Boone County Schools
Certified Evaluation Plan
2018-2019

JULY 2018
8330 US 42
Florence, KY 41042
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James Brewer
Jenny Watson
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Certified Teacher / Other Professional Personnel Evaluation

The vision for the Certified Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

- **Administrator**: An EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Appeals**: A process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
- **Artifact**: A product of a certified school personnel’s work that demonstrates knowledge and skills.
- **Assistant Principal**: A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
- **Certified Administrator**: A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
- **Certified School Personnel**: A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
- **Conference**: A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans and/or student growth goal plans.
- **Evaluee**: District/School personnel who is being evaluated.
- **Evaluator**: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5)(c)2.
- **Evaluation**: The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon pre-determined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans and student growth.
- **Evaluation Committee**: A committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
- **Evaluation Plan**: A plan which includes evaluation forms and procedures. The procedures shall provide for all components of the Professional Growth and Effectiveness System including observations, professional growth planning, student growth goals, and student voice. Both the plan and procedures must be approved by the Kentucky Board of Education.
- **Evidence**: Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative Evaluation**: Is defined by KRS 156.557(1)(a).
- **Framework for Teaching**: Research-based set of components of instruction that includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Full Observation**: An observation conducted by an employee’s supervisor that includes an entire class period or lesson. Observation is the process of gathering factual information in the performance of duty...
based upon the Framework for Teaching.

- **Job Category**: A group or class of certified school personnel positions with closely related functions.
- **Non-Tenured Teacher**: A teacher who is currently in year 1, 2, 3, or 4 of teaching in the district, and who completes a 1-year evaluation cycle as described in the chart on page 9.
- **Observation**: A data collection process conducted by a certified observer, in person or, if mutually agreed upon, 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 for a duration of at least 20 minutes.
- **Observer Certification**: A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- **Observer Calibration**: The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
- **Other Professionals**: Certified school personnel, except for teachers, administrators, assistant principals, or principals.
- **Performance Criteria**: The areas, skills, or outcomes on which certified school personnel are evaluated.
- **Performance Rating**: The summative description of a teacher, other professional, principal, or assistant principal evaluatee’s performance, including the ratings listed in Section 7(8) of this administrative regulation.
- **Principal**: A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Professional Growth**: Increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise, and other characteristics.
- **Professional Growth Plan**: An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
- **Professional Practice**: The demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.
- **Professional Practice Rating**: The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
- **Professional Learning Community (PLC)**: A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
- **Self-Reflection**: The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **Sources of Evidence**: The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- **Summative Evaluation**: The summary and analysis of all data, including but not limited to observations,
student voice survey data, student growth goal data, self-reflection, and evidence collected by teacher. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties. Is defined by KRS 156.557(1)(d).

- **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.
- **Tenured Teacher**: A teacher who has been granted tenure after 4 years of teaching in the district, and who completes a 3-year evaluation cycle as described in the chart on page 9.

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

**Orientation**

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first 30 calendar days of employment.

This annual review shall be an explanation of the contents of the Certified Evaluation Plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria.

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.
The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Specialist Frameworks for Other Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>Environment</td>
<td>Environment</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instruction</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

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

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

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

**Sources of Evidence**

- Professional Growth Planning and Self-Reflection
- Observations
- Student Voice EL, MS, HS by December 1 (optional)
- Multiple measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence related supporting an educator’s professional practice will be completed and documented to inform the Overall Performance Category. All summative Ratings will be recorded in the district approved technology platform.
## Sources of Evidence/Framework for Teaching Alignment

<table>
<thead>
<tr>
<th>FRAMEWORK for TEACHING (FfT)</th>
<th>Domain</th>
<th>Planning</th>
<th>Environment</th>
<th>Instruction</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
<td></td>
<td>Planning &amp; Preparation</td>
<td>Classroom Environment</td>
<td>Instruction</td>
<td>Professional Responsibilities</td>
</tr>
<tr>
<td>1a - Knowledge of content/pedagogy</td>
<td>2a - Creating Env. of Respect &amp; Rapport</td>
<td>3a - Communicating with Students</td>
<td>4b - Maintaining Accurate Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b - Demonstrate knowledge of students</td>
<td>2b - Establish Culture of Learning</td>
<td>3b - Engaging Students in Learning</td>
<td>4c - Communicating in Profess. Learning Comm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c - Setting Instructional Outcomes</td>
<td>2c - Maintaining Classroom Procedures</td>
<td>3c - Using Assessment in Learning</td>
<td>4d - Participating in Profess. Developmentally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d - Demonstrates knowledge of resources</td>
<td>2d - Managing Student Behavior</td>
<td>3d - Demonstrating Flexibility &amp; Responsive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e - Designing Coherent Instruction</td>
<td>2e - Organizing Physical Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1f - Designing Student Assessment</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Sources of Evidence

<table>
<thead>
<tr>
<th>Supervisor Observation</th>
<th>Evidence (pre and post conferences)</th>
<th>Evidence and Observation</th>
<th>Evidence (pre and post conferences)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisor Observation</strong></td>
<td><strong>Evidence (pre and post conferences)</strong></td>
<td><strong>Evidence and Observation</strong></td>
<td><strong>Evidence (pre and post conferences)</strong></td>
</tr>
<tr>
<td>Student Voice <strong>OPTIONAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Growth</td>
<td></td>
<td>Kentucky Student Voice Survey <strong>OPTIONAL</strong></td>
<td></td>
</tr>
<tr>
<td>Self-Reflection</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Professional Practice**

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

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

**Self-reflection** will be required for all domains in the Framework for Teaching, with a deep reflection in one of the domains chosen for focus in the Professional Growth Plan. The self-reflection process will be completed by October 15 of each year and entered into the district-approved technology platform. For employees hired after the start of the school year, the self-reflection must be completed within 30 calendar days of reporting for employment.

**Professional Growth Plans** will be submitted to the supervisor through the district-approved technology platform by October 15 of each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 calendar days of reporting for employment. Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31 of each year. For employees hired after the start of the school year, the supervisor will have 15 working days to approve the professional growth plan after it is submitted by the employee. The professional growth plan process can be collaborative or directed. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on one of the later pages in this document.

**Observation**

The observation process is one source of evidence to determine educator effectiveness. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. The rationale for observation is to encourage continued professional learning in teaching and learning through critical reflection.

**The Progressive Observation Model**

Non-Tenured Teachers and Other Professionals
There will be 2 observations and a 1 summative evaluation each year. Both observations will be of a full class or lesson.

**Tenured Teachers**

There will be one observation of a full class or lesson in each year of a tenured teacher’s three year-cycle. The third year of the three-year cycle will include a summative evaluation.

**KTIP Teachers (Based on available KDE funding)**

In addition to completing all required KTIP evaluation components, KTIP teachers will receive a summative evaluation from the supervisor utilizing the “Kentucky Teacher Intern (KTIP) SUMMARY REPORT for SUMMATIVE EVALUATION” form found in Appendix D.

Third party observations may be requested by the evaluatee within 10 work days following a post-conference evaluation. Evaluatee shall have prepared relevant, updated documents that serve as sources of evidence for Domains 1 & 4 and present these to the third party evaluator. Third party evaluator will use these sources of evidence to score domains 1 & 4 and will use the observation to score domains 2 & 3.

**Observation Conferencing**

Observers will adhere to the following observation conferencing requirements for Teachers and Other Professionals:

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel at the Certified Evaluation Plan Orientation within 30 calendar days of reporting for employment for each school year.
- Formative Pre-conferences for each observation are optional as requested by the teacher.
- An observation post conference shall be conducted within five working days in person following each observation. A post conference shall consist of a professional discussion focusing on observation, sources of evidence, reflection, and improvement of professional practice relative to the Kentucky Framework for Teaching.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- All post conferences shall be completed in person.

**Observation Schedule**

- Observations may begin after the evaluation orientation takes place within the first 30 calendar days of reporting for employment.
## Evaluation Timeline and Process

<table>
<thead>
<tr>
<th>Timeline for all Certified Staff (Except KTIP interns)</th>
<th>Non-tenured Teacher or Other Professional</th>
<th>Tenured Teacher or Other Professional</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within the first 30 calendar days of reporting for employment</strong></td>
<td>Initial orientation to review the evaluation instrument</td>
<td>Initial orientation to review the evaluation instrument</td>
<td>Initial orientation to review the evaluation instrument</td>
</tr>
<tr>
<td><strong>By September 1</strong> (Late hires: within 15 calendar days of reporting for employment)</td>
<td></td>
<td></td>
<td>Self-Reflection</td>
</tr>
<tr>
<td><strong>Within 30 days of state testing data release</strong> (Late hires: within 15 calendar days of reporting for employment)</td>
<td></td>
<td></td>
<td>Growth Goals submitted in the approved technology platform. Professional Growth Template submitted to CAO (Growth goal discussion meetings with CAO beforehand)</td>
</tr>
<tr>
<td><strong>By October 15</strong> (Late hires: within 30 calendar days of the Self-Reflection submission)</td>
<td>Self-Reflection and Professional Growth Plan submitted to Principal in the department-approved technology platform.</td>
<td>Self-Reflection and Professional Growth Plan submitted to Principal in the department-approved technology platform.</td>
<td></td>
</tr>
<tr>
<td><strong>By October 31</strong> (Late hires: within 15 working days of submission)</td>
<td>Professional Growth Plan approved by Principal in the department-approved technology platform.</td>
<td>Professional Growth Plan approved by Principal in the department-approved technology platform.</td>
<td></td>
</tr>
</tbody>
</table>
| September – April | - Optional Formative Pre-conference for each observation as requested by teacher  
Formative Observations:  
- 1st full observation by supervisor by 11/15  
- 2nd full observation by supervisor by 4/15  
Post-conferences:  
- 1 conference after each observation by the supervisor, within 5 working days of each observation  
- Action Plan on Professional Growth  
Ongoing self-reflection | - Optional Formative Pre-conference for each observation as requested by teacher  
Formative Observations:  
- In all three years of tenured cycle:  
  1 full observation each year by 4/15 for 3 years for a total of 3 full observations during the tenured cycle  
Post-conferences:  
- 1 conference after each observation by the supervisor, within 5 working days of each observation  
- Action Plan for Professional Growth  
Ongoing self-reflection | Two site visits:  
One before Dec. 31  
One before April 30  
Post-conferences:  
within 5 working days of site visit:  
Mid-Year review (Formative Conference)  
End-of-Year review (Summative Conference)  
Formal site visits not required for assistant principals  
Assistant principals receive at least one formative conference with principal each year |
| By April 30 | Each year:  
Self-Reflection, Summative Evaluation, and Summative conference in person  
At end of 3 Year Cycle only:  
Self-Reflection, Summative Evaluation, and Summative conference in person | Each year:  
Self-Reflection, Summative Evaluation, and Summative conference in person | The following summative forms should be completed and submitted to HR upon completion of the SUMMATIVE for all teachers / other professionals, KTIP interns, and principals:  
- “Teachers & Other Professionals - Summary Report for Summary Evaluation”, Appendix C  
- “KTIP Interns - Summary Summative Intern Recommendation Form”, Appendix D (only when funding is available)  
**Observer Certification Process**

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation provided by KDE or other state approved provider.

A total of 6 hours annually are required to ensure consistency of observations. Evaluators must also be trained by KDE or KDE approved vendor, tested, and approved using the Proficiency Observation training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are 3 sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

Only supervisors who have passed the proficiency assessment can conduct observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

**Observation Certification Support System for Administrators**

<table>
<thead>
<tr>
<th>Initial Support</th>
<th>Support for Second Attempt</th>
<th>Support for Third Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>All new evaluators will participate in a cohort group to prepare for the proficiency exam. The cohort may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules and exam; study guides; group discussions</td>
<td>Superintendent or his/her designee will assign a mentor who has passed the proficiency test. The mentor may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules; study guides; discussion groups; in-person modeling.</td>
<td>Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor until the proficiency exam is passed. Both the observer and the supervisor shall be present during observations. Continue mentor supports.</td>
</tr>
</tbody>
</table>

- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors from the district pool will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions regarding the PGP.
- Supervisors hired after the first day of school will complete the certification procedure within 45 calendar days of their first day of employment.
- If a supervisor is unable to perform observation duties as determined by the superintendent or his/her designee, certified supervisors from the district pool will substitute in observing teachers for the supervisor until he/she resumes his/her duties. **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**
- Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor’s role.
If he or she has not obtained observer certification by April 1, the supervisor will be non-renewed. When warranted, and with the consent of the teacher evaluatee, a certified supervisor may be hired by the district on a temporary basis to complete teacher evaluations.

**Observer Calibration**

Learning Support Services will provide all certified observers a minimum of 6 hours of observation calibration training each year.

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

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the educator’s practice within the domains:

- observations conducted by certified supervisor observer(s)
- student voice survey(s) (beginning in 2018-19)(optional)
- self-reflection and professional growth plans

Other Possible Sources of Evidence may include:

- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- Other evidence as deemed appropriate by school or district

**Student Growth as Additional Source of Evidence for Professional Practice**

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth shall be included as additional sources of evidence for professional practices. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, measurement of student growth goals, or other sources of data provided by the teacher that clearly demonstrates student growth.
Rating Professional Practice

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

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

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in the district-approved technology platform and signed by both the supervisor and the employee. A copy of the formative report will also be given to the evaluatee.
- For each summative evaluation, a “Summary Report for Summative Evaluation” found in Appendix C will be completed and signed by both the supervisor and the employee. A copy with be given to the evaluatee and the original will be sent to Human Resources for placement in the employee’s personnel file.

Determining the Overall Performance Category

An educator’s Overall Performance Category is determined by utilizing the following decision rules:

CRITERIA FOR DETERMINING A TEACHER’S PROFESSIONAL PRACTICE RATING

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more of the domains are rated INEFFECTIVE</td>
<td>Professional Practice shall be INEFFECTIVE</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED</td>
<td>Professional Practice shall be no higher than DEVELOPING</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
<tr>
<td>Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
</tbody>
</table>
Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the duration of the summative cycle is determined using the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS, and should be documented on the Certified Evaluation Plan Evaluator Control Sheet and submitted annually to Learning Support Services.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS

THREE-YEAR CYCLE

SELF-DIRECTED GROWTH PLAN
- Goal set by teacher with evaluator input
- One goal must focus on low student growth outcome
- Formative review annually

ONE-YEAR CYCLE

DIRECTED GROWTH PLAN
- Goal(s) determined by evaluator
- Goals focus on professional practice and student growth
- Plan activities designed by evaluator with teacher input
- Summative review annually

CORRECTIVE ACTION PLAN is put in place until minimum standard is met
**Corrective Action Plan**

A corrective action plan is a plan developed collaboratively by the evaluator and the evaluatee. The plan may be written at any time during the school year when improvement is needed to correct one or more deficiencies that cannot wait for the formal observation, but shall be written if the evaluatee receives an “Ineffective” for any component in any of the 4 domains. Specific assistance and activities are identified in the corrective action plan.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action plan form. (See Appendix A). A “Corrective Action Summary Form” (Appendix A1) will be completed by the evaluator once the teacher has met the required standard(s), thus indicating that the requirements of the plan have been met.

It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards corrective action plans goals and objectives.

Teachers who fail to make sufficient progress to meet evaluation standards identified may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the teacher will be notified by May 15.
Principal & Assistant / Vice Principal Personnel Evaluation

The vision for the Certified Evaluation Plan is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

- **Administrator**: An administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Evaluator**: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
- **Evaluatee**: District/School personnel that is being evaluated.
- **Professional Growth Plan**: An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
- **Self-Reflection**: means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **TELL Kentucky**: A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.

Principal Evaluation Components

Overview

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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers & Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s or assistant principal’s
professional practice will be situated within one or more of the 10 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

Sources of Evidence

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

- **Required Sources of Evidence**
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Student Growth Plan WIG (informing Standard 10 – School Improvement, among others)
  - TELL Survey (informing Standard 7 – Professional Community for Teachers and Staff, among others)

- Evaluators may use the following categories of evidence in determining overall ratings:
  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g. surveys)
  - Superintendent designated goals aligned to district vision/mission

Professional Practice

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

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

- All principals and assistant principals will participate in Self-Reflection each year by September 1st. For principals hired after the start of the school year, the Self-Reflection must be completed within 15 working days of the first
day of employment.

- Self-Reflections will be approved by the superintendent or his/her designee within 15 working days of submission.
- All principals and assistant principals will develop Professional Growth Plans each year. All Professional Growth Plans will be submitted no later than 30 working days after state testing data becomes available. Since principals and assistant principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For principals hired after the release of state testing data, the principal must submit a professional growth plan within 15 working days of the first day of employment.
- Professional Growth plans will be approved by the superintendent or his/her designee within 15 working days of submission.

**Site-Visits for Principal / Formative Conferences with Assistant Principal**

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

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will be conducted before December 31st of the school year. Second site visit will be conducted prior to April 30 of the school year. For principals hired after December 31, two site visits will be conducted prior to April 30 of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the collection and documentation of evidence using the district-approved digital platform. Documentation of evidence will be connected to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal, with evidence being collected and documented using the district-approved digital platform, for the purpose of reflecting on current practice and making next step goals.

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

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

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
Student Growth as Additional Source of Evidence for Professional Practice

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth shall be included as additional sources of evidence for professional practices and to inform the rating for Standard 10 - School Improvement. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, or other sources of data provided by the principal that clearly demonstrates schoolwide student growth.

Determining the Overall Performance Category

Superintendents or his/her designee are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal’s ratings on professional practice.

Rating Overall Professional Practice

- Record ratings in-the department-approved technology platform.
- Overall professional practice ratings will be assigned by April 30 of each school year.

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

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN OVERALL PERFORMANCE RATING SHALL BE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal or Assistant Principal is rated Exemplary in at least six of the standards and no standard is rated Developing or Ineffective</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Principal or Assistant Principal is rated Accomplished in at least six standards and no standard is rated Ineffective</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Principal or Assistant Principal is rated Developing in at least five standards</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Principal or Assistant Principal is rated Ineffective in one or more standards

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal using the following chart:

PROFESSIONAL GROWTH PLAN AND CYCLE FOR PRINCIPALS AND ASSISTANT PRINCIPALS

- Ineffective: Shall have a minimum of a Corrective Action Plan
- Developing: Shall have a minimum of a Professional Growth Plan Developed by the Evaluatee in collaboration with the Evaluator
- Accomplished: Shall have a minimum of a Professional Growth Plan Developed by the Evaluatee
- Exemplary: Shall have a minimum of a Professional Growth Plan Developed by the Evaluatee
Other District Office Certified Personnel Evaluation

- “Other District Certified Personnel” include District Office Administrators, District Supervisory Personnel, Directors, and Coordinators.

- Other District Certified Personnel will be evaluated by the responsible supervisor as indicated below in this plan.

- Other District Certified Personnel will be evaluated annually by April 30 of each year using the district approved evaluation forms. (See Appendix B)

Responsibilities for Evaluation

1. The Boone County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The superintendent or his/her designee will evaluate principals and central office personnel.
3. The director of special education will evaluate district special education staff, speech therapists, and occupational and physical therapists.
4. Principals will evaluate assistant principals, guidance counselors, librarians, and teachers.
5. Principals will evaluate preschool staff.
6. Principals will evaluate all ELL staff.
7. The Assistant Superintendent for Learning Support Services will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System and other professionals utilizing the old evaluation system.
**Appeals Process**

(See Board of Education Policy 03.18)

The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557. The panel shall consist of two members and two alternates elected by and from the certified employees of the District and one certified employee and alternate appointed by the Board. Terms shall be for two years and run July 1 to June 30. Members may be reappointed or reelected. The Board appointed certified employee shall be the chairperson of the panel.

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten working days of the receipt of the summative evaluation. The appeal shall be signed and in writing on a form prescribed by the district. The form shall state that evaluation records may be presented to and reviewed by the panel.

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings in collaboration with the teachers’ association. There shall be an opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel. 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. The evaluatee has the right to the presence of a chosen representative.

No panel member shall serve on any appeal panel considering an appeal for which there is a conflict of interest as indicated in Board Policy 03.18.

At the conclusion of the hearings, the panel shall issue a recommendation to the district superintendent within fifteen working days from the date the appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

The Superintendent shall receive the panel’s recommendation and shall take such action as permitted by law and as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file.

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Department of Education.
**Appeals Procedural Guidelines for LEA Appeals Panel Hearing**

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. These copies will be presented to either the BCEA President or the Chairperson of the panel. The members of the appeals panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the district office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

The panel will meet, discuss all documents and prepare questions to be asked of each party by the chair. The time and place of the hearing will be determined. Panel members may ask additional questions during the hearing.

The hearing will be held at a time and place set by the panel. The evaluatee and evaluator will be notified of said time and invited to appear before the panel. The evaluatee responds to the appeal and answer questions from the panel.

Both the evaluator and the evaluatee may be represented by legal counsel, KEA, and/or BCEA who may speak for the individual they represent during the hearing.

The hearing will be audio taped, and a copy will be provided to both parties if requested in writing.

Witnesses may be invited to provide information one at a time but will not be permitted to observe the proceedings.

The following procedures will be followed during the hearing:

- Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel, which has been agreed upon by the appeals panel and BCEA president.
- Each party will be allowed to make a statement of claim. The evaluator will begin.
- The panel may question the evaluatee and evaluator.
- Each party will be asked to make closing remarks.
- The chairperson of the panel will make closing remarks.
Certified Employee Appeals Form

(To be submitted within ten (10) working days after receipt of the summative evaluation)

Certified Employee Name: __________________________________________________________

Address: ________________________________________________________________________

Title:       ________________________________

Location: ________________________________________________________________________

Please answer the following questions & attach to this appeal form:

In your opinion what evaluation procedures have not been followed thus rendering your summative evaluation unfair?

Attach a copy of your summative evaluation and additional pages to this form. Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.

______________________________________________________________________________  ________________________________________________________________________

Certified Employee’s Signature          Date
Decision of the Appeals Panel

Attach additional pages if necessary.

(A recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.

______________________________________ ______________________
Appeals Panel Member Signature Date

______________________________________ ______________________
Appeals Panel Member Signature Date

______________________________________ ______________________
Appeals Panel Member Signature Date
Appendix A - Individual Corrective Action Plan
Boone County Schools

Teacher Name:_____________________________          Administrator Name:________________________________

Position:____________________          School year:_________________          Implementation Date:____________

<table>
<thead>
<tr>
<th>AREA OF NEED (Domain and Component)</th>
<th>OBJECTIVE / GOAL</th>
<th>Procedures / activities for achieving objective / goal</th>
<th>Appraisal method and target date</th>
<th>Required periodic checks set in (at minimum) one month intervals as described below. Initials and dates indicate progress is satisfactory otherwise noted</th>
</tr>
</thead>
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</table>

Teacher and administrator will meet per the schedule above to review progress toward goals and make any necessary adaptations.

A Corrective Action Plan indicates that there is a need for immediate and sustained improvement. Failure to do so could result in a recommendation for non-renewal of the teacher’s contract. This plan was thoroughly reviewed by:

______________________________          ______________________________
Teacher Signature                  Administrator Signature

______________          __________
Date                      Date

NOTE: KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duties.
Appendix B – Other District Administrator Evaluation Forms

BOONE COUNTY SCHOOLS
District Office Administrators and District Office Supervisory Personnel

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle -- From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled Formative Performance Appraisal Instrument.

Particular attention should be paid to those evaluation elements that:
- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluatee
- are a result of the conferencing process.

It is recommended that the evaluator meet with the evaluatee prior to the formal observation.

Following the assessment, the evaluator will:
- Complete the evaluation instrument & provide a copy to the evaluatee for review prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE CRITERIA:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:
- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met
<table>
<thead>
<tr>
<th>1. EFFECTIVE ORGANIZATIONAL LEADERSHIP</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITERIA</strong></td>
<td></td>
<td>ANNOTATIONS</td>
<td></td>
</tr>
<tr>
<td>● Adheres to professional code of ethics</td>
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<tr>
<td>● Creates and maintains an open, trusting, and safe environment</td>
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<tr>
<td>● Demonstrates punctuality</td>
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<tr>
<td>● Adheres to attendance policies and procedures</td>
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<tr>
<td>● Demonstrates communication skills that are clear, direct, and responsive</td>
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<td></td>
</tr>
<tr>
<td>● Demonstrates effective decision-making skills</td>
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<tr>
<td>● Uses a variety of techniques in problem solving</td>
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<td></td>
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<tr>
<td>● Manages conflict situations</td>
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<tr>
<td>● Develops, implements, monitors, and evaluates the effectiveness of change processes</td>
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<tr>
<td>● Plans and facilitates meetings for optimum use of time and resources</td>
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<tr>
<td>● Plans for, models, and encourages collaboration and shared decision-making</td>
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<tr>
<td>● Uses principles of effective delegation of authority</td>
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<td></td>
</tr>
<tr>
<td>● Applies strategic planning techniques that include assessed needs, plan of action, budget, monitoring, evaluation, and follow-up</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. EFFECTIVE INSTRUCTIONAL LEADERSHIP</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITERIA</strong></td>
<td></td>
<td>ANNOTATIONS</td>
<td></td>
</tr>
<tr>
<td>● Communicates and implements shared district-wide vision and mission statements</td>
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<tr>
<td>● Builds and maintains a district-wide climate for learning</td>
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<tr>
<td>● Articulates high expectations for student achievement</td>
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<tr>
<td>● Leads the development, implementation, and evaluation of curriculum</td>
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<tr>
<td>● Leads the development, implementation, and evaluation of research-based instructional programs and strategies</td>
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<tr>
<td>● Acquires, allocates, and manages resources to effectively and accountably ensure successful student learning</td>
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<tr>
<td>● Facilitates the development of programs and services that promote and recognize individual differences</td>
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<tr>
<td>● Applies current principles, practices, theory, and research to promote academic achievement</td>
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<td></td>
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<tr>
<td>● Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development</td>
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<td></td>
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<tr>
<td>● Demonstrates knowledge of current professional literature and materials</td>
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<tr>
<td>● Participates as an active member of a professional organization</td>
<td></td>
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</tr>
</tbody>
</table>
- Uses a variety of strategies to accurately assess student performance

### 3. EFFECTIVE ADMINISTRATION AND MANAGEMENT

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Utilizes performance standards to implement personnel recruitment, selection, supervision, evaluation, and management within the scope of his/her responsibility</td>
<td></td>
</tr>
<tr>
<td>- Facilitates and nurtures professional growth and development of staff</td>
<td></td>
</tr>
<tr>
<td>- Applies local, state, and federal statutes, regulations, policies, and procedures to school district business management decisions within the scope of his/her responsibility</td>
<td></td>
</tr>
<tr>
<td>- Maintains a fiscal accountability system by developing, monitoring, and evaluating a financial plan based on program/service priorities and financial capabilities within the scope of his/her responsibilities</td>
<td></td>
</tr>
<tr>
<td>- Applies current knowledge of auxiliary programs (such as transportation, food services, pupil services, and maintenance) within the scope of his/her responsibilities</td>
<td></td>
</tr>
<tr>
<td>- Uses information systems and technological applications to enhance administration of business, instruction, and support systems</td>
<td></td>
</tr>
<tr>
<td>- Utilizes a system for inventory, evaluation, and maintenance of facilities, equipment and other resources within the scope of his/her responsibilities</td>
<td></td>
</tr>
<tr>
<td>Strives to ensure equity among programs and learning opportunities for staff, students and parents</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates appreciation for and sensitivity to the diversity among individual</td>
<td></td>
</tr>
</tbody>
</table>
4. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifies and communicates with multiple constituencies of the school and community through a variety of means</td>
<td></td>
</tr>
<tr>
<td>- Assesses the needs of parents and community and involves them in decision-making</td>
<td></td>
</tr>
<tr>
<td>- Promotes partnerships among staff, parents, business and the community</td>
<td></td>
</tr>
<tr>
<td>- Encourages the use of community resources to support programs and services</td>
<td></td>
</tr>
</tbody>
</table>
BOONE COUNTY SCHOOLS

District Office Administrators and District Office Supervisory Personnel

SUMMARY REPORT for FORMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

PERFORMANCE STANDARDS:

<table>
<thead>
<tr>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
- Effective Organizational Leadership
- Effective Instructional Leadership
- Effective Administration and Management
- Effective Relationships with the Community

Corrective Action Plan developed?  YES _____  NO _____

Additional pages attached?  YES _____  NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature___________________________________________  Date _____________

Evaluator Signature ___________________________________________  Date _____________

Evaluator & evaluatee keep a copy. Original to Human Resources with Summative Summary Form
BOONE COUNTY SCHOOLS
District Office Administrators and District Office Supervisory Personnel

SUMMARY REPORT for SUMMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Dates observed during this cycle:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

SUMMARY OF FORMATIVE(S) CONDUCTED IN THIS CYCLE:

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARDS:</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Organizational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Administration and Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Relationships with the Community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective Action Plan developed? YES _____ NO _____
Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature___________________________________________   Date _____________
Evaluator Signature ____________________________________________Date ______________

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20 ____      YES _____     NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
BOONE COUNTY SCHOOLS
District Coordinators

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle -- From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled Formative Performance Appraisal Instrument.

Particular attention should be paid to those evaluation elements that:
- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluatee
- are a result of the conferencing process.

It is recommended that the evaluator meet with the evaluatee prior to the formal observation.

Following the assessment, the evaluator will:
- Complete the evaluation instrument & provide a copy to the evaluatee for review prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE CRITERIA:
MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:
- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met
1. EFFECTIVE INSTRUCTIONAL
LEADERSHIP

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicates &amp; implements shared district-wide mission statement</td>
<td></td>
</tr>
<tr>
<td>• Builds &amp; maintains a district-wide climate for learning</td>
<td></td>
</tr>
<tr>
<td>• Articulates high expectations for student achievement</td>
<td></td>
</tr>
<tr>
<td>• Applies current principles, practices, theory &amp; research to promote academic achievement</td>
<td></td>
</tr>
<tr>
<td>• Initiates change process in schools</td>
<td></td>
</tr>
<tr>
<td>• Effectively incorporates adult learning strategies</td>
<td></td>
</tr>
<tr>
<td>• Supports professional growth in colleagues</td>
<td></td>
</tr>
<tr>
<td>• Analyzes student work &amp; disaggregates data to identify and prioritize training and assistance needs</td>
<td></td>
</tr>
<tr>
<td>• Uses information systems and technological applications to enhance instruction</td>
<td></td>
</tr>
</tbody>
</table>

---

2. KNOWLEDGE OF CURRICULUM,
INSTRUCTION, AND ASSESSMENT

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitates effective planning of curricula, classroom instruction and management based on research-based instructional practices</td>
<td></td>
</tr>
<tr>
<td>• Guides the development of curriculum and instructional materials</td>
<td></td>
</tr>
<tr>
<td>• Assesses programs and curriculum and proposes appropriate recommendations and needed adjustments</td>
<td></td>
</tr>
<tr>
<td>• Facilitates the development of units and lessons aligned to the curriculum and connected to real-world applications</td>
<td></td>
</tr>
<tr>
<td>• Develops, models, implements, and evaluates research-based instructional programs and strategies</td>
<td></td>
</tr>
<tr>
<td>• Facilitates &amp; models the implementation of best practice instructional strategies including multiple intelligences, learning styles, higher order thinking, integration, real-life connections, hands-on activities and instructional software</td>
<td></td>
</tr>
<tr>
<td>• Instructs teachers in the use of appropriate lesson delivery models and the incorporation of performance standards</td>
<td></td>
</tr>
<tr>
<td>• Includes creative and appropriate integration of technologies to improve student learning</td>
<td></td>
</tr>
</tbody>
</table>
● Facilitates the development of programs and strategies that are fair and promote and recognize diversity and individual differences
● Strives to ensure equity among programs and learning opportunities for all staff and students
● Demonstrates appreciation for and sensitivity to the diversity among individuals

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. PROFESSIONAL LEADERSHIP &amp; GROWTH</td>
<td></td>
</tr>
<tr>
<td>● Adheres to the professional code of ethics</td>
<td></td>
</tr>
<tr>
<td>● Adheres to attendance policies and procedures</td>
<td></td>
</tr>
<tr>
<td>● Demonstrates punctuality</td>
<td></td>
</tr>
<tr>
<td>● Demonstrates effective interpersonal, communication, and collaboration skills among peers, students, parents, and others</td>
<td></td>
</tr>
<tr>
<td>● Practices effective listening, conflict resolution, and group-facilitation skills</td>
<td></td>
</tr>
<tr>
<td>● Demonstrates effective decision-making skills</td>
<td></td>
</tr>
<tr>
<td>● Plans and facilitates meetings and trainings for optimum use of time and resources</td>
<td></td>
</tr>
<tr>
<td>● Uses a time management approach and is able to multi-task</td>
<td></td>
</tr>
<tr>
<td>● Demonstrates the ability to develop long range plans to include needs assessments goals, objectives, and strategies/activities</td>
<td></td>
</tr>
<tr>
<td>● Adheres to SBDM and district policies, procedures, and timelines</td>
<td></td>
</tr>
<tr>
<td>● Attends workshops, institutes, courses and/or conferences relevant to continuing professional development and shares new knowledge with teachers and colleagues</td>
<td></td>
</tr>
<tr>
<td>● Demonstrates knowledge of current professional literature and materials</td>
<td></td>
</tr>
<tr>
<td>● Assumes an active leadership role within professional organizations and within community organizations with educationally related activities</td>
<td></td>
</tr>
</tbody>
</table>
BOONE COUNTY SCHOOLS  
District Coordinators  

SUMMARY REPORT for FORMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

PERFORMANCE STANDARDS: | MET | NEEDS IMPROVEMENT | NOT MET |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Curriculum, Instruction, &amp; Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Leadership &amp; Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature________________________ Date _____________

Evaluator Signature ______________________ Date _____________

Evaluator & evaluatee keep a copy. Original to Human Resources with Summative Summary Form
BOONE COUNTY SCHOOLS
District Coordinators

SUMMARY REPORT for SUMMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Dates observed during this cycle:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

SUMMARY OF FORMATIVE(S) CONDUCTED IN THIS CYCLE:

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARDS:</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Curriculum, Instruction, &amp; Assessment</td>
<td></td>
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<tr>
<td>Professional Leadership &amp; Growth</td>
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<td></td>
</tr>
</tbody>
</table>

Corrective Action Plan developed? YES _____ NO _____
Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature___________________________________________ Date _____________
Evaluator Signature _________________________________________Date ______________

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20 ____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
# Appendix C: Teachers & Other Professionals SUMMARY REPORT for SUMMATIVE EVALUATION

## BOONE COUNTY SCHOOLS

<table>
<thead>
<tr>
<th>Evaluatee:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
<td></td>
</tr>
</tbody>
</table>

## SUMMARY OF SUMMATIVE SCORES:

<table>
<thead>
<tr>
<th>DOMAIN:</th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning &amp; Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instruction</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Professional Responsibilities</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### OVERALL PERFORMANCE PRACTICE

Corrective Action Plan developed?    YES ____    NO ____

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature: ___________________________ Date: _____________

Evaluator Signature: ___________________________ Date: _____________

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____   YES _____   NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
Appendix D: Kentucky Teacher Intern (KTIP) SUMMARY REPORT for SUMMATIVE EVALUATION

BOONE COUNTY SCHOOLS

<table>
<thead>
<tr>
<th>Intern:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>School Year:</td>
<td></td>
</tr>
</tbody>
</table>

| The intern has successfully completed the KTIP internship and has been recommended for certification. |

| The intern has NOT successfully completed the KTIP internship and has NOT been recommended for certification. |

Intern’s Comments:

Evaluator Comments:

Evaluatee Signature ________________________________ Date _____________

Evaluator Signature ________________________________ Date ______________

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20_____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
# Principals SUMMARY REPORT for SUMMATIVE EVALUATION

**BOONE COUNTY SCHOOLS**

**Evaluatee:**

**Evaluator:**

**Cycle - From (date) To (date)**

## SUMMARY OF SUMMATIVE SCORES:

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission, Vision, and Core Values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ethics and Professional Norms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Equity and Cultural Responsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Curriculum, Instruction, and Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Community of Care and Support for Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional Capacity of School Personnel</td>
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<td></td>
</tr>
<tr>
<td>7. Professional Community for Teachers and Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Meaningful Engagement of Families and Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Operations and Management</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. School Improvement</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**OVERALL PERFORMANCE PRACTICE / OVERALL SUMMATIVE SCORE**

Corrective Action Plan developed? YES NO

**Evaluatee Comments:**

**Evaluator Comments:**

**Evaluatee Signature**

**Date**

**Evaluator Signature**

**Date**

RECOMMENDED FOR EMPLOYMENT FOR 20__ - 20__ YES NO

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Observer:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Observation:</th>
<th>Type of Observation:</th>
</tr>
</thead>
</table>

**Post Observation Self-Reflection Rating**

Use the [Danielson Framework](#) to assess and rate each area as *Ineffective, Developing, Accomplished, or Exemplary*. You should be able to cite evidence to support ratings.

<table>
<thead>
<tr>
<th>Domain 1: Planning &amp; Preparation (I, D, A, or E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rating</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>1a: Content Knowl.</td>
</tr>
<tr>
<td>1b: Knowledge of Ss</td>
</tr>
<tr>
<td>1c: Instruct Outcome</td>
</tr>
<tr>
<td>1d: Resources</td>
</tr>
<tr>
<td>1e: Coherent Instruct</td>
</tr>
<tr>
<td>1f: Design Assess</td>
</tr>
<tr>
<td><strong>Overall Rating</strong></td>
</tr>
<tr>
<td><strong>Evidence of Rating:</strong></td>
</tr>
</tbody>
</table>

**Possible Area(s) of Growth:**
## Domain 2: Classroom Environment (I, D, A, or E)

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Observer Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Respect/Rapport</td>
<td></td>
</tr>
<tr>
<td>2b: Culture</td>
<td></td>
</tr>
<tr>
<td>2c: Procedures</td>
<td></td>
</tr>
<tr>
<td>2d: Stu Behavior</td>
<td></td>
</tr>
<tr>
<td>2e: Physical Space</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating**

**Evidence of Rating:** (Use specific data when possible.)

**Possible Area(s) of Growth:**

## Domain 3: Instruction (I, D, A, or E)

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Observer Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a: Communication</td>
<td></td>
</tr>
<tr>
<td>3b: Questioning</td>
<td></td>
</tr>
<tr>
<td>3c: Stu Engagement</td>
<td></td>
</tr>
<tr>
<td>3d: Assessment</td>
<td></td>
</tr>
<tr>
<td>3e: Flexibility</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating**

**Evidence of Rating:** (Use specific data when possible.)

**Possible Area(s) of Growth:**
## Domain 4: Professional Responsibilities (I, D, A, or E)

<table>
<thead>
<tr>
<th></th>
<th>Teacher Rating</th>
<th>Observer Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b: Stu Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c: Family Commun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d: PLC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4e: PD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4f: Professionalism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Rating

Evidence of Rating:
*(Use specific data when possible.)*

Possible Area(s) of Growth:

---

**How is intervention embedded into your classroom for both cognitive skills and focus areas? What is working well? What additional support or training do you need in this area?**

**What percent of your students is behind two or more FAs behind in your content? How are you addressing this group? What support do you need?**

**What percent of your students have a cognitive skills average below of 70% in your content area? How are you addressing this group? What additional support do you need?**
Based on your reflection and observation conference, your plan of action moving forward include the following: Complete together with your evaluator during the post conference.

Observer Signature:  
Teacher Signature: 
Observation Script/Notes:  

Date:  
Date:  