

2021-2022

# Clinton County Schools Certified Evaluation Plan

Tim Parson, Superintendent

## VISION

“Expecting Excellence Every Day”

## MISSION

The mission of Clinton County Schools is to collaborate with the community to inspire life-long learning and future success.

Revised June 12, 2020

# Clinton County Schools Certified Evaluation Plan

Clinton County Schools  
1273 Kentucky Highway 90 West, Suite 103  
Albany, Kentucky 42602  
Evaluation Contact Person: Tim Parson

<b>Table of Contents</b>	<b>Page</b>
Assurances	3-4
Roles and Definitions Glossary	5
Responsibilities for Evaluation	6
Orientation	7
The Kentucky Framework for Teaching & Sources of Evidence	8
Observation Process	9-10
Evaluator and Observer Training	11
Products of Practice/Other Sources of Evidence/Letters and Memos	12
Teacher Evaluation Timeline	13
Principal Roles and Definitions Glossary	14
Principal Performance Standards	15
Principal Overall Summative Sources of Evidence	16-17
Certified Evaluation Plan for Other Professionals & District Level Administrators	18-19
Determining Overall Summative Rating for All Certified Personnel	20-21
Professional Growth Planning	22
Professional Growth Planning and Summative Cycle	23
Improvement Plans/Corrective Action Plans	24
Appeals Process	25
Appeals Panel Hearing Procedures	26
Appeals/Hearings	27-28
Confidentiality of Records	29
Evaluation Appeal Form	30
Evaluation Orientation Training Sheet	31
Appendix Index	32-33
Pre-Observation Form for Teachers	34-35
Teacher Formative Evaluation Form	36-38
Post-Observation Form for Teachers	39
Summative Evaluation Form for Teachers	40
Formative Evaluation Form for Principals	41
Site Visit / Formative Conference Form for Principals	42-43

Summative Evaluation Form for Principals	<b>44</b>
Corrective Action/Improvement Plan Form for Principals	<b>45</b>
Pre-Observation Form for Counselors	<b>46-47</b>
Counselor Formative Evaluation Form	<b>48-50</b>
Post-Observation Form for Counselors	<b>51</b>
Summative Evaluation Form for Counselors	<b>52</b>
Corrective Action/Improvement Plan Form for Counselors	<b>53</b>
Pre-Observation Form for Therapeutic Specialist	<b>54-55</b>
Therapeutic Specialist Formative Evaluation Form	<b>56-58</b>
Post-Observation Form for Therapeutic Specialist	<b>59</b>
Summative Evaluation Form for Therapeutic Specialist	<b>60</b>
Corrective Action/Improvement Plan Form for Therapeutic Specialist	<b>61</b>
Pre-Observation Form for Library Media Specialist	<b>62-63</b>
Library Media Specialist Formative Evaluation Form	<b>64-66</b>
Post-Observation Form for Library Media Specialist	<b>67</b>
Summative Evaluation Form for Library Media Specialist	<b>68</b>
Corrective Action/Improvement Plan Form for Library Media Specialist	<b>69</b>
Pre-Observation Form for Instructional Specialist	<b>70-71</b>
Instructional Specialist Formative Evaluation Form	<b>72-74</b>
Post-Observation Form for Instructional Specialist	<b>75</b>
Summative Evaluation Form for Instructional Specialist	<b>76</b>
Corrective Action/Improvement Plan Form for Instructional Specialist	<b>77</b>
Pre-Observation Form for District Administrators/Directors/Educational Facilitators	<b>78-79</b>
District Administrators/Directors/Educational Facilitators Formative Evaluation Form	<b>80-82</b>
Post-Observation Form for District Administrators/Directors/Educational Facilitators	<b>83</b>
Summative Evaluation Form for District Administrators/Directors/Educational Facilitators	<b>84</b>
Corrective Action/Improvement Plan Form for District Administrators/Directors/Educational Facilitators	<b>85</b>
Evaluation Tracking Form	<b>86</b>
Certified Personnel Individual Corrective Action/Improvement Plan	<b>87</b>
Certified Evaluation Appeals Request Form	<b>88</b>

## ASSURANCES

### CLINTON COUNTY SCHOOLS CERTIFIED EVALUATION PLAN

The Clinton 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).

#### 50/50 Clinton County Schools Certified Evaluation Plan Committee

<b>Tim Parson</b>	<b>Superintendent</b>	<b>Administrator</b>
<b>Paula Little</b>	<b>Assistant Superintendent Instructional Supervisor</b>	<b>Administrator</b>
<b>Julie York</b>	<b>DPP</b>	<b>Administrator</b>
<b>Eddie Tallent</b>	<b>DoSE</b>	<b>Administrator</b>
<b>Sid Scott</b>	<b>Director of Technology</b>	<b>Administrator</b>
<b>Melissa Campbell</b>	<b>Testing Coordinator</b>	<b>Administrator</b>
<b>Sheldon Harlan</b>	<b>CCECC Principal</b>	<b>Administrator</b>
<b>TBD</b>	<b>AES School Principal</b>	<b>Administrator</b>
<b>Angela Sloan</b>	<b>Middle School Principal</b>	<b>Administrator</b>
<b>Stacey Evans</b>	<b>CCHS Principal</b>	<b>Administrator</b>
<b>Ken Dearborn</b>	<b>CCHS Assistant Principal</b>	<b>Administrator</b>
<b>Todd Messer</b>	<b>Principal Foothills Academy</b>	<b>Administrator</b>
<b>Josh Moons</b>	<b>CCMS Assistant Principal</b>	<b>Administrator</b>
<b>Lucas Dalton</b>	<b>CCHS Counselor</b>	<b>Administrator</b>
<b>Patricia Riddle</b>	<b>Clinton Co. Early Childhood Center</b>	<b>Teacher</b>
<b>Sara Pence</b>	<b>Albany Elementary School</b>	<b>Teacher</b>
<b>Scott Gregory</b>	<b>Albany Elementary School</b>	<b>Teacher</b>
<b>Teresa Butler</b>	<b>Albany Elementary School</b>	<b>Teacher</b>
<b>Lonnie Brown</b>	<b>Clinton County Middle School</b>	<b>Teacher</b>
<b>Chris Marcum</b>	<b>Clinton County Middle School</b>	<b>Teacher</b>
<b>Donovan Hatfield</b>	<b>Clinton County Middle School</b>	<b>Teacher</b>
<b>Presley Sutton</b>	<b>Clinton County Middle School</b>	<b>Teacher</b>
<b>Courtney Norris</b>	<b>Clinton County High School</b>	<b>Teacher</b>
<b>Erin Casada</b>	<b>Clinton County High School</b>	<b>Gear Up Academic Specialist</b>
<b>Kim Patton</b>	<b>Foothills Academy</b>	<b>Teacher</b>
<b>Holly Claborn</b>	<b>Foothills Academy</b>	<b>Teacher</b>
<b>Darrell Thompson</b>	<b>Foothills Academy</b>	<b>Teacher</b>
<b>Pam Upchurch</b>	<b>Foothills Academy</b>	<b>Teacher</b>
<b>Appeals Committee</b>	<b>Julie York</b>	<b>Board Appointed Administrator</b>
	<b>Lucas Dalton</b>	<b>Panel Member</b>
	<b>Terry Shelley</b>	<b>Panel Member</b>

**Assurances (continued)**

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

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

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

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

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee’s official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative (KRS 156.557).

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on **May 18, 2020**. (704 KAR 3:370)

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

## Clinton County Certified Evaluation Plan

### Roles and Definitions

1. **Certified Administrator:** A certified school personnel, other than principal or assistant principal.
2. **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.
3. **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.
4. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
5. **Evaluated:** District/School personnel that is being evaluated.
6. **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.
7. **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).
8. **Evaluation Plan:** a plan which includes evaluation forms and procedures.
9. **Framework for Teaching:** research-based set of components of instruction that includes four measures: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
10. **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.
11. **Mini Observation:** an observation conducted by an employee's supervisor or a peer that can range from 15-30 minutes of a lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.
12. **Peer Observer:** Observation and documentation by a trained colleague, who observes and documents another teacher's overall summative and provides supportive and constructive feedback that can be used to improve overall summative.
13. **Professional Growth Plan:** An individualized plan that is focused on improving overall summative 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.
14. **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.
15. **Summative Evaluation:** the summary and analysis of all data, including but not limited to observations 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.
16. **Teacher:** an individual who has been assigned responsibility for student learning in a subject or course.



## **Responsibilities for Evaluation**

1. The Clinton 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, district wide personnel, and head teachers.
3. Principals will evaluate assistant principals, guidance counselors, librarians, speech therapists, and teachers.

## **Orientation**

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year.

This annual review shall be an explanation of the contents of the evaluation plan handbook, 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**

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

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 measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

### **Required Sources of Evidence**

- Professional Growth Planning (p.22)
- Observation

### **Optional Sources of Evidence**

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

## Observation Process

The observation process is one source of evidence to determine teacher effectiveness. Both peer and supervisor observations will use the same instruments. The supervisor observation(s) will provide *documentation and feedback* to measure the effectiveness of a teacher's overall summative.

## Observation Cycle

Observation cycles are outlined below for both tenured and non-tenured certified teaching staff, as well as for intern teachers.

### Observation Cycle for Certified Personnel on a 3-Year Cycle

Certified personnel who are on a three year cycle and not on a Directed Growth Plan will be on a 3-year evaluation cycle.

The observation cycle, at a *minimum*, will include . . .

- Observations in the summative three-year cycle shall include a *minimum* of one full observation conducted by the supervisor.
- All observations must be documented using the district approved observation documents.

### Observation Cycle for Certified Personnel on a 1-Year Cycle or One Year Directed Cycle or Improvement Plan

The observation cycle, at a *minimum*, will include . . .

- *At least* one full observation in the annual cycle conducted by the supervisor.
- All observations must be documented.

Observers will make note of the components observed in order to identify opportunities for growth or targets for instructional practice.

### Observation Cycle for Intern Teachers

The formative and summative results of the KTIP process shall serve as the evaluation plan for intern teachers.

## Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- Pre-observation conferences are required for the peer observation and the full observation.
- Pre-observation conferences with the supervisor will be conducted in person.
- Pre-observation conferences will be documented using the district approved pre-observation form.
- All observations will include a post-observation conference to be conducted within five (5) working days.
- The summative evaluation conference shall be held no later than April 1<sup>st</sup> at the end of the summative evaluation cycle. During the summative conference, the evidence from all observations will be reviewed so that an overall performance rating can be determined for measures one through four of the Framework for Teaching.
- A summative report shall be completed at the conclusion of the summative conference and signed by both

the evaluator and evaluatee. The summative report shall be included in the district teacher personnel file no later than ten school days after the summative conference has occurred. (704 KAR 3:345). The evaluatee will also be provided a copy of the summative report.

### **Observation Schedule**

- Observations may begin after the evaluation training takes place within the first thirty (30) calendar days of employment.
- A teacher who has missed sixty (60) or more consecutive days or has taken extended leave may not complete the summative cycle. The cycle will be suspended to the following year. The suspension of a summative cycle must be approved by the superintendent.
- All observations must be completed by April 1st of a school year.
- Teachers hired after the start of the school year will still have one full observation.

## **Evaluator and Observer Training**

Evaluator training shall include:

- Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department;
- Training on KRS 156.557 and the requirements of this administrative regulation;
- Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and
- A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

In the event a supervisor is unable to conduct an observation, the superintendent shall appoint a principal, assistant principal, or district level personnel to conduct observations. Observation data provided by the substitute observer is considered a valid source of evidence.

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

Teachers may provide additional evidences to support assessment of their own overall summative. These evidences should yield information related to the teacher's practice within the measures.

Other Possible Sources of Evidence may include:

- student surveys
- 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

## **Letters and Memos**

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

# Clinton County Schools

## Teacher Evaluation Timeline

<b>Month</b>	<b>ALL Teachers-Every Year</b>	<b>Tenured Teachers on Three-Year Plan (in summative year)</b>	<b>Non-Tenured Teachers and Tenured Teachers on One-Year Plan</b>
<b>August</b>	Begin collecting data on all students		
<b>October</b>	Professional Growth Plan due by October 1 <sup>st</sup> . Administrator feedback due by October 31 <sup>st</sup> .	Request peer observer in content area if desired by October 15 <sup>th</sup> .	Request peer observer in content area if desired by October 15 <sup>th</sup> .
<b>January</b>		Schedule full observation by administrator (if not already completed).*	Schedule full observation by administrator (if not already completed).*
<b>March</b>		Summative conference and evidence review for Measures One and Four.	Summative conference and evidence review for Measures One and Four.
<b>April</b>		Summative reports due.	Summative reports due.

# Certified Evaluation Plan for Principals and Assistant Principals

## Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District/School personnel that is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving overall summative 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
5. **Panorama or Other Working Conditions Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
6. **Professional Standards for Educational Leaders:** The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard.

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on 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 Professional Standards for Educational Leaders.

# **Professional Standards for Educational Leaders**

## **To be used for**

### **Principal and Assistant Principal Evaluation**

The Professional Standards for Educational Leaders as described in 704 KAR 3:370 will be used for evaluating principals and assistant principals. These standards are designed to support student achievement and professional best practice through (1). Mission, Vision, and Core Values; (2). Ethics and Professional Norms; (3) Equity and Cultural Responsiveness; (4) Curriculum, Instruction, and Assessment; (5). Community of Care and Support for Students; (6). Professional Capacity of School Personnel; (7). Professional Community for Teachers and Staff; (8). Meaningful Engagement of Families and Community (9). Operations and Management; and (10). School Improvement. Evidence supporting a principal’s overall summative rating will be situated within one of the four performance measures from *The Kentucky Framework for Personnel Evaluation*: Planning, Environment, Instruction, and Professionalism. The Professional Standards for Educational Leaders performance standards of Mission, Vision, and Core Values; Operations and Management; and School Improvement will be considered under Measure 1: Planning. The Professional Standards for Educational Leaders performance standards of Equity and Cultural Responsiveness and Professional Community for Teachers and Staff will be considered under Measure 2: Environment. The Professional Standards for Educational Leaders performance standards of Curriculum, Instruction, and Assessment; Community of Care and Support for Students; and Professional Capacity of School Personnel will be considered under Measure 3: Instruction. Finally, the Professional Standards for Educational Leaders performance standards of Ethics and Professional Norms and Meaningful Engagement of Families and Community will be considered under Measure 4: Professionalism.

Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that a principal will “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

## Principal Overall Summative Sources of Evidence

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

- Required Sources of Evidence
  - Professional Growth Planning
  - Site-Visits
- Evaluators may use the following categories of evidence in determining overall ratings:
  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g. surveys)

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

### **Professional Growth Planning (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.

- All professional growth plans will be submitted no later than October 1st. For principals hired after the beginning of the school year, the principal must submit a professional growth plan within 15 working days.

### **Site-Visits (Completed by supervisor of principal and Formative Conferences with assistant principals)**

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

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will be conducted before December 31<sup>st</sup> of the school year. Second site visit will be conducted prior to May 1<sup>st</sup> of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the completion of the district approved site visit form, which includes connectivity to the Professional Standards for Educational Leaders (PSEL), comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal using the district-approved Principal Site visit form 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 overall summative. These evidences should yield information related to the principal's/assistant principal's practice within the measures.

- 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
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other evidence as deemed appropriate by district

## **Letters and Memos**

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

## **Determining the Overall Principal Performance Category**

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard.

## **Certified Evaluation Plan for Other Professionals & District Level Administrators**

In addition to teachers and principals, the school district employs other certified personnel. These additional employees include Library Media Specialists, Instructional Specialists, Counselors, Speech/Language Pathologists. The personnel in these categories will be evaluated using the Kentucky Framework for Other Professionals. Additional district level certified personnel, who do are not explicitly covered in the Kentucky Framework for Other Personnel will be evaluated based upon district-developed criteria situated within one of the four performance measures: Planning, Environment, Instruction, and Professionalism.

### **Overall Summative Sources of Evidence for Other Professionals & District Level Administrators**

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

- Required Sources of Evidence
  - Professional Growth Planning
  - Site-Visits/Observations
- Evaluators may use the following categories of evidence in determining overall ratings:
  - Products of Practice
  - Other Sources (e.g. surveys)

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

### **Professional Growth Planning (completed by Other Professionals)**

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 job performance, and professional growth needs identified through self-assessment and reflection.

- All professional growth plans will be submitted no later than October 1st. For other professionals hired after the beginning of the school year, the new hiree must submit a professional growth plan within 15 working days.

### **Observations/Site Visits (Completed by supervisor)**

Observation/Site visits are a method by which the supervisor may gain insight into the Other Professional/District Level Administrator's practice in relation to the standards. During an observation/site visit, the supervisor will discuss various aspects of the job with the employee, and will use the responses to determine issues to further explore with the faculty and staff.

- Observations/Site visits will be conducted at least once each school year before April 15th.
- Conferences following an observation/site visit will occur within 5 working days of the visit.
- Observation/site visit will include dialogue to reflect on current practice and suggestions for professional growth.

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

Other Professionals and District Level Administrators may provide additional evidences to support assessment of their own overall summative. These evidences should yield information related to the their practice within the measures.

- Meeting Agendas and Minutes
- Leadership Team Agendas and Minutes
- Program Effectiveness and Evaluation documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community/School Staff engagement surveys
- Parent/Community/School Staff engagement events documentation
- Reports & Other Documents related to job performance
- Other evidence as deemed appropriate by district

## **Letters and Memos**

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

## **Determining the Overall Other Professionals & District Level Administrators Performance Category**

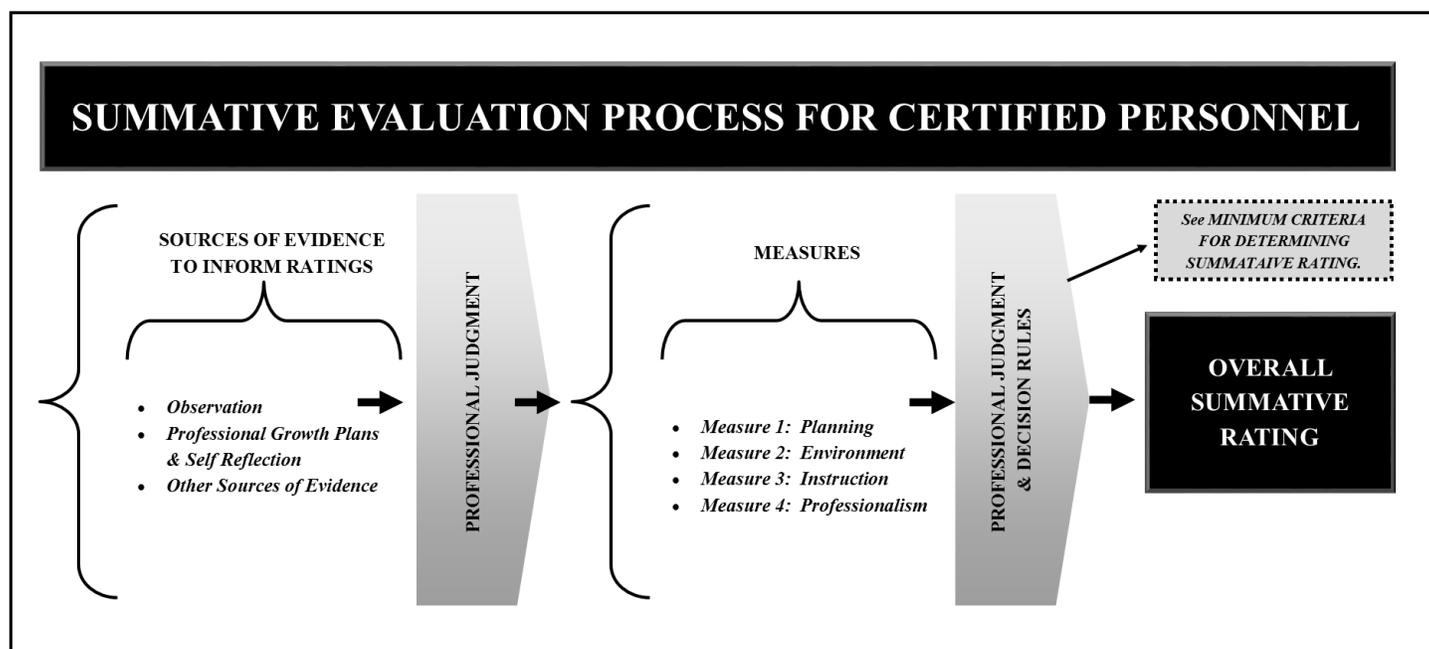
Supervisors are responsible for determining an Overall Performance Category for each Other Professional and District Level Administrator at the conclusion of their summative evaluation year. An Overall Performance Category is determined by the evaluator based on the Other Professional's ratings on each standard.

## Determining the Overall Summative Rating for All Certified Personnel

Supervisors are responsible for determining an Overall Performance Category for each certified person at the conclusion of their summative evaluation year. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the four Performance Measures: Planning, Environment, Instruction, and Professionalism.

<b>Terms Used in Performance Levels</b>	
<b>Category</b>	<b>Definition</b>
<b>Ineffective</b>	<ul style="list-style-type: none"> <li>• Does not meet requirements contained in job description as expressed in evaluation criteria</li> <li>• Results in minimal student progress</li> <li>• May contribute to a non-renewal recommendation for employee</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Requires support in meeting the standards</li> <li>• Results in less than quality work performance</li> <li>• Requires professional growth being jointly identified and planned between evaluatee &amp; evaluator</li> </ul>
<b>Accomplished</b>	<ul style="list-style-type: none"> <li>• Meets the requirements contained in job description as expressed in evaluation criteria</li> <li>• Behaviors have positive impact on learners and school climate</li> </ul>
<b>Exemplary</b>	<ul style="list-style-type: none"> <li>• Sustains high performance over period of time</li> <li>• Empowers teachers and students</li> <li>• Serves as role model to others</li> </ul>

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 Measure at the culmination of an educator's cycle.



An educator's Overall Summative Rating is determined using the following steps:

- Determine the individual measure ratings through the use of sources of evidence and professional judgment.
- Guidelines for decisions regarding the use of individual measures to determine an overall summative rating are found in the table below.

<b>IF...</b>	<b>THEN...</b>
Measures 2 <u>AND</u> 3 are rated INEFFECTIVE	Overall Summative Rating shall be INEFFECTIVE
Measures 2 <u>OR</u> 3 are rated INEFFECTIVE	Overall Summative shall be DEVELOPING OR INEFFECTIVE
Measures 3 <u>OR</u> 4 are rated INEFFECTIVE	Overall Summative Rating shall <u>NOT</u> be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Overall Summative Rating shall be ACCOMPLISHED
Two Measures are rating DEVELOPING, and two Measures are rated EXEMPLARY	Overall Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Overall Summative Rating shall be EXEMPLARY

- A summative report will be completed and signed by both the supervisor and the employee. A copy of the signed summative report will be placed in the employee’s district personnel file. A copy of the summative report will also be given to the evaluatee.
- Evaluations of employees will be documented on approved forms to become part of an official personnel file.
- The evaluatee will have the opportunity to submit a written statement in response to the summative rating and that response will be included in the official personnel record.

## **Professional Growth Planning**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect 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 will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Professional Growth Plans will align with school/district improvement plans.

- All certified personnel will participate in professional growth planning each year.
- Professional Growth Plans will be submitted to supervisor by October 1st each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 working days.
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31st each year. For employees hired after the start of the school year, the supervisor will have 10 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. The professional growth plan will be revisited during the summative conference. Employees needing a directed growth plan are determined using the summative rating chart on page 13 of the Certified Evaluation Plan.

## Professional Growth Plan and Summative Cycle

### Type of Professional Growth Plans for Teachers

Based on the overall summative rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

<b>TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS</b>	
<b>EXEMPLARY</b>	<p><b>THREE-YEAR SELF-DIRECTED CYCLE</b></p> <ul style="list-style-type: none"> <li>• Goals set by educator with evaluator input</li> <li>• Plan activities are teacher directed and implemented with colleagues</li> <li>• Formative review annually</li> <li>• Summative occurs at the end of year 3</li> </ul>
<b>ACCOMPLISHED</b>	
<b>DEVELOPING</b>	<p><b>ONE-YEAR SELF-DIRECTED CYCLE</b></p> <ul style="list-style-type: none"> <li>• Goal determined by evaluator</li> <li>• Plan activities designed by evaluator with educator input</li> <li>• Formative review at mid-point</li> <li>• Summative at end of plan</li> </ul>
<b>INEFFECTIVE</b>	<p><b>UP TO 12-MONTH IMPROVEMENT CYCLE</b></p> <ul style="list-style-type: none"> <li>• Goal determined by evaluator</li> <li>• Focus on low performance area</li> <li>• Summative at end of plan</li> </ul>

### Type of Professional Growth Plans for Principals and Other Professionals

Based on the overall summative rating, the superintendent/supervisor will help principals and other professionals determine the type of Professional Growth Plan to be completed.

<b><u>Kentucky Professional Growth Plan Model for Principals and Other Professionals</u></b>	
<b>Exemplary</b>	Shall have a minimum of a Professional Growth Plan developed by Evaluatee.
<b>Accomplished</b>	
<b>Developing</b>	Shall have a minimum of a Professional Growth Plan developed by Evaluator.
<b>Ineffective</b>	Shall have a minimum of a Professional Growth Plan, for a duration of up to one year, developed by the Evaluator.

## **Improvement Plans/Corrective Action Plans**

A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives an “Ineffective” rating on the summative form. An improvement plan must be written when an evaluatee falls into the “Up to 12-month improvement plan” box in the chart above. No more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans and/or improvement plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action/improvement plans will be documented on the district approved form.

After a conference with the evaluatee, the evaluator will send a copy of the plan to the Superintendent or Designee. The Evaluator will be responsible for all persons on a Corrective Action/Improvement Plan.

## Appeals Process

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted to the chairperson on an appeals request form.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator
4. No panel member shall serve on any appeal brought by the member's immediate family.
5. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.
6. A certified employee may appeal procedural matters to the State Board of Education after the local appeal process has been completed.

### Powers and Conditions

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator at the hearing.
5. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent.
  - a. Uphold the original summative evaluation
  - b. Remove the whole evaluation and any part of the summative evaluation
  - c. Order a second evaluation conducted by a trained evaluator employed by the district.

(The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.)

6. The results of actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

### Membership and Election Procedures for Evaluation Appeals Committee

The district evaluation appeals panel shall include certified employees of the local district elected by certified personnel (2) and appointed by the local board of education (1). One member is to be appointed by the board who is a certified employee of the board. The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee.

- a. Each school faculty may nominate one certified employee willing to serve as a committee member.
- b. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
- c. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
- d. The Superintendent Designee shall total the votes and keep tally sheets on file for two years.
- e. Each election year, the candidate with the largest vote is named as a member of the appeals committee.
- f. The candidate receiving the second largest vote shall be named alternate.
- g. In years where there is no election, the alternate from the previous year continues to serve as the alternate.
- h. Members will serve 2-year terms with one member being elected or appointed each year. Members may serve more than one (1) term.
- i. In the event a member or alternate is unable to serve, the next highest eligible vote getter from the last election will serve.

# Appeals Panel Hearing Procedures

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 purpose of the Appeals Panel is to provide a timely review of the evaluation of any certified employee who thinks he/she has not been fairly evaluated. The chairperson of the panel shall be the person appointed to the committee by the Board. The Appeals panel may require written statements or other documentation by either or both parties to be submitted prior to the proceeding. Documentation shall be provided to all parties and the panel in advance of the hearing. The evaluator and the evaluatee shall have an opportunity to adequately review in advance all documents that are to be presented to the evaluation appeals panel hearing. The evaluatee shall be given the opportunity to decide whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

Upon submission of an appeal, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. A chosen representative may attend the hearing to represent the evaluator and/or evaluatee. The representative may address the panel on their client's behalf, but shall not be given the opportunity to question witnesses. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendations must include one of the following:

- A. Uphold the original evaluation
- B. Remove the whole evaluation or any part of the summative evaluation.
- C. Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Evaluation Appeals Panel.

**-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 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 parties 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.

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.

**CERTIFIED PERSONNEL -**

**Confidentiality of Records**

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

**ACCESSIBILITY**

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.
3. The Board, if the majority of Board members vote to request such access for lawful District purposes and on advice of legal counsel. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.
4. Records may be subpoenaed in cases where litigation occurs.

**RELATED PROCEDURE:**

03.18 AP.11

CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

Employee's Name _____		
Home Address _____		
Job Title _____	Building _____	Grade or Department _____

What specifically do you object to or why do you feel you were not fairly evaluated? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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

\_\_\_\_\_

*Employee's Signature* *Date*

**RELATED PROCEDURES:**

03.18 AP.11

03.18 AP.12

**Sign-In Sheet  
Orientation Training**

**Date:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

# APPENDIX

## Clinton County Certified Evaluation Plan

### **I. Teacher Evaluation Forms**

- Pre-Observation Form
- Teacher Observation Form
- Post-Observation Form
- Summative Evaluation Form

### **II. Principal Evaluation Forms**

- Formative Evaluation Form
- Site Visit / Formative Conference Form
- Summative Evaluation Form
- Corrective Action/Improvement Plan Form

### **III. Other Certified School Staff Evaluation Forms**

- Counselor Pre-Observation Form
- Counselor Formative Evaluation Form
- Counselor Post-Observation Form
- Counselor Summative Evaluation Form
- Counselor Corrective Action/Improvement Plan Form
- Therapeutic Specialist Pre-Observation Form
- Therapeutic Specialist Formative Evaluation Form
- Therapeutic Specialist Post-Observation Form
- Therapeutic Specialist Summative Evaluation Form
- Therapeutic Specialist Corrective Action/Improvement Plan Form
- Library Media Specialist Pre-Observation Form

- Library Media Specialist Formative Evaluation Form
- Library Media Specialist Post-Observation Form
- Library Media Specialist Summative Evaluation Form
- Library Media Specialist Corrective Action/Improvement Plan Form
- Instructional Specialist Pre-Observation Form
- Instructional Specialist Formative Evaluation Form
- Instructional Specialist Post-Observation Form
- Instructional Specialist Summative Evaluation Form
- Instructional Specialist Corrective Action/Improvement Plan Form
- Administrators / Directors / Educational Facilitators Pre-Observation Form
- Administrators / Directors / Educational Facilitators Formative Evaluation Form
- Administrators / Directors / Educational Facilitators Post-Observation Form
- Administrators / Directors / Educational Facilitators Summative Evaluation Form
- Administrators / Directors / Educational Facilitators Corrective Action/Improvement Plan Form

#### **IV. Additional Forms**

- Evaluation Tracking Form
- Corrective Action/Improvement Plan Form
- Appeals Request Form

**Clinton County Schools**  
**Teacher Pre-Observation Form**

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

**Pre-Conference (Planning Conference)**

<b>Questions for Discussion:</b>	<b>Notes:</b>
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	

<p>Briefly describe the students in this class, including those with special needs.</p>	
<p>How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.</p>	
<p>How will you differentiate instruction for individuals or groups of students?</p>	
<p>How and when will you know whether the students have achieved the learning target(s)?</p>	
<p>Is there anything that you would like me to specifically observe during the lesson?</p>	

---

Teacher's Signature

---

Date

---

Evaluator's Signature

---

Date

## Clinton County Schools

### Formative Evaluation Form for Teachers

**Directions:** Mark a rating for each component and then match evidence from your observation notes to explain the rating for each component. **[Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)].** Based upon the rating for each of the components, the evaluator will use professional judgment to determine an overall rating for each measure.

**Teacher:**

**School:**

**Evaluator:**

**Date:**

<b>Measure 1: Planning &amp; Preparation Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
1A – Knowledge of content and pedagogy	I	D	A	E	
1B – Demonstrating knowledge of students	I	D	A	E	
1C – Setting instructional outcomes	I	D	A	E	
1D – Demonstrating knowledge of resources	I	D	A	E	
1E – Designing coherent instruction	I	D	A	E	
1F – Designing student assessments	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 1</b>	I	D	A	E	

<b>Measure 2: Classroom Environment Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
2A – Creating an environment of respect and rapport	I	D	A	E	
2B – Establishing a culture for learning	I	D	A	E	
2C – Managing classroom procedures	I	D	A	E	
2D – Managing student behavior	I	D	A	E	
2E – Organizing physical space	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 2</b>	I	D	A	E	

<b>Measure 3: Instruction Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
3A – Communicating with students	I	D	A	E	
3B – Questioning and discussion techniques	I	D	A	E	
3C – Engaging students in learning	I	D	A	E	
3D – Using assessment in instruction	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 3</b>	I	D	A	E	

<b>Measure 4: Professional Responsibilities Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
4A – Reflecting on teaching	I	D	A	E	
4B – Maintaining accurate records	I	D	A	E	
4C – Communicating with families	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Growing and developing professionally	I	D	A	E	
4F – Showing professionalism	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 4</b>	I	D	A	E	

**Check those that apply:**

	Full Observation		Tenured Teacher
	Mini Observation		Non-Tenured Teacher
	Walk Through		

**Comments:**

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

---

_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date
--------------------------------	---------------	--------------------------------	---------------

## Clinton County Schools Teacher Post-Observation Form

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

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

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

*Evaluator's Formative Observation Rating:*

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	A: Communicating with Students	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
B: Establishing a Culture for Learning	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	B: Using Questioning and Discussion Techniques	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
C: Managing Classroom Procedures	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	C: Engaging Students in Learning	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
D: Managing Student Behavior	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	D: Using Assessment in Instruction	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
E: Organizing Physical Space	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	E: Demonstrating Flexibility	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

## Clinton County Schools Summative Evaluation Form for Teachers

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

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

Date(s) of Conferences(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

<b>Indicate the level of employee proficiency for each measure and the overall summative rating. *Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E).</b>				
<b>MEASURE</b>	<b>RATINGS</b>			
<b>Measure 1: Planning</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 2: Environment</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 3: Instruction</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 4: Professionalism</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>OVERALL PROFESSIONAL RATING</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Signature/Date

***Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.***

Employment Recommendation to Central Office:

\_\_\_\_\_ Meets standards for re-employment  
 \_\_\_\_\_ Does not meet standards for re-employment

***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 Sect. 7,8,9, and the local district plan. \*Any rating in the Ineffective (I) column requires the development of an Individual CAP.***

## Clinton County Schools Formative Evaluation Form for Principals

<b>Principal</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

### Standards in the Professional Standards for Educational Leaders (PSEL)

Provide a rating (*I = Ineffective; D = Developing; A = Accomplished; E=Exemplary*) on each performance standard and list strengths and areas for growth. Based upon the rating for each of the components, the evaluator will use professional judgment to determine an overall rating for each measure.

Measure	Rating				Strengths and areas for growth
<b>Measure 1: Planning</b>					
<b>Mission, Vision, and Core Values</b> <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
<b>Operations and Management</b> <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>School Improvement</b> <i>Effective educational leaders seek to make school more effective for each student, teachers and staff, families, and the community.</i>	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 1</b>					
	I	D	A	E	
<b>Measure 2: Environment</b>					
<b>Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>Professional Community for Teachers and Staff</b> <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 2</b>					
	I	D	A	E	
<b>Measure 3: Instruction</b>					
<b>Curriculum, Instruction, and Assessment</b> <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	

<b>Community of Care and Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
<b>Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 3</b>	I	D	A	E	
<b>Measure 4: Professionalism</b>					
<b>Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>Meaningful Engagement of Families and Community</b> <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 4</b>	I	D	A	E	

# Clinton County Schools

## Site Visit / Formative Conference Form for Principals

Principal: \_\_\_\_\_ School / Site: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Measure	Comments
<b>Measure 1: Planning</b>	
<b>Mission, Vision, and Core Values</b> <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	
<b>Operations and Management</b> <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	
<b>School Improvement</b> <i>Effective educational leaders seek to make school more effective for each student, teachers and staff, families, and the community.</i>	
<b>Measure 2: Environment</b>	
<b>Equity and Cultural Responsiveness</b> <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	
<b>Professional Community for Teachers and Staff</b> <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	
<b>Measure 3: Instruction</b>	
<b>Curriculum, Instruction, and Assessment</b> <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	
<b>Community of Care and Support for Students</b> <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	
<b>Professional Capacity of School Personnel</b> <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	
<b>Measure 4: Professionalism</b>	
<b>Ethics and Professional Norms</b> <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being</i>	
<b>Meaningful Engagement of Families and Community</b> <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	

**Comments:**

**Next Steps:**

---

Evaluator Signature

---

Date

---

Evaluatee Signature

---

Date

## Clinton County Schools Summative Evaluation Form for Principals

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

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

Date(s) of Conferences(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

<b>Indicate the level of employee proficiency for each measure and the overall summative rating. *Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E).</b>				
<b>MEASURE</b>	<b>RATINGS</b>			
<b>Measure 1: Planning</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 2: Environment</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 3: Instruction</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 4: Professionalism</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>OVERALL PROFESSIONAL RATING</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
\_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Signature/Date

***Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.***

Employment Recommendation to Central Office:

\_\_\_\_\_ Meets standards for re-employment

\_\_\_\_\_ Does not meet standards for re-employment

***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 Sect. 7,8,9, and the local district plan. \*Any rating in the Ineffective (I) column requires the development of an Individual CAP.***

**Clinton County Schools**  
**Principal Individual Corrective Action / Improvement Plan**

<b>Name:</b>	<b>Title:</b>	<b>Work Site:</b>	<b>Date:</b>
--------------	---------------	-------------------	--------------

<b>Professional Standard or Measure</b>	<b>Growth Objective / Goal(s)</b> <i>(Describe the desired outcomes)</i>	<b>Procedures and Activities for Achieving Goals and Objectives</b> <i>(Include support personnel)</i>	<b>Target Dates</b>

Attach more pages if necessary

<b>Evaluatee's Comments:</b>
------------------------------

<b>Individual Corrective Action Plan Developed:</b>	<b>Status:</b> ____ Achieved ____ Revised Continued
<b>Evaluatee's Signature:</b>	<b>Evaluatee's Signature:</b>
<b>Date:</b>	<b>Date:</b>
<b>Evaluator's Signature:</b>	<b>Evaluator's Signature:</b>
<b>Date:</b>	<b>Date:</b>

**Progress Review Meetings**

<b>Date:</b>	<b>Comments:</b>
1.	1.
2.	2.
3.	3.

**Clinton County Schools  
Counselor Pre-Observation Document**

<b>Counselor</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade(s) Serviced</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

**Pre-Conference (Planning Conference)**

<b>Questions for Discussion:</b>	<b>Notes:</b>
What service(s) have you delivered during this school year?	
What has been the main method for delivery of services?	
How have your services met the needs of the student(s) you have served?	
Briefly describe the student(s) receiving service(s).	

<p>What have you done? Did any students work in groups, individually, or as a large group?</p>	
<p>How have you differentiated service(s) for individuals or groups of students?</p>	
<p>How and when will you know whether the students have improved from the service(s) you offered?</p>	
<p>Is there anything that you would like me to specifically observe during the school year?</p>	

---

Counselor's Signature

---

Date

---

Evaluator's Signature

---

Date

## Clinton County School District Counselor Formative Evaluation Form

**Directions:** Mark a rating for each component and then match evidence from your observation notes to explain the rating for each component. **[Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)].** Based upon the rating for each of the components, the evaluator will use professional judgment to determine an overall rating for each measure.

**Counselor:**

**School:**

**Evaluator:**

**Date:**

Measure 1: Planning & Preparation Component:	Rating:				Evidence:
1A – Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B – Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C – Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D – Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E – Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F – Developing a plan to evaluate the counseling program	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 1</b>	I	D	A	E	

Measure 2: The Environment Component:	Rating:				Evidence:
2A – Creating an environment of respect and rapport	I	D	A	E	
2B – Establishing a culture for productive communication	I	D	A	E	
2C – Managing routines and procedures	I	D	A	E	
2D – Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E – Organizing physical space	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 2</b>	I	D	A	E	

<b>Measure 3: Instruction Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
3A – Communicating with students	I	D	A	E	
3B – Questioning and discussion techniques	I	D	A	E	
3C – Engaging students in learning	I	D	A	E	
3D – Using assessment in instruction	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 3</b>	I	D	A	E	

<b>Measure 4: Professional Responsibilities Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
4A – Reflecting on teaching	I	D	A	E	
4B – Maintaining accurate records	I	D	A	E	
4C – Communicating with families	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Growing and developing professionally	I	D	A	E	
4F – Showing professionalism	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 4</b>	I	D	A	E	

**Check those that apply:**

	Full Observation		Tenured Teacher
	Mini Observation		Non-Tenured Teacher
	Walk Through		

**Comments:**

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

---

Evaluatee's Signature                      Date

---

Evaluator's Signature                      Date

## Clinton County Schools Counselor Post-Observation Form

<b>Counselor</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade(s) Serviced</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

In general, how do you feel the counseling program goals have been met this year?	
What are some of the accomplishments of the counseling program this year of which you are most proud?	
To what extent did counseling procedures, student conduct, and physical space contribute to or hinder delivery of service?	
How did this year's counseling plan differ from last year's plan?	
If you had an opportunity to deliver services again to the same student(s), what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

*Evaluator's Formative Observation Rating:*

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Establishing Rapport With Students	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	A: Responding to Referrals and Evaluating Student Needs	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
B: Establishing a Culture for Learning	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	B: Developing and Implementing Treatment Plans to Maximize Students' Success	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
C: Establishing and Maintaining Clear Procedures for Referrals	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	C: Communicating with Families	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
D: Establishing Standards of Conduct in the Treatment Center	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	D: Collecting Information; Writing Reports	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
E: Organizing Physical Space for Testing of Students and Providing Therapy	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	E: Demonstrating Flexibility and Responsiveness	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

\_\_\_\_\_  
Counselor's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

## Clinton County Schools Summative Evaluation Form for Counselors

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

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations(s)    \_\_\_\_\_ 1<sup>st</sup>    \_\_\_\_\_ 2<sup>nd</sup>    \_\_\_\_\_ 3<sup>rd</sup>    \_\_\_\_\_ 4<sup>th</sup>

Date(s) of Conferences(s)    \_\_\_\_\_ 1<sup>st</sup>    \_\_\_\_\_ 2<sup>nd</sup>    \_\_\_\_\_ 3<sup>rd</sup>    \_\_\_\_\_ 4<sup>th</sup>

<b>Indicate the level of employee proficiency for each measure and the overall summative rating. *Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E).</b>				
<b>MEASURE</b>	<b>RATINGS</b>			
<b>Measure 1: Planning</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 2: Environment</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 3: Instruction</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 4: Professionalism</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>OVERALL PROFESSIONAL RATING</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Signature/Date

***Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.***

Employment Recommendation to Central Office:

\_\_\_\_\_ Meets standards for re-employment

\_\_\_\_\_ Does not meet standards for re-employment

***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 Sect. 7,8,9, and the local district plan. \*Any rating in the Ineffective (I) column requires the development of an Individual CAP.***

## Clinton County Schools

### Counselor Individual Corrective Action / Improvement Plan

<b>Name:</b>	<b>Title:</b>	<b>Work Site:</b>	<b>Date:</b>
--------------	---------------	-------------------	--------------

Professional Standard or Measure	Growth Objective / Goal(s) <i>(Describe the desired outcomes)</i>	Procedures and Activities for Achieving Goals and Objectives <i>(Include support personnel)</i>	Target Dates

Attach more pages if necessary

<b>Evaluatee's Comments:</b>
------------------------------

<b>Individual Corrective Action Plan Developed:</b>	<b>Status:</b> ____ Achieved    ____ Revised Continued
<b>Evaluatee's Signature:</b> <b>Date:</b>	<b>Evaluatee's Signature:</b> <b>Date:</b>
<b>Evaluator's Signature:</b> <b>Date:</b>	<b>Evaluator's Signature:</b> <b>Date:</b>

#### Progress Review Meetings

Date:	Comments:
1.	1.
2.	2.
3.	3.

**Clinton County Schools**  
**Pre-Observation Form for Therapeutic Specialist**

<b>Therapeutic Specialist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade(s) Serviced</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

**Pre-Conference (Planning Conference)**

<b>Questions for Discussion:</b>	<b>Notes:</b>
What service(s) will you be delivering?	
What will be the method for delivery of services?	
How does this service meet the needs of the student(s) you will serve?	
Briefly describe the student(s) receiving service(s).	

<p>What will you do? What will the students do? Will the students work in groups, individually, or as a large group?</p>	
<p>How will you differentiate service(s) for individuals or groups of students?</p>	
<p>How and when will you know whether the students have achieved the learning target(s)?</p>	
<p>Is there anything that you would like me to specifically observe during the lesson?</p>	

---

Evaluatee's Signature

---

Date

---

Evaluator's Signature

---

Date

**Clinton County School District**  
**Therapeutic Specialist Formative Evaluation Form**

**Directions:** Mark a rating for each component and then match evidence from your observation notes to explain the rating for each component. **[Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)].** Based upon the rating for each of the components, the evaluator will use professional judgment to determine an overall rating for each measure.

**Therapeutic Specialist:**

**School:**

**Evaluator:**

**Date:**

<b>Measure 1: Planning &amp; Preparation Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
1A – Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B – Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C – Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E – Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F – Developing a plan to evaluate the therapy program	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 1</b>	I	D	A	E	

<b>Measure 2: The Environment Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
2A –Establishing rapport with students	I	D	A	E	
2B – Organizing time effectively	I	D	A	E	
2C – Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D – Establishing standards of conduct in the treatment center	I	D	A	E	
2E – Organizing physical space for testing of students and providing therapy	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 2</b>	I	D	A	E	

<b>Measure 3: Instruction Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
3A – Responding to referrals and evaluating student needs	I	D	A	E	
3B – Developing and implementing treatment plans to maximize student s success	I	D	A	E	
3C – Communicating with families	I	D	A	E	
3D – Collecting information; writing reports	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 3</b>	I	D	A	E	

<b>Measure 4: Professional Responsibilities Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
4A – Reflecting on practice	I	D	A	E	
4B – Collaborating with teachers and administrators	I	D	A	E	
4C – - Maintaining an effective data management system	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Engaging and professional development	I	D	A	E	
4F – Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 4</b>	I	D	A	E	

**Check those that apply:**

	Full Observation		Tenured Teacher
	Mini Observation		Non-Tenured Teacher
	Walk Through		

**Comments:**

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

---

Evaluatee's Signature                      Date

---

Evaluator's Signature                      Date

## Clinton County Schools

### Therapeutic Specialist Post-Observation Form

<b>Therapeutic Specialist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade(s) Serviced</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

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

*Evaluator's Formative Observation Rating:*

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Establishing Rapport With Students	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	A: Responding to Referrals and Evaluating Student Needs	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
B: Establishing a Culture for Learning	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	B: Developing and Implementing Treatment Plans to Maximize Students' Success	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
C: Establishing and Maintaining Clear Procedures for Referrals	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	C: Communicating with Families	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
D: Establishing Standards of Conduct in the Treatment Center	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	D: Collecting Information; Writing Reports	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
E: Organizing Physical Space for Testing of Students and Providing Therapy	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	E: Demonstrating Flexibility and Responsiveness	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

## Clinton County Schools Summative Evaluation Form for Therapeutic Specialist

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

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

Date(s) of Conferences(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

<b>Indicate the level of employee proficiency for each measure and the overall summative rating. *Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E).</b>				
<b>MEASURE</b>	<b>RATINGS</b>			
<b>Measure 1: Planning</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 2: Environment</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 3: Instruction</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 4: Professionalism</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>OVERALL PROFESSIONAL RATING</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
 \_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Signature/Date

***Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.***

Employment Recommendation to Central Office:

\_\_\_\_\_ Meets standards for re-employment

\_\_\_\_\_ Does not meet standards for re-employment

***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 Sect. 7,8,9, and the local district plan. \*Any rating in the Ineffective (I) column requires the development of an Individual CAP.***

**Clinton County Schools**  
**Therapeutic Specialist Individual Corrective Action / Improvement Plan**

<b>Name:</b>	<b>Title:</b>	<b>Work Site:</b>	<b>Date:</b>
--------------	---------------	-------------------	--------------

<b>Professional Standard or Measure</b>	<b>Growth Objective / Goal(s)</b> <i>(Describe the desired outcomes)</i>	<b>Procedures and Activities for Achieving Goals and Objectives</b> <i>(Include support personnel)</i>	<b>Target Dates</b>

Attach more pages if necessary

<b>Evaluatee's Comments:</b>
------------------------------

<b>Individual Corrective Action Plan Developed:</b>	<b>Status:</b> ____ Achieved ____ Revised Continued
<b>Evaluatee's Signature:</b>	<b>Evaluatee's Signature:</b>
<b>Date:</b>	<b>Date:</b>
<b>Evaluator's Signature:</b>	<b>Evaluator's Signature:</b>
<b>Date:</b>	<b>Date:</b>

**Progress Review Meetings**

<b>Date:</b>	<b>Comments:</b>
1.	1.
2.	2.
3.	3.

**Clinton County Schools**  
**Pre-Observation Form for Library Media Specialist**

<b>Library Media Specialist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level / Teachers</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

**Pre-Conference (Planning Conference)**

<b>Questions for Discussion:</b>	<b>Notes:</b>
How do you go about creating an environment of trust and respect among students and staff?	
What procedures are in place for students and staff in the library? (Check out and return of books, resources, etc..)	
How have you established and communicated standards of conduct in the library?	
How is the library organized for safety including traffic flow and space for studying?	

<p>How have you communicated directions and procedures for the use of technology and other resources?</p>	
<p>Explain how you guide students to resources that link well with content learning goals and life experiences.</p>	
<p>What resources have you located for students and teachers to support instructional improvement?</p>	
<p>Is there anything that you would like me to specifically observe during the lesson?</p>	

---

Evaluatee's Signature

---

Date

---

Evaluator's Signature

---

Date

**Clinton County School District**  
**Library Media Specialist Formative Evaluation Form**

**Directions:** Mark a rating for each component and then match evidence from your observation notes to explain the rating for each component. **[Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)].** Based upon the rating for each of the components, the evaluator will use professional judgment to determine an overall rating for each measure.

**Library Media Specialist:**

**School:**

**Evaluator:**

**Date:**

<b>Measure 1: Planning &amp; Preparation Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
1A – Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B – Demonstrating Knowledge of Students	I	D	A	E	
1C – Supporting Instructional Goals	I	D	A	E	
1D – Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E – Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F – Collaborating in the Design of Instructional Experiences	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 1</b>	I	D	A	E	

<b>Measure 2: The Environment Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
2A – Creating an environment of respect and rapport	I	D	A	E	
2B – Establishing a Culture for Learning	I	D	A	E	
2C – Managing Library Procedures	I	D	A	E	
2D – Managing student behavior	I	D	A	E	
2E – Organizing physical space	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 2</b>	I	D	A	E	

<b>Measure 3: Instruction Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
3A – Communicating Clearly and Accurately	I	D	A	E	
3B – Using Questioning and Research Techniques	I	D	A	E	
3C – Engaging Students in Learning	I	D	A	E	
3D – - Assessment in instruction (whole class, one-on-one and small group)	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 3</b>	I	D	A	E	

<b>Measure 4: Professional Responsibilities Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
4A – Reflecting on practice	I	D	A	E	
4B – Maintaining Accurate Records	I	D	A	E	
4C – Communicating with School Staff and Community	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Growing and Developing Professionally	I	D	A	E	
4F – Collection Development and Maintenance	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 4</b>	I	D	A	E	

**Check those that apply:**

	Full Observation		Tenured Teacher
	Mini Observation		Non-Tenured Teacher
	Walk Through		

**Comments:**

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

---

_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date
--------------------------------	---------------	--------------------------------	---------------

## Clinton County Schools Post-Observation Form for Library Media Specialist

<b>Library Media Specialist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level / Teachers</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

How successful was the session? Did the students achieve the learning targets? How do you know?	
In addition to the services witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder instruction?	
Did you depart from your lesson plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same student(s), what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

*Evaluator's Formative Observation Rating:*

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	A: Communicating Clearly and Accurately	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
B: Establishing a Culture for Learning	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	B: Using Questioning and Research Techniques	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
C: Managing Library Procedures	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	C: Engaging Students in Learning	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
D: Managing Student Behavior	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	D: Assessment in Instruction (Whole Class, One-on-One, and Small Group)	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
E: Organizing Physical Space	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	E: Demonstrating Flexibility and Responsiveness	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

# Clinton County Schools

## Summative Evaluation Form for Library Media Specialist

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

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations(s)    \_\_\_\_\_ 1<sup>st</sup>    \_\_\_\_\_ 2<sup>nd</sup>    \_\_\_\_\_ 3<sup>rd</sup>    \_\_\_\_\_ 4<sup>th</sup>

Date(s) of Conferences(s)    \_\_\_\_\_ 1<sup>st</sup>    \_\_\_\_\_ 2<sup>nd</sup>    \_\_\_\_\_ 3<sup>rd</sup>    \_\_\_\_\_ 4<sup>th</sup>

<b>Indicate the level of employee proficiency for each measure and the overall summative rating. *Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E).</b>				
<b>MEASURE</b>	<b>RATINGS</b>			
<b>Measure 1: Planning</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 2: Environment</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 3: Instruction</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 4: Professionalism</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>OVERALL PROFESSIONAL RATING</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
\_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Signature/Date

***Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.***

Employment Recommendation to Central Office:

\_\_\_\_\_ Meets standards for re-employment

\_\_\_\_\_ Does not meet standards for re-employment

***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 Sect. 7,8,9, and the local district plan. \*Any rating in the Ineffective (I) column requires the development of an Individual CAP.***

**Clinton County Schools**  
**Library Media Specialist Individual Corrective Action / Improvement Plan**

<b>Name:</b>	<b>Title:</b>	<b>Work Site:</b>	<b>Date:</b>
--------------	---------------	-------------------	--------------

<b>Professional Standard or Measure</b>	<b>Growth Objective / Goal(s)</b> <i>(Describe the desired outcomes)</i>	<b>Procedures and Activities for Achieving Goals and Objectives</b> <i>(Include support personnel)</i>	<b>Target Dates</b>

Attach more pages if necessary

<b>Evaluatee's Comments:</b>
------------------------------

<b>Individual Corrective Action Plan Developed:</b>	<b>Status:</b> ____ Achieved ____ Revised Continued
<b>Evaluatee's Signature:</b>	<b>Evaluatee's Signature:</b>
<b>Date:</b>	<b>Date:</b>
<b>Evaluator's Signature:</b>	<b>Evaluator's Signature:</b>
<b>Date:</b>	<b>Date:</b>

**Progress Review Meetings**

<b>Date:</b>	<b>Comments:</b>
1.	1.
2.	2.
3.	3.

**Clinton County Schools**  
**Pre-Observation Form for Instructional Specialist**

<b>Instructional Specialist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level / Teachers</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

**Pre-Conference (Planning Conference)**

<b>Questions for Discussion:</b>	<b>Notes:</b>
How do you go about creating an environment of trust and respect among students and staff?	
What procedures are in place for teachers to gain access to instructional support?	
What workshops have you planned or are you planning, and why?	
Describe how you have collaborated with teachers in the design of instructional units and lessons.	

<p>How do you engage teachers in learning new instructional skills? Give one example.</p>	
<p>Explain how you have shared your expertise with at least one staff member recently.</p>	
<p>What resources have you located for teachers to support instructional improvement?</p>	
<p>Is there anything that you would like me to specifically know about your delivery of services to the staff?</p>	

---

Evaluatee's Signature

---

Date

---

Evaluator's Signature

---

Date

**Clinton County School District**  
**Instructional Specialist Formative Evaluation Form**

**Directions:** Mark a rating for each component and then match evidence from your observation notes to explain the rating for each component. **[Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)].** Based upon the rating for each of the components, the evaluator will use professional judgment to determine an overall rating for each measure.

**Instructional Specialist:**

**School:**

**Evaluator:**

**Date:**

<b>Measure 1: Planning &amp; Preparation Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
1A – Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B – Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program	I	D	A	E	
1C – Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E – Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F – Developing a plan to evaluate the instructional support program	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 1</b>	I	D	A	E	

<b>Measure 2: The Environment Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
2A – Creating an environment of trust and respect	I	D	A	E	
2B – Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C – Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D – Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E – Organizing physical space for workshops or training	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 2</b>	I	D	A	E	

<b>Measure 3: Instruction Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
3A – Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B – Engaging teachers in learning new instructional skills	I	D	A	E	
3C – Sharing expertise with staff	I	D	A	E	
3D – Locating resources for teachers to support instructional improvement	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 3</b>	I	D	A	E	

<b>Measure 4: Professional Responsibilities Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
4A – Reflecting on practice	I	D	A	E	
4B – Preparing and submitting budgets and reports	I	D	A	E	
4C – Coordinating work with other instructional specialists	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Engaging in professional development	I	D	A	E	
4F – Showing professionalism including integrity and confidentiality	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 4</b>	I	D	A	E	

**Check those that apply:**

	Full Observation		Tenured Teacher
	Mini Observation		Non-Tenured Teacher
	Walk Through		

**Comments:**

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

---

Evaluatee's Signature                      Date

---

Evaluator's Signature                      Date

## Clinton County Schools Post-Observation Form for Instructional Specialist

<b>Instructional Coach</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level / Teachers</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

How have you created a culture for ongoing instructional improvement?	
What procedures for teachers have been established to gain access to instructional support?	
How have you collaborated with teachers in the design of instructional units, lesson and assessments?	
How have you engaged teachers in learning new instructional skills?	
Give some examples of how you have shared your expertise with staff and how you have helped them in locating resources to support instructional improvement.	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

*Evaluator's Formative Observation Rating:*

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	A: Collaborating with Teachers in the Design of Instructional Units and Lessons	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
B: Establishing a Culture for Ongoing Instructional Improvement	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	B: Engaging Teachers in Learning New Instructional Skills	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
C: Establishing Clear Procedures for Teachers to Gain Access to Instructional Support	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	C: Sharing Expertise with Staff	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
D: Establishing and Maintaining Norms of Behavior for Professional Interactions	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	D: Locating Resources for Teachers to Support Instructional Improvement	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
E: Organizing Physical Space for Workshops or Training	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	E: Demonstrating Flexibility and Responsiveness	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

\_\_\_\_\_  
Evaluatee's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

## Clinton County Schools Summative Evaluation Form for Instructional Specialist

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

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

Date(s) of Observations(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

Date(s) of Conferences(s) \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup>

<b>Indicate the level of employee proficiency for each measure and the overall summative rating. *Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E).</b>				
<b>MEASURE</b>	<b>RATINGS</b>			
<b>Measure 1: Planning</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 2: Environment</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 3: Instruction</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Measure 4: Professionalism</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>OVERALL PROFESSIONAL RATING</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

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

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation  
\_\_\_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Signature/Date

***Opportunities for appeal processes at both the local and state levels are a part of the Clinton County district evaluation plan.***

Employment Recommendation to Central Office:

\_\_\_\_\_ Meets standards for re-employment

\_\_\_\_\_ Does not meet standards for re-employment

***Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 Sect. 7,8,9, and the local district plan. \*Any rating in the Ineffective (I) column requires the development of an Individual CAP.***

**Clinton County Schools**  
**Instructional Specialist Individual Corrective Action / Improvement Plan**

<b>Name:</b>	<b>Title:</b>	<b>Work Site:</b>	<b>Date:</b>
--------------	---------------	-------------------	--------------

<b>Professional Standard or Measure</b>	<b>Growth Objective / Goal(s)</b> <i>(Describe the desired outcomes)</i>	<b>Procedures and Activities for Achieving Goals and Objectives</b> <i>(Include support personnel)</i>	<b>Target Dates</b>

Attach more pages if necessary

<b>Evaluatee's Comments:</b>
------------------------------

<b>Individual Corrective Action Plan Developed:</b>	<b>Status:</b> ____ Achieved ____ Revised Continued
<b>Evaluatee's Signature:</b>	<b>Evaluatee's Signature:</b>
<b>Date:</b>	<b>Date:</b>
<b>Evaluator's Signature:</b>	<b>Evaluator's Signature:</b>
<b>Date:</b>	<b>Date:</b>

**Progress Review Meetings**

<b>Date:</b>	<b>Comments:</b>
1.	1.
2.	2.
3.	3.

**Clinton County Schools**  
**Pre-Observation Form for Administrators / Directors / Educational Facilitators**

<b>Employee</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level / Teachers</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

**Pre-Conference (Planning Conference)**

<b>Questions for Discussion:</b>	<b>Notes:</b>
How do you go about creating an environment of trust and respect among students and staff?	
What procedures are in place for teachers to gain access to instructional support?	
What workshops have you planned or are you planning, and why?	
Describe how you have collaborated with teachers in the design of instructional units and lessons.	

<p>How do you engage teachers in learning new instructional skills? Give one example.</p>	
<p>Explain how you have shared your expertise with at least one staff member recently.</p>	
<p>What resources have you located for teachers to support instructional improvement?</p>	
<p>Is there anything that you would like me to specifically know about your delivery of services to the staff?</p>	

---

Evaluatee's Signature	Date	Evaluator's Signature	Date
-----------------------	------	-----------------------	------

**Clinton County School District**  
**Administrators / Directors / Educational Facilitators**  
**Formative Evaluation Form**

**Directions:** Mark a rating for each component and then match evidence from your observation notes to explain the rating for each component. **[Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)]** Based upon the rating for each of the components, the evaluator will use professional judgment to determine an overall rating for each measure.

**Employee Name:**

**School / Work Location:**

**Evaluator:**

**Date:**

<b>Measure 1: Planning &amp; Preparation Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
1A – Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B – Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program	I	D	A	E	
1C – Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E – Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F – Developing a plan to evaluate the instructional support program	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 1</b>	I	D	A	E	

<b>Measure 2: The Environment Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
2A – Creating an environment of trust and respect	I	D	A	E	
2B – Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C – Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D – Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E – Organizing physical space for workshops or training	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 2</b>	I	D	A	E	

<b>Measure 3: Instruction Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
3A – Collaborating with teachers and administrators in the design of instructional units and lessons	I	D	A	E	
3B – Engaging teachers in learning new instructional skills	I	D	A	E	
3C – Sharing expertise with staff	I	D	A	E	
3D – Locating resources for teachers to support instructional improvement	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 3</b>	I	D	A	E	

<b>Measure 4: Professional Responsibilities Component:</b>	<b>Rating:</b>				<b>Evidence:</b>
4A – Reflecting on practice	I	D	A	E	
4B – Preparing and submitting budgets and reports	I	D	A	E	
4C – Coordinating work with other instructional specialists	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Engaging in professional development	I	D	A	E	
4F – Showing professionalism including integrity and confidentiality	I	D	A	E	
<b>OVERALL RATING FOR MEASURE 4</b>	I	D	A	E	

**Check those that apply:**

	Full Observation		Tenured Teacher
	Mini Observation		Non-Tenured Teacher
	Walk Through		

**Comments:**

The signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

---

Evaluatee's Signature                      Date

---

Evaluator's Signature                      Date

**Clinton County Schools**  
**Post-Observation Form for Administrators / Directors / Educational Facilitators**

<b>Employee</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level / Teachers</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

How have you created a culture for ongoing instructional improvement?	
What procedures for teachers have been established to gain access to instructional support?	
How have you collaborated with teachers in the design of instructional units, lesson and assessments?	
How have you engaged teachers in learning new instructional skills?	
Give some examples of how you have shared your expertise with staff and how you have helped them in locating resources to support instructional improvement.	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

<b>Measure 2: The Classroom Environment</b>	<b>Rating:</b>				<b>Measure 3: Instruction</b>	<b>Rating:</b>			
A: Creating an environment of trust and respect	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	A: Collaborating with teachers and administrators in the design of instructional units and lessons	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
B: Establishing a culture for ongoing instructional improvement	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	B: Engaging teachers in learning new instructional skills	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
C: Establishing clear procedures for teachers to gain access to the instructional support	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	C: Sharing expertise with staff	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
D: Establishing and maintaining norms of behavior for professional interactions	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	D: Locating resources for teachers to support instructional improvement	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
E: Organizing physical space for workshops or training	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	E: Demonstrating flexibility and responsiveness	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>

\_\_\_\_\_  
 Evaluatee's Signature\*

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

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



**Clinton County Schools**  
**Administrators / Directors / Educational Facilitators**  
**Corrective Action / Improvement Plan**

<b>Name:</b>	<b>Title:</b>	<b>Work Site:</b>	<b>Date:</b>
--------------	---------------	-------------------	--------------

<b>Professional Measure</b>	<b>Growth Objective / Goal(s)</b> <i>(Describe the desired outcomes)</i>	<b>Procedures and Activities for Achieving Goals and Objectives</b> <i>(Include support personnel)</i>	<b>Target Dates</b>

Attach more pages if necessary

<b>Evaluatee's Comments:</b>
------------------------------

<b>Individual Corrective Action Plan Developed:</b>	Status: ____ Achieved ____ Revised Continued
<b>Evaluatee's Signature:</b>	<b>Evaluatee's Signature:</b>
<b>Date:</b>	<b>Date:</b>
<b>Evaluator's Signature:</b>	<b>Evaluator's Signature:</b>
<b>Date:</b>	<b>Date:</b>

**Progress Review Meetings**

<b>Date:</b>	<b>Comments:</b>
1.	1.
2.	2.
3.	3.



**Clinton County Schools**  
**Certified Personnel Individual Corrective Action / Improvement Plan**

<b>Name:</b>	<b>Title:</b>	<b>Work Site:</b>	<b>Date:</b>
--------------	---------------	-------------------	--------------

<b>Professional Standard or Measure</b>	<b>Growth Objective / Goal(s)</b> <i>(Describe the desired outcomes)</i>	<b>Procedures and Activities for Achieving Goals and Objectives</b> <i>(Include support personnel)</i>	<b>Target Dates</b>

Attach more pages if necessary

<b>Evaluatee's Comments:</b>
------------------------------

<b>Individual Corrective Action Plan Developed:</b>	<b>Status:</b> ____ Achieved ____ Revised Continued
<b>Evaluatee's Signature:</b>	<b>Evaluatee's Signature:</b>
<b>Date:</b>	<b>Date:</b>
<b>Evaluator's Signature:</b>	<b>Evaluator's Signature:</b>
<b>Date:</b>	<b>Date:</b>

**Progress Review Meetings**

<b>Date:</b>	<b>Comments:</b>
1.	1.
2.	2.
3.	3.

**Clinton County Schools  
Certified Evaluation Appeals Request Form**

1. State specifically the performance criteria ratings on the summative evaluation with which you disagree.

---

---

---

---

---

---

---

---

2. Give specific evidence / reasons to support your objections.

---

---

---

---

---

---

---

---

3. At your discretion, share any other information pertinent to this evaluation.

---

---

---

---

---

---

---

---

*{This form shall be presented in person or by mail to the chairperson of the district Evaluation Appeals Panel. The time (within five (5) working days of receipt of the evaluation) is stipulated in the local district evaluation plan}.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_