type: none"> ● School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process. ● School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process. ● School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections. ● School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections. 	I	
	D	
	A	
	E	
1B <ul style="list-style-type: none"> ● School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. ● School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection abilities and special needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection. ● School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection. ● School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection. 	I	
	D	
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1C School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instructional services to support these goals. <ul style="list-style-type: none"> ● School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals. ● School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals. ● School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals. 	I	
	D	
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<p>1D</p> <ul style="list-style-type: none"> • School Library Media Specialist has little awareness of the resources with the school’s library collection or resources available electronically and does not seek resources outside the library. • School Library Media Specialist is aware of the resources within the school’s library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community. • School Library Media Specialist has commendable knowledge of the resources within the school’s library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large. • School Library Media Specialist has an extensive knowledge of the resources within the school’s library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond. 	I	
	D	
	A	
	E	
<p>1E</p> <ul style="list-style-type: none"> • School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning. • School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning. • School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning. • School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning. 	I	
	D	
	A	
	E	
<p>1F</p> <ul style="list-style-type: none"> • School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities. • School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit. • School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies. • School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies. 	I	
	D	
	A	
	E	
<p>2A</p> <ul style="list-style-type: none"> • Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs. • School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident. • School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist. • School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist. 	I	
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<p>2B</p> <ul style="list-style-type: none"> • School Library Media Specialist maintains a controlled and stifling environment not conducive to learning. • School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately. • School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library. • School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged. 	I	
	D	
	A	
	E	
<p>2C</p> <ul style="list-style-type: none"> • Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist. • Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist. • Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist. • Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist. 	I	
	D	
	A	
	E	
<p>2D</p> <ul style="list-style-type: none"> • School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior. • School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students. • School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students. • School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students. 	I	
	D	
	A	
	E	
<p>2E</p> <ul style="list-style-type: none"> • The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions. • The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent. • The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings. • The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. 	I	
	D	
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	E	
<p>3A</p> <ul style="list-style-type: none"> • School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all. • School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective. 	I	
	D	
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<ul style="list-style-type: none"> • School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments • School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments. 		
<p>3B</p> <ul style="list-style-type: none"> • School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own. • School Library Media Specialist asks questions that guide students and help them think about their research topic • School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic • School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process. 	I	
	D	
	A	
	E	
<p>3C</p> <ul style="list-style-type: none"> • School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low. • School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students • School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them. • School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist. 	I	
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<p>3D</p> <ul style="list-style-type: none"> • In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self- assessment or monitoring of progress. • In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to- one basis or with small groups. Students occasionally assess the quality of their own work. • In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of students but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback 	I	
	D	
	A	
	E	

<p>and frequently monitor the quality of their own work against the assessment criteria or performance standards.</p> <ul style="list-style-type: none"> ● In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning. 		
<p>3E</p> <ul style="list-style-type: none"> ● The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan. ● The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare. ● The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions. ● The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4A</p> <ul style="list-style-type: none"> ● The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies. ● The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. ● The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program. ● The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4B</p> <ul style="list-style-type: none"> ● The school Library Media Specialist does not maintain accurate or current records. ● The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use. ● The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year. ● The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year. 	<p>I</p> <p>D</p> <p>A</p> <p>E</p>	
<p>4C</p> <ul style="list-style-type: none"> ● School Library Media Specialist does not communicate with the school community about the library program and services. 	<p>I</p> <p>D</p>	

<ul style="list-style-type: none"> • The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. • The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. • The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's Standards for the 21st Century Learner and additionally utilizes elements of Empowering Learners: Guidelines for School Library Media Programs to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the school's staff and community to improve instruction, program and services. 	A	
	E	
<p>4D</p> <ul style="list-style-type: none"> • School Library Media Specialists' relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects. • School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues. • School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues. • School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues. 	I	
	D	
	A	
	E	
<p>4E</p> <ul style="list-style-type: none"> • School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume Professionalism. • School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent. • School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators. • School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national. 	I	
	D	
	A	
	E	
<p>4F School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.</p> <ul style="list-style-type: none"> • School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment. • School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. • Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new 	I	
	D	
	A	
	E	

purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.		
<p>4G School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.</p> <ul style="list-style-type: none"> • School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records. • School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records. • Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records. 	I	
	D	
	A	
	E	
<p>4H School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.</p> <ul style="list-style-type: none"> • School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff. • School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff. • School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff. 	I	
	D	
	A	
	E	
<p>4I School Library Media Specialist does not adhere to the professional ethics of librarianship.</p> <ul style="list-style-type: none"> • School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association’s Code of Ethics. (See addendums A, B and C) • School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. (See addendums A, B and C). • Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. (See addendums A, B and C). 	I	
	D	
	A	
	E	

Initial Self-Reflection for Guidance Counselors

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching. Provide a rationale for each component you identified as Ineffective or Developing.

Guidance Counselor:

Date:

School:

1A	I	
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<ul style="list-style-type: none"> ● Counselor demonstrates basic understanding of counseling theory and techniques. ● Counselor demonstrates little understanding of counseling theory and techniques. ● Counselor demonstrates understanding of counseling theory and techniques. ● Counselor demonstrates deep and thorough understanding of counseling theory and techniques. 	D	
	A	
	E	
<p>1B</p> <ul style="list-style-type: none"> ● Counselor displays little or no knowledge of child and adolescent development. ● Counselor displays partial knowledge of child and adolescent development. ● Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns. ● In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns. 	I	
	D	
	A	
	E	
<p>1C</p> <ul style="list-style-type: none"> ● Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. ● Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. ● Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. ● Counselor’s goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues. 	I	
	D	
	A	
	E	
<p>1D</p> <ul style="list-style-type: none"> ● Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. ● Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. ● Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school. ● Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community. 	I	
	D	
	A	
	E	
<p>1E</p> <ul style="list-style-type: none"> ● Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. ● Counselor’s plan has guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. ● Counselor has developed a plan that includes the important aspects of counseling in the setting. ● Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. 	I	
	D	
	A	
	E	
<p>1F</p> <ul style="list-style-type: none"> ● Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important. ● Counselor has a rudimentary plan to evaluate the counseling program. ● Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. ● Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. 	I	
	D	
	A	
	E	

<p>2A</p> <ul style="list-style-type: none"> • Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. • Counselor’s interactions are a mix of positive and negative: the counselor’s efforts at encouraging positive interactions among students are partially successful. • Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. • Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. 	I	
	D	
	A	
	E	
<p>2B</p> <ul style="list-style-type: none"> • Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers. • Counselor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. • The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students. • Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. 	I	
	D	
	A	
	E	
<p>2C</p> <ul style="list-style-type: none"> • Counselor’s routines for the counseling center or classroom work are nonexistent or in disarray. • Counselor has rudimentary and partially successful routines for the counseling center or classroom. • Counselor’s routines for the counseling center or classroom work effectively. • Counselor’s routines for the counseling center or classroom are seamless, and students assist in maintaining them. 	I	
	D	
	A	
	E	
<p>2D</p> <ul style="list-style-type: none"> • Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school. • Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole. • Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. • Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school. 	I	
	D	
	A	
	E	
<p>2E</p> <ul style="list-style-type: none"> • The physical environment is in disarray or is inappropriate to the planned activities. • Counselor’s attempts to create an inviting and well-organized physical environment are partially successful. • Counseling center or classroom arrangements are inviting and conducive to the planned activities. • Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement. 	I	
	D	
	A	
	E	
<p>3A</p> <ul style="list-style-type: none"> • Counselor does not assess student needs, or the assessments result in inaccurate conclusions. • Counselor’s assessments of student needs are perfunctory. 	I	
	D	

<ul style="list-style-type: none"> ● Counselor assesses student needs and knows the range of student needs in the school. ● Counselor conducts detailed and individualized assessments of student needs to contribute to program. 	A	
	E	
<p>3B</p> <ul style="list-style-type: none"> ● Counselor’s program is independent of identified student needs. ● Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. ● Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. ● Counselor helps individual students and teachers formulate academic, personal/social, and career plans. 	I	
	D	
	A	
	E	
<p>3C</p> <ul style="list-style-type: none"> ● Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. ● Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. ● Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. ● Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	I	
	D	
	A	
	E	
<p>3D</p> <ul style="list-style-type: none"> ● Counselor does not make connections with other programs in order to meet student needs. ● Counselor’s efforts to broker services with other programs in the school are partially successful. ● Counselor brokers with other programs within the school or district to meet student needs. ● Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. 	I	
	D	
	A	
	E	
<p>4A</p> <ul style="list-style-type: none"> ● Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. ● Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. ● Counselor makes some specific suggestions as to how the counseling program might be improved. Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. ● Counselor’s reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies. 	I	
	D	
	A	
	E	
<p>4B</p> <ul style="list-style-type: none"> ● Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. 	I	
	D	

<ul style="list-style-type: none"> ● Counselor’s reports, records, and documentation are generally accurate but are occasionally late. ● Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner. ● Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other. 	A	
	E	

4C <ul style="list-style-type: none"> ● Counselor provides no information to families, either about the counseling program as a whole or about the individual students. ● Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. ● Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. ● Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of me. 	I	
	D	
	A	
	E	

4D <ul style="list-style-type: none"> ● Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. ● Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. ● Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. ● Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. 	I	
	D	
	A	
	E	

4E <ul style="list-style-type: none"> ● Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills ● Counselor’s participation in professional development activities is limited to those that are convenient or are required. ● Counselor seeks out opportunities for professional development based on an individual assessment of need. ● Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. 	I	
	D	
	A	
	E	

4F <ul style="list-style-type: none"> ● Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality. ● Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality. ● Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed. ● Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. 	I	
	D	
	A	
	E	

Initial Self-Reflection for Therapeutic Specialists (SLP/OT/PT)

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching (*Ineffective, Developing, Accomplished, Exemplary*). Provide a rationale for each component you identified as Ineffective or Developing.

Therapeutic Specialists:

Date:

School:

1A <ul style="list-style-type: none"> ● Specialist demonstrates little of no knowledge and skill in the therapy area: does not hold the necessary certification or license. ● Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license ● Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary certificate or license. ● Specialist demonstrates extensive knowledge and skill in the therapy area: holds an advanced certificate 	I	
	D	
	A	
	E	
1B <ul style="list-style-type: none"> ● Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students ● Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. ● Specialist's goals for therapy program are rudimentary and are partially suitable to the situation and to the age of students. ● Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. 	I	
	D	
	A	
	E	
1C <ul style="list-style-type: none"> ● Specialist demonstrates basic knowledge of special education laws and procedures ● Specialist's knowledge of special education laws and procedures is extensive: specialist takes a leadership role in reviewing and revising district policies. ● Specialist demonstrates little or no knowledge of special education laws and procedures. ● Specialist demonstrates thorough knowledge of special education laws and procedure. 	I	
	D	
	A	
	E	
1D <ul style="list-style-type: none"> ● Specialist demonstrates basic knowledge of resources for students available through the school or district ● Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger ● Specialist demonstrates little or no knowledge of resources for students available through the school district. ● Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. 	I	
	D	
	A	
	E	
1E <ul style="list-style-type: none"> ● Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. ● Specialist's is highly coherent and preventive and serves to support students individually, within the broader educational program ● Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. ● Specialist has developed a plan that includes the important aspects of work in the setting. 	I	
	D	
	A	
	E	

1F <ul style="list-style-type: none"> Specialist has a rudimentary plan to evaluate the therapy program. Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met 	I	
	D	
	A	
	E	
2A <ul style="list-style-type: none"> Specialist's interactions are a mix of positive and negative: the specialist's efforts at developing rapport are partially successful Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship Specialist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center. Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center. 	I	
	D	
	A	
	E	
2B <ul style="list-style-type: none"> Specialist's time-management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner. Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner: teachers and students understand their schedules Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner 	I	
	D	
	A	
	E	
2C <ul style="list-style-type: none"> Specialist has established procedures for referrals, but the details are not always clear. Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it. Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone 	I	
	D	
	A	
	E	
2D <ul style="list-style-type: none"> Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful. Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment. Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful 	I	
	D	
	A	
	E	
2E <ul style="list-style-type: none"> The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. The testing and treatments center is disorganized and poorly suited to working with students. Materials are usually available. 	I	
	D	
	A	
	E	

<ul style="list-style-type: none"> The testing and treatment center is well organized: materials are available when needed. 		
3A <ul style="list-style-type: none"> Specialist responds to referrals when pressed and makes adequate assessments of student needs Specialist is proactive in responding to referrals and makes highly competent assessments of student's needs Specialist fails to respond to referrals or makes hasty assessments of student's needs. Specialist responds to referrals and, makes thorough assessments of student needs. 	I	
	D	
	A	
	E	
3B <ul style="list-style-type: none"> Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs. Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. Specialist's plans for students are suitable for them and are aligned with identified needs. 	I	
	D	
	A	
	E	
3C <ul style="list-style-type: none"> Specialist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. 	I	
	D	
	A	
	E	
3D <ul style="list-style-type: none"> Specialist neglects to collect important information on which to base treatment plans: reports are inaccurate or not appropriate to the audience. Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience. Specialist collects most of the important information on which to base treatment plans: reports are accurate but lacking in clarity and not always appropriate to the audience. Specialist is proactive in collecting important information, interviewing teachers and parents if necessary: reports are accurate and clearly written and are tailored for the audience 	I	
	D	
	A	
	E	
3E <ul style="list-style-type: none"> Specialist makes modest changes in the treatment program when confronted with evidence of the need for change Specialist adheres to the plan or program, in spite of evidence of its inadequacy Specialist makes revisions in the treatment program when they are needed. Specialist is continually seeking ways to improve the treatment program and makes changes as needed in responses to student, parent, or teacher input. 	I	
	D	
	A	
	E	
4A <ul style="list-style-type: none"> Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. 	I	
	D	

<ul style="list-style-type: none"> Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. Specialist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. Specialist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative 	A	
<p>4B</p> <ul style="list-style-type: none"> Specialist is available to staff for questions and planning and provides background material when requested Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. Specialist is not available to staff for questions and planning and declines to provide background material when requested Specialist initiates contact with teachers and administrators to confer regarding individual cases 	I	
	D	
	A	
	E	
<p>4C</p> <ul style="list-style-type: none"> Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. Specialist’s data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to adjust treatment when needed Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. 	I	
	D	
	A	
	E	
<p>4D</p> <ul style="list-style-type: none"> Specialist’s relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. Specialist’s relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects. Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. 	I	
	D	
	A	
	E	
<p>4E</p> <ul style="list-style-type: none"> Specialist’s participation in professional development activities is limited to those that are convenient or are required Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills. Specialist seeks out opportunities for professional development based on an individual assessment of need. 	I	
	D	
	A	
<p>4F</p> <ul style="list-style-type: none"> Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues. Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality 	I	
	D	
	A	
	E	

<ul style="list-style-type: none">• Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.		
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Initial Self-Reflection for School Psychologists

Directions: Highlight descriptors under each component that describe your teaching practice. Match your highlighted descriptors to the corresponding descriptors in the Kentucky Framework for Teaching. Select the overall performance level for each component as identified by the Framework for Teaching (*Ineffective, Developing, Accomplished, Exemplary*). Provide a rationale for each component you identified as Ineffective or Developing.

School Psychologists:

Date:

School:

1A <ul style="list-style-type: none"> Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students Psychologist uses a limited number of psychological instruments to evaluate students Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses. Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used 	I	
	D	
	A	
	E	
1B <ul style="list-style-type: none"> Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology. Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology. Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology. Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical. 	I	
	D	
	A	
	E	
1C <ul style="list-style-type: none"> Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students. Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students. Psychologist's goals for the treatment program are clear and appropriate to the situation and to the age of the students Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues 	I	
	D	
	A	
	E	
1D <ul style="list-style-type: none"> Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district. Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity with resources external to the district. Psychologist's knowledge of governmental regulations and or resources for the students is extensive, including those available through the school or district and in the 	I	
	D	
	A	
	E	
1E <ul style="list-style-type: none"> Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure Psychologist has developed a plan that includes the important aspects of work in the setting. Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. 	I	
	D	
	A	
	E	

<ul style="list-style-type: none"> Psychologist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program. 		
<p>1F</p> <ul style="list-style-type: none"> Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important. Psychologist has a rudimentary plan to evaluate the psychology program. Psychologist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Psychologist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis 	I	
	D	
	A	
	E	
<p>2A</p> <ul style="list-style-type: none"> Psychologist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing center Psychologist’s interactions are a mix of positive and negative: the psychologist’s efforts at developing rapport are partially successful. Psychologist’s interactions with students are positive and respectful: students appear comfortable in the testing center. Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. 	I	
	D	
	A	
	E	
<p>2B</p> <ul style="list-style-type: none"> Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers. Psychologist’s attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful. Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers. The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students. 	I	
	D	
	A	
	E	
<p>2C</p> <ul style="list-style-type: none"> No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it. Psychologist has established procedures for referrals, but the details are not always clear. Procedures for referrals and for meetings with parents and administrators are clear to everyone Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators 	I	
	D	
	A	
	E	
<p>2D</p> <ul style="list-style-type: none"> No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation. Standards of conduct appear to have been established in the testing center: psychologist’s attempts to monitor and correct negative student behavior during an evaluation are partially successful. Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful. Standards of conduct have been established in the testing center. Psychologist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. 	I	
	D	
	A	
	E	
<p>2E</p> <ul style="list-style-type: none"> The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed. 	I	
	D	

<ul style="list-style-type: none"> Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed. The testing center is well organized; materials are stored in a secure location and are available when needed. The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed. 	A	
	E	
3A <ul style="list-style-type: none"> Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral. Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral. Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral. 	I	
	D	
	A	
	E	
3B <ul style="list-style-type: none"> Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines. Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards. Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to. Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards. 	I	
	D	
	A	
	E	
3C <ul style="list-style-type: none"> Psychologist declines to assume leadership of the evaluation team. Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP's. Psychologist assumes leadership of the evaluation team as standard expectations: prepares detailed IEP's Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner. 	I	
	D	
	A	
	E	
3D <ul style="list-style-type: none"> Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments. Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs. Psychologist's plan for students are suitable for them and are aligned with identified needs. Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. 	I	
	D	
	A	
	E	
3E <ul style="list-style-type: none"> Psychologist declines to maintain contact with physicians and community mental health service providers Psychologist maintains occasional contact with physicians and community mental health service providers. Psychologist maintains ongoing contact with physicians and community mental health service providers. Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed. 	I	
	D	
	A	
	E	
3F	I	

<ul style="list-style-type: none"> ● Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change. ● Psychologist makes revisions in the treatment program when it is needed. ● Psychologist adheres to the plan or program, in spite of evidence of its inadequacy. ● Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. 	D	
	A	
	E	

4A <ul style="list-style-type: none"> ● Psychologist does not reflect on practice, or reflections are inaccurate or self-serving. ● Psychologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. ● Psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved. ● Psychologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies. 	I	
	D	
	A	
	E	

4B <ul style="list-style-type: none"> ● Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. ● Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. ● Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust ● Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. 	I	
	D	
	A	
	E	

4C <ul style="list-style-type: none"> ● Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. ● Psychologist’s communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. ● Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. ● Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust. 	I	
	D	
	A	
	E	

4D <ul style="list-style-type: none"> ● Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects. ● Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested. ● Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. ● Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. 	I	
	D	
	A	
	E	

4E <ul style="list-style-type: none"> ● Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. ● Psychologist’s participation in professional development activities is limited to those that are convenient or are required. 	I	
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<ul style="list-style-type: none"> ● Psychologist seeks opportunities for professional development based on an individual assessment of need. ● Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. 		
<p>4F</p> <ul style="list-style-type: none"> ● Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. ● Psychologist is honest in interactions with colleagues, students, and the public: plays a moderate advocacy role for students, and does not violate confidentiality. ● Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. ● Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. 	<p style="text-align: center;">I</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p style="text-align: center;">A</p> <hr/> <p style="text-align: center;">E</p>	

Professional Growth Plan (PGP) for Teachers & OP

Teacher/OP: Click here to enter text.

Date: Click here to enter text.

School: Click here to enter text.

Professional Growth Plan

Directions: The employee shall develop a draft PGP to be submitted to the evaluator for collaboration. Sources to inform the action plan development may include the self-reflection, Framework for Teaching, student data, and other identified professional needs. If more than one goal is required, additional forms shall be completed.

PGP Goal

--

Actions to Accomplish the Goal

--

Evaluator's Feedback

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PGP Goal Establishment Signatures	Teacher/OP's Signature: _____ Date: _____	Evaluator's Signature: _____ Date: _____
--	---	--

Additional Reflection	Progress made toward the goal:
Date(s): _____	List any modifications to be made.

End-of-Year	The goal was: achieved _____ to be continued _____ not achieved _____ Comments:
--------------------	--

End of Year Signatures	Teacher/OP's Signature: _____ Date: _____	Evaluator's Signature: _____ Date: _____
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Teacher Pre-Observation Document for Scheduled Observations

Directions: The teacher shall complete the *Pre-observation Document & Performance Measures: Planning & Preparation Evidence Tool* for scheduled observations prior to the pre-conference. For electronic pre-conference, email the documents to the evaluator.

Evaluatee	Grade Level/Subject(s)	School	
Evaluator	Pre-Conference Date	Observation Date	
Pre-Conference Type: <input type="checkbox"/> Pre-Conference In person <input type="checkbox"/> Pre-Conference Electronic			
Observation Type Check One:	Mini #1	Mini #2	Full
Kentucky Framework for Teaching Domain 1: Planning			
1	What are the learning targets and standard(s) for this lesson? (Component 1C)		
2	What instructional materials/resources will be use? (Attach sample materials) (Component 1D)		
3	What information, specific to your students' backgrounds, skills, and interests should be given consideration? (Component 1B)		
4	What challenges do students typically experience in this area, and how have you provided for these challenges? (Component 1A)		
6	How will you determine if students have mastered the learning target and what will you do for those who do not? (Component 1F)		
7	Are there specific teaching behaviors you would like monitored?		
8	Complete the <i>Evidence Tool for Performance Measures: Planning & Professionalism</i> document and submit to the evaluator with this pre-conference document.		

Teacher's Signature/Date

Evaluator's Signature/ Date

Other Professional Pre-Observation Document for Scheduled Observations & Site Visits

Directions: The OP shall complete the *Pre-observation Document & Performance Measures: Planning & Preparation Evidence Tool* for scheduled site visits prior to the pre-conference.

For electronic pre-conference, email the documents to the evaluator.

Other Professional	Position	School	
Evaluator	Pre-Conference Date	Observation Date	
Pre-Conference Type: <input type="checkbox"/>	Pre-Conference In person <input type="checkbox"/>	Pre-Conference Electronic <input type="checkbox"/>	
Observation Type Check One:	Mini #1	Mini #2	Full

Questions for Discussion:	Notes:
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Identify the domain and describe how the activities/work performed relates to the Specialist Framework for this position.	
What evidence will show that the objectives or targets for the work have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the schedule observation/site visit?	

Complete the *Evidence Tool for Performance Measures: Planning & Professionalism* document and submit to the evaluator with this pre-conference document.

Other Professional's Signature/Date

Evaluator's Signature/ Date

Teacher Full Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)		Observation Date

Indicate the rating for each Performance Measure

Domain 1: Planning	Ratings:	I	D	A	E
1A Knowledge of Content and Pedagogy					
1B Demonstrating Knowledge of Students					
1C Setting Instructional Outcomes					
1D Demonstrating Knowledge of Resources					
1E Designing Coherent Instruction					
1F Designing Student Assessment					
Comments:					

Domain 2: Environment	Ratings:	I	D	A	E
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					
Comments:					

Domain 3: Instruction	Ratings:	I	D	A	E
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					
Comments:					

Domain 4: Professionalism	Ratings:	I	D	A	E
4A Reflecting on Teaching					
4B Maintaining Accurate Records					
4C Communicating with Families					
4D Participating in the Professional Community					
4E Showing Professionalism					
Comments:					

Comments

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Teacher Mini Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)	Check Mini #1 <input type="checkbox"/> Mini #2 <input type="checkbox"/>	Observation Date

Indicate the rating for each Performance Measure

Domain 2: Environment	Ratings:	I	D	A	E
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					
Comments:					

Domain 3: Instruction	Ratings:	I	D	A	E
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					
Comments:					

Comments

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Other Professionals Full Observation & Full Site Visit Document

Other Professional	Evaluator	School
Position		Observation Date

Indicate the rating for each Performance Measure

Domain 1: Planning	Ratings:	I	D	A	E
1A Demonstrating knowledge of current trends in specialty area and professional development					
1B Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program					
1C Establishing goals for the instructional support program appropriate to the setting and the teachers served					
1D Demonstrating knowledge of resources both within and beyond the school and district					
1E Planning the instructional support program integrated with the overall school program					
1F Developing a plan to evaluate the instructional support program					
Comments:					

Domain 2: The Environment	Ratings:	I	D	A	E
2A Creating an environment of trust and respect					
2B Establishing a culture for ongoing instructional improvement					
2C Establishing clear procedures for teachers to gain access to the instructional support					
2D Establishing and maintaining norms of behavior for professional interactions					
2E Organizing physical space for workshops or training					
Comments:					

Domain 3: Instruction	Ratings:	I	D	A	E
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					
3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
Comments:					

Domain 4: Professionalism	Ratings	I	D	A	E
4A Reflecting on practice					
4B Preparing and submitting budgets and reports					
4C Coordinating work with other instructional specialist					
4D Participating in professional development					
4E Showing professionalism including integrity and confidentiality					
Comments:					

Comments

Evaluator's Signature: _____

Date: _____

Other Professional's Signature: _____

Date: _____

Other Professionals Mini Observation or Site Visit Document

Other Professional	Evaluator	School
Position	Check Mini #1 <input type="checkbox"/> Mini #2 <input type="checkbox"/>	Observation Date

Indicate the rating for each Performance Measure

Domain 2: The Environment	Ratings:	I	D	A	E
2A Creating an environment of trust and respect					
2B Establishing a culture for ongoing instructional improvement					
2C Establishing clear procedures for teachers to gain access to the instructional support					
2D Establishing and maintaining norms of behavior for professional interactions					
2E Organizing physical space for workshops or training					
Comments:					

Domain 3: Instruction	Ratings:	I	D	A	E
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					
3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
Comments:					

Comments

Evaluator's Signature: _____

Date: _____

Other Professional's Signature: _____

Date: _____

Post-Conference Document for Teachers Mini and Full Observations

Directions: The teacher shall complete the self-reflection questions (1-3) after each observation in preparation for the post-conference and send to the evaluator prior to the post conference. The teacher shall be provided access to this document at the post conference.

Teacher	Grade Level/Subject(s)	School	
Evaluator	Observation Date	Post-Conference Date	
Check Observation Type:	Mini #1	Mini #2	Full
Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4			
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)		
2	Did the students learn what I intended? How do I know? (Components 1F and 4A)		
3	If teaching this lesson again, is there anything that I would differently? What/Why? (Component 4A)		

The evaluator shall provide a rating for each Performance Measure which is informed from the observation, the Performance Measure Evidence Tool, and other sources of evidence.

Performance Measures	Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Professional Growth Plan Review Comments
--

Teacher's Signature

Date

Evaluator's Signature

Date

Comments: _____

Other Professionals Post-Conference Document for Mini & Full Observations/Site Visits

Directions: The Other Professional shall complete the self-reflection questions (1-3) after each observation in preparation for the post-conference and send to the evaluator prior to the post conference. The teacher shall be provided access to this document at the post conference.

Other Professional	Position	School	
Evaluator	Post-conference Date	Observation Date	
Circle Observation Type:	#1 Mini Observation/Site Visit	#2 Mini Observation/Site Visit	Full/Site Visit

Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4	
1.	Was the objective or target successfully accomplished during the observation/site visit? How do you know?
2.	If you had an opportunity to conduct this lesson or work again, is there anything that you would do differently? What/Why?
3.	What do you see as next steps?

The evaluator shall provide a rating for each Performance Measure which is informed from the observation, the Performance Measure Evidence Tool, and other sources of evidence.

Performance Measures	Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Professional Growth Plan Review Comments:

Other Professional's Signature

Date

Evaluator's Signature

Date

Comments: _____

Evidence Tool for Performance Measures: Planning & Professionalism

Directions: This document is for the teacher or OP to provide evidence for the Performance Measures of Planning and Professionalism to the evaluator prior to the post-conference. The Framework for Teaching/Specialists Domains 1 & 4 should be used as a resource.

Planning:

Professionalism

SUMMATIVE RATING for TEACHERS

Teacher's Name: _____ Grade/Subject: _____ School: _____

Evaluator's Name: _____ Date: _____

Step 1: Assign the Summative Rating for each Performance Measure below.

Performance Measures	Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the following criteria to the Performance Measures above to determine the Summative Rating

<i>Determining Performance Measure for an Summative Rating</i>	
IF	THEN
If Environment and Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u> .
If Environment or Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing</u> or <u>ineffective</u>
If Planning or Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>accomplished</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>exemplary</u> .
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u> .	The Summative Rating shall be <u>exemplary</u> only if Environment or Instruction are rated <u>exemplary</u>

Step 3: Assign the Summative Rating

<i>Summative Performance Measure</i>	Ineffective	Developing	Accomplished	Exemplary

_____ Check to verify that the Professional Growth Plan was reviewed and updated

Evaluator Comments:

Evaluator's Signature: _____ Date: _____

Teacher Comments:

Teacher's Signature: _____ Date: _____

SUMMATIVE RATING for OTHER PROFESSIONALS

Other Professional's Name: _____ Position: _____ School: _____

Evaluator's Name: _____ Date: _____

Step 1: Assign the Summative Rating for each Performance Measure below.

Performance Measures	Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the following criteria to the Performance Ratings above to determine the Summative Rating

<i>Criteria for Determining Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment and Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u> .
If Environment or Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing or ineffective</u>
If Planning or Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>accomplished</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>exemplary</u> .
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u> .	The Summative Rating shall be <u>exemplary</u> only if Environment or Instruction are rated <u>exemplary</u>

Step 3: Assign the Summative Rating

<i>Summative Performance Measure</i>	Ineffective	Developing	Accomplished	Exemplary

_____ Check to verify that the Professional Growth Plan was reviewed and updated

Evaluator Comments:

Evaluator's Signature: _____ Date: _____

Other Professional Comments:

Other Professional's Signature: _____ Date: _____

Professional Growth Plan for Assistance

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the evaluatee must identify corrective action goals and objectives: procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or “does not meet” rating assigned.

2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee’s level.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

3. Growth Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

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

5. Appraisal Method and Target Date

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

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

Professional Growth Plan for Assistance

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
-----------------	-------------	-----------	---------------------

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES	TARGETED DATE	
Employee's Comments		
Supervisor's Comments		
<p>Implementation <i>*I understand that in the event this Assistance Growth plan is deemed unsuccessful by my evaluator an Intensive Assistance Professional Growth Plan will be implemented with the help of an assistance team as explained in the district certified evaluation plan.</i></p> <p>Employee's Signature: _____ Date: _____</p> <p>Supervisor's Signature: _____ Date: _____</p>		

The following PGP Review record shall be used as needed to record evidence of the progress.

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

Professional Growth Plan for Intensive Assistance

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The assistance team and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Assistance Team

After a conference with the employer, the evaluator will indicate the desire to bring in an assistance team. The team will provide support and feedback to the employee through classroom observations, conferences and assistance team meetings. The evaluator, employee, and team members will meet to discuss the assistance process and develop the Intensive Assistance Plan.

2. Development of Intensive Assistance Plan

a. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.

b. *Select the stage of professional development* that best reflects the evaluatee’s level.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

c. *Growth objectives and goals* must address the specific standard(s)

rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

d. *Procedures and Activities* for Achieving Goal(s) and Objective(s)

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

e. *Appraisal Method and Target Date*

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

f. *Documentation* of all reviews, corrective actions, and evaluator’s

assistance must be completed in summary format with recommendations. (forms attached)

1. Evaluation of Progress

If, in the judgment of the evaluator, the employee makes progress with the team’s assistance, the summative evaluation is completed and the summative conference occurs. The employee is then placed back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard even with the help of an assistance team, the evaluator must take the necessary steps toward the termination of said employee.)

The purpose of the INTENSIVE ASSISTANCE PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the district’s last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.

INTENSIVE ASSISTANCE PLAN RECORD

Employee: _____

School Year _____

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
1st Meeting of Assistance Team				
<i>Members in attendance initial here</i>				
2nd Meeting of Assistance Team				
<i>Members in attendance initial here:</i>				
3rd Meeting of Assistance Team				
<i>Members in attendance initial here:</i>				
4th Meeting of Assistance Team				
<i>Members in attendance initial here:</i>				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

INTENSIVE ASSISTANCE TEAM LOG OF ACTIVITIES
Professional Growth Plan for *Intensive Assistance*

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
INTENSIVE TEAM MEMBER NAMES:			

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES		TARGETED DATE
Employee's Comments		
Supervisor's Comments		
Implementation: <i>I understand that in the event this Intensive Assistance Growth Plan is deemed unsuccessful (as outlined in the district evaluation handbook) continued employment with the Webster County School District will/may be affected.</i>		
Employee's Signature: _____		Date: _____
Supervisor's Signature: _____		Date: _____

Reviews shall occur as often as necessary

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date :
Progress Notes:		
Check Status:	PGP Achieved	PGP Revised
		PGP Continued

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.

APPEALS PANEL HEARING PROCEDURES

-CERTIFIED
03.18

PERSONNEL-

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.¹

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

Certified employees shall be trained in the evaluation plan and process within 30 calendar days of reporting for employment annually.

REVIEW

All employees shall have an opportunity to review their evaluation and be provided an opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign-off on the evaluation instrument. All evaluations shall be maintained in the employee's evaluation file.²

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON/VICE CHAIRPERSON

The chairperson and vice chairperson of the panel shall be the certified employee appointed by the Board of Education.

APPEAL TO PANEL

Any certified employee who does not believe they were fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

~~CERTIFIED PERSONNEL~~

Appeals/Hearings

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 s/he was not fairly evaluated on the summative evaluation may, within five (5) working days of the summative evaluation conference, appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. 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 party involved or the Panel members.
2. 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.
3. The Panel will set the 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.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Appeals/Hearings

HEARINGS

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 claim. 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 s/he 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 closing 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 a second certified employee who shall be a trained evaluator.
10. 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.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. 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.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:8/6/07

PERSONNEL (0.318) CONTINUED

Evaluation

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearing.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES: ¹[KRS 156.557](#), [704 KAR 003:345](#)

[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

ADOPTED/AMENDED: 08/21/2006

²03.15, 02.14, 03.16

Order#: 3