

# Pike County Schools Certified Evaluation Annual Training



## Professional Growth and Effectiveness System Requirements

# Annual Certified Evaluation Training

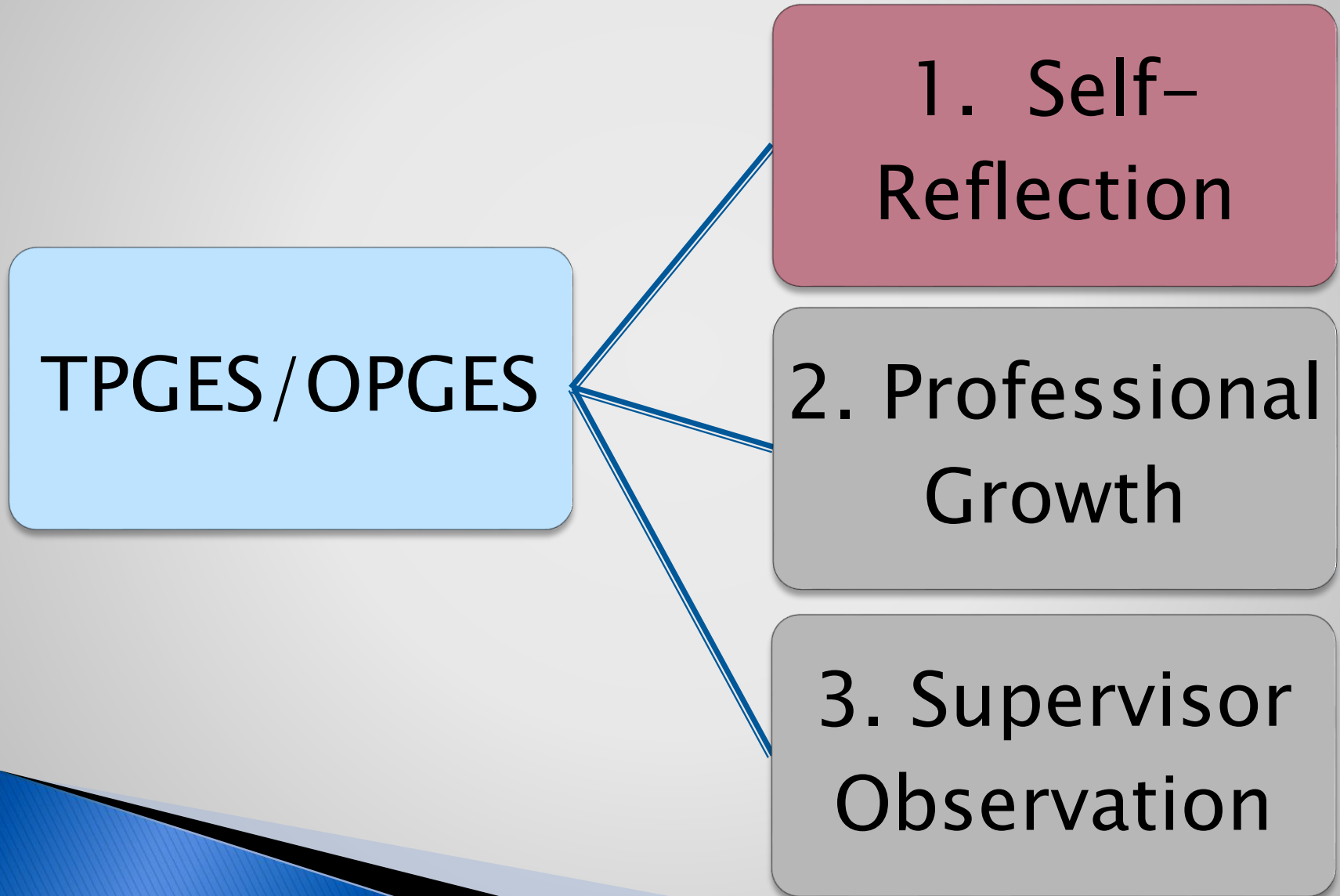
- ▶ The Professional Growth and Effectiveness System is a comprehensive multiple measured system of promoting teacher effectiveness. All teachers and leaders have a professional responsibility to be completely aware of the requirements of this system pursuant to: 704 KAR3:370; 16 KAR 3:050; 704 KAR 3:345; KRS 156.557, KRS 156.070.

# Annual Certified Evaluation Training

The requirements under the state legislature are detailed in the Pike County Schools Certified Evaluation Plan.

Resources are indicated at the end of each portion of training that include links to state supported resources, Pike County Training Modules located on the Pike County Website and the pages within the CEP that further detail PGES.

# PGES Multiple Measures



# Multiple Measure 1 : Reflective Practice



**Certified Evaluation  
Annual Training**

# Multiple Measure 1: Self-Reflection

Purpose	Required
Conducted by the teacher to examine practice of teaching to deepen knowledge, expand skills, and incorporate findings to improve practice.	<ol style="list-style-type: none"><li>1. Based on evidence from observations and other appropriate evidence</li><li>2. Complete two weeks prior to closing day of school year</li><li>3. New Hires must complete within 30 days of reporting for employment.</li><li>4. Documented in state approved technology platform or district approved data folder.</li></ol>

# Reflective Practice Resources

**Pike County Schools Certified Evaluation Plan**  
**Pages 13–14**

Training Module  
Pike County School Module II – Self-Reflection

KDE Website

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

# Multiple Measure 2 : Professional Growth Plan



**Certified Evaluation  
Annual Training**



# Multiple Measure 2: Professional Growth Plan

Purpose	Required
Teachers must develop a minimum of one Professional Growth Goal. The PGP goal <u>must be specific to individual needs based on feedback, data from multiple sources, and self-reflection</u>	<p>Required Annually</p> <p>Complete two weeks prior to closing date of new year</p> <p>New Hires may complete within 30 days of reporting for employment.</p> <p>All Teachers and Other Professionals (TPGES; OPGES)</p>

# Multiple Measure 2: Professional Growth Plan

Purpose	Required
Teachers must develop a minimum of one Professional Growth Goal. The PGP goal <u>must be specific to individual needs based on feedback, data from multiple sources, and self-reflection</u>	<p>Required Annually</p> <p>Complete two weeks prior to closing date of new year</p> <p>New Hires may complete within 30 days of reporting for employment.</p> <p>All Teachers and Other Professionals (TPGES; OPGES)</p>

# Multiple Measure 2: Professional Growth Plan Template (OneDrive)

## PIKE COUNTY SCHOOLS

### SELF – REFLECTION & PROFESSIONAL GROWTH PLANNING TEMPLATE

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

#### Part A: Self-Reflection

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting 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 Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using 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	
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 - Demonstrating Professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							I   D   A   E

#### Part B: Professional Growth Goal and Plan

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my instruction that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>		
Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
Teacher Signature:		Date:
Administrator Signature:		Date:

#### Part C: Mid-year Review

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

#### Part D: Summative Reflection

Date:	End of Year Reflection:										
Next Steps:											
Connection to Framework for Teaching:	<table border="1"> <tr> <td>4A – Reflecting on Teaching</td> <td>I</td> <td>D</td> <td>A</td> <td>E</td> </tr> <tr> <td>4E – Growing and Developing Professionally</td> <td>I</td> <td>D</td> <td>A</td> <td>E</td> </tr> </table>	4A – Reflecting on Teaching	I	D	A	E	4E – Growing and Developing Professionally	I	D	A	E
4A – Reflecting on Teaching	I	D	A	E							
4E – Growing and Developing Professionally	I	D	A	E							
Teacher Signature:	Date:										
Administrator Signature:	Date:										

# Multiple Measure 2: Reflection and Professional Growth Plan

## District Requirements – Reference CEP Page 15

End Date Each Year	Person Responsible	Action
2 weeks prior to Closing Day	Teacher	Complete Part A Self-Reflection using the Pike County Schools Self-reflection & Professional Growth Planning Template Part A.
By Closing Day	Teacher	Complete Part B of Pike County Schools Self-reflection & Professional Growth Planning by writing a Professional Growth Goal and Professional Growth Plan. Supervisor must approve the Professional Growth Goal and Plan.
Two weeks following release of state accountability data	Teacher	In summative year, teacher and principal meet and agree on the final version of the PGP.
One month prior to Closing Day	Teacher and Principal	All teachers: Complete Part D of Pike County Schools Self-reflection & Professional Growth Planning Template and submit to supervisor. If summative year, <b>complete Summative Conference by May 1<sup>st</sup>.</b>

## District Requirements

Support and guidance around PGPs will be determined by the below chart following summative ratings. CEP page 14

Self-Directed Professional Growth Plan (3 year cycle) Tenured		
Exemplary Professional Practice Rating	Accomplished Professional Practice Rating	Developing Professional Practice Rating
<ul style="list-style-type: none"> <li>• Goal set by educator with evaluate developed</li> <li>• Plan activities designed by with evaluate and/or educator.</li> <li>• Plan activities are teacher directed and implemented with colleagues.</li> <li>• Formative Review annually</li> </ul>	<ul style="list-style-type: none"> <li>• Goal set by educator with evaluate developed</li> <li>• Plan activities designed by with evaluate and/or educator.</li> <li>• Plan activities are teacher directed and implemented with colleagues.</li> <li>• Formative Review annually</li> </ul>	<ul style="list-style-type: none"> <li>• Goals set by educator with evaluator input;</li> <li>• One goal must address low performance or outcomes</li> <li>• Plan activities designed by educator with evaluator input</li> <li>• Formative Review annually</li> </ul>
Directed Professional Growth Plan ( 1 year cycle) Non Tenured		
Effective Professional Practice Rating		Ineffective Professional Practice Rating
<ul style="list-style-type: none"> <li>• Goal Determined by educator</li> <li>• Goals focus on low performance/outcome area</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>		<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>

# Self-Reflection and Professional Growth Template

## PIKE COUNTY SCHOOLS

### SELF – REFLECTION & PROFESSIONAL GROWTH PLANNING TEMPLATE

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

#### Part A: Self-Reflection

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting 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 Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using 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	
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 - Demonstrating Professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:							I   D   A   E

#### Part B: Professional Growth Goal and Plan

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my instruction that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>		
Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		
Teacher Signature:		Date:
Administrator Signature:		Date:

#### Part C: Mid-year Review

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

#### Part D: Summative Reflection

Date:	End of Year Reflection:				
Next Steps:					
Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E
Teacher Signature:					Date:
Administrator Signature:					Date:

# Professional Growth Plan Resources

**Pike County Schools Certified Evaluation Plan**

**Pages 14–15**

**See page 15 for the Steps in the Process**

**Training Module**

**Pike County School Module III – Professional Growth Plans**

**KDE Website**

**<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>**



# Multiple Measure 3 : Observations



**Certified Evaluation  
Annual Training**



# Multiple Measure 3 – Observations

CEP Pages 16–18

Purpose	Requirements
<p>One source of evidence to determine teacher effectiveness, only the supervisor observation will be used to inform a summative rating.</p> <p><b><u>KTIP teacher observations will be conducted according to criteria set forth by EPSB.</u></b></p>	<p>Two observations in the summative cycle.</p> <p>A minimum of two observations conducted by the supervisor, one full and one partial.</p> <p>Final observation is conducted by the supervisor and is a full observation.</p> <p>Non-tenured will receive both annually. Tenured will receive one full and one partial observation minimally during the summative cycle.</p> <p>May or may not be announced. Teacher must be aware an observation is occurring.</p> <p>Supervisors may choose to record observation data using one of the following methods</p> <p>Observation data is recorded in the State Approved Technology Platform</p> <p>Observation data is recorded in district approved data tool.</p>

# Observation Process

CEP Page 17-18

Step	Process	Timeline
<b>Step 1</b> <b>Orientation</b>	Certified Evaluation Orientation	Within 30 calendar days of reporting for employment each school year.
<b>Optional</b>	PRE-OBSERVATION CONFERENCE (TEACHER): Principal holds a pre-observation conference with teachers to be evaluated during the year.	Prior to observations.
<b>Step 2</b> <b>Full observations</b>	Intern Teacher  Conduct full observation and collect formative data. (Intern Teacher) (Post Observation Conference held within 5 school days of the full observation). One Year Educator Plan  Conduct full observation and collect formative data (one year educators) Three Year Educator Plan  Conduct full observation and collect formative data. (Three year educator) (Post Observation Conference held within 5 school days of the full observation).	District will adhere to the KTIP approved guidelines when completing evaluations.    A full summative observation and post conference annually. One partial observation administrator. Must have at least one supervisor observation (partial or full).  Observations may be conducted during the summative year – third year of the evaluation cycle or extend through the 3 year cycle. Additional observations can be conducted with communication to teacher that they will be evaluated outside the summative year. One partial observation from administrator. Full summative observation prior to summative conference meeting.
<b>Step 3</b>	INDIVIDUAL PROFESSIONAL GROWTH PLAN  An individual professional growth plan shall be developed jointly by evaluator and evaluatee.	Growth plans shall be revised after the first formal evaluation and post conference and reviewed/modified periodically referencing the school improvement plan. Three year plan educators who are not being evaluated during the current year develop/revise growth plans each year following the established timeline. (See Timeline for PGP)
<b>Step 4</b>	Summary of Evidence: Evaluator completes evaluation summary for educators in the summative year.	May 1
<b>Step 5</b>	SUPERVISOR RECOMMENDATION: Evaluator recommends re-employment/termination to Superintendent/Designee	May 1

# Observation Conferencing CEP Page 16-17

*Required for all Pike County Teachers and Other Professionals*

- ▶ Observers will adhere to the following observation conferencing requirements
  - The administrator may determine whether or not a pre-conference will be conducted for observations.
  - If observation pre-conference is held, must be prior to observation.
  - Conduct observation post conference within five (5) working days.
  - The summative evaluation conference shall be held at the end of the summative evaluation cycle.
  - Post conferences will be completed in person for the partial and full observation.

# Observation~ Document

## *Framework for Teaching – Domain 2 and 3*

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>i. Knowledge of Content and the Structure of the Discipline</li> <li>ii. Knowledge of Prerequisite Relationships</li> <li>iii. Knowledge of Content-Related Pedagogy</li> </ul> <p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>i. Knowledge of Child and Adolescent Development</li> <li>ii. Knowledge of the Learning Process</li> <li>iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency</li> <li>iv. Knowledge of Students' Interests and Cultural Heritage</li> <li>v. Knowledge of Students' Special Needs</li> </ul> <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>i. Value, Sequence, and Alignment</li> <li>ii. Clarity</li> <li>iii. Balance</li> <li>iv. Suitability for Diverse Learners</li> </ul> <p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>i. Resources for Classroom Use</li> <li>ii. Resources to Extend Content Knowledge and Pedagogy</li> <li>iii. Resources for Students</li> </ul> <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>i. Learning Activities</li> <li>ii. Instructional Materials and Resources</li> <li>iii. Instructional Groups</li> <li>iv. Lesson and Unit Structure</li> </ul> <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> <li>i. Congruence with Instructional Outcomes</li> <li>ii. Criteria and Standards</li> <li>iii. Design of Formative Assessments</li> <li>iv. Use for Planning</li> </ul>	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>i. Teacher Interaction with Students</li> <li>ii. Student Interactions with One Another</li> </ul> <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>i. Importance of the Content</li> <li>ii. Expectations for Learning and Achievement</li> <li>iii. Student Pride in Work</li> </ul> <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>i. Management of Instructional Groups</li> <li>ii. Management of Transitions</li> <li>iii. Management of Materials and Supplies</li> <li>iv. Performance of Non-Instructional Duties</li> <li>v. Supervision of Volunteers and Paraprofessionals</li> </ul> <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> <li>i. Expectations</li> <li>ii. Monitoring of Student Behavior</li> <li>iii. Response to Student Misbehavior</li> </ul> <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> <li>i. Safety and Accessibility</li> <li>ii. Arrangement of Furniture and Use of Physical Resources</li> </ul>	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> <li>i. Expectations for Learning</li> <li>ii. Directions and Procedures</li> <li>iii. Explanation of Content</li> <li>iv. Use of Oral and Written Language</li> </ul> <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>i. Quality of Questions</li> <li>ii. Discussion Techniques</li> <li>iii. Student Participation</li> </ul> <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>i. Activities and Assignments</li> <li>ii. Grouping of Students</li> <li>iii. Instructional Materials and Resources</li> <li>iv. Structure and Pacing</li> </ul> <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>i. Assessment Criteria</li> <li>ii. Monitoring of Student Learning</li> <li>iii. Feedback to Students</li> <li>iv. Student Self-Assessment and Monitoring of Progress</li> </ul> <p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>i. Lesson Adjustment</li> <li>ii. Response to Students</li> <li>iii. Persistence</li> </ul>	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>i. Accuracy</li> <li>ii. Use in Future Teaching</li> </ul> <p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>i. Student Completion of Assignments</li> <li>ii. Student Progress in Learning</li> <li>iii. Non-Instructional Records</li> </ul> <p>C. Communicating with Families</p> <ul style="list-style-type: none"> <li>i. Information About the Instructional Program</li> <li>ii. Information About Individual Students</li> <li>iii. Engagement of Families in the Instructional Program</li> </ul> <p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>i. Relationships with Colleagues</li> <li>ii. Involvement in a Culture of Professional Inquiry</li> <li>iii. Service to the School</li> <li>iv. Participation in School and District Projects</li> </ul> <p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>i. Enhancement of Content Knowledge and Pedagogical Skill</li> <li>ii. Receptivity to Feedback from Colleagues</li> <li>iii. Service to the Profession</li> </ul> <p>F. Demonstrating Professionalism</p> <ul style="list-style-type: none"> <li>i. Integrity and Ethical Conduct</li> <li>ii. Service to Students</li> <li>iii. Advocacy</li> <li>iv. Decision Making</li> </ul> <p>Compliance with School and District Regulations</p>

# Observation Resources

Pike County Schools Certified Evaluation Plan  
Pages 16– 18

KDE Website Resources:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Observation.aspx>

# Summary of Evidence and Performance Evaluation



**Certified Evaluation  
Annual Training**

# Summary of Evidence – Summative

Purpose	Requirements
<p>Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year.</p> <p>The evaluator determines the Overall Performance Category based on professional judgment, self-reflection, professional growth planning, observations and decision rules that establish a common understanding of performance thresholds to which all educators are held.</p>	<p>To be completed by May 1 (CEP page 18)</p>



## Criteria for Determining Teacher's

### Professional Practice Rating and Overall Performance Category CEP page 21

IF	Then
One Domain is rated ACCOMPLISHED and three Domains are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two Domains are rated ACCOMPLISHED and Two Domains are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two Domains are rated DEVELOPING and two Domains are EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Three Domains are rated ACCOMPLISHED, and one Domain is rated DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Three Domains are rated DEVELOPING, and one Domain is rated ACCOMPLISHED	Professional Practice Rating shall be DEVELOPING
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE



# Summary of Evidence /Summative ~ Document

## Teacher Performance Evaluation Report

### CEP Appendix A

#### Teacher Summary of Evidence Performance Report

**Directions:** This form is completed by the primary evaluator. A teacher's Overall Performance Category Rating is based upon a combination of a teacher's Professional Practice Rating. . . Complete each step using the provided matrixes for reference. A printed report from the state or district approved technology platform duplicating this information may be printed and attached to the form in lieu of completing page one. This document will remain on file at the district office and the Principal's personnel file.

**Teacher:** Click here to enter text.  
here to enter text.

**School Year:** Click here to enter text. **School:** Click

**Professional Practice Rating :** Assign a rating to each domain

##### Domain 1: Planning and Preparation

Choose a rating

##### Domain 2: Classroom Environment

Choose a rating

##### Domain 3: Instruction

Choose a rating

##### Domain 4: Professional Responsibility

Choose a rating

IF	Then
One Domain is rated ACCOMPLISHED and three Domains are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two Domains are rated ACCOMPLISHED and Two Domains are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two Domains are rated DEVELOPING and two Domains are EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Three Domains are rated ACCOMPLISHED, and one Domain is rated DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Three Domains are rated DEVELOPING, and one Domain is rated ACCOMPLISHED	Professional Practice Rating shall be DEVELOPING
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE

- ☐ Professional Growth Goal requirements were met  
☐ Professional Growth Goal requirements were not met

#### Teacher Summary of Evidence Performance Report

##### GROWTH PLAN AND CYCLE - Refer CEP for determination of Growth Plan Cycle

- ☐ Up to 12-month Improvement Plan  
☐ One-Year Cycle – Directed Growth Plan  
☐ Three-Year Cycle –Self-Directed Growth Plan

##### Evaluation Summary

- ☐ Recommended for continued employment  
☐ Recommended for placement on a Corrective Action [Plan](#). (One or more standards are ineffective or two or more standards are developing.)  
☐ Recommended for Non-Renewal (The teacher has failed to make progress on a Corrective Action Plan, or the teacher consistently performs below the established standards or in a manner that is inconsistent with the professional code of ethics.)

##### Overall Evaluation Summary

Overall Evaluation Summary Criteria			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Employee's Signature/Date		Administrator's Signature/Date	

Evaluator's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Teacher's Signature \_\_\_\_\_  
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date \_\_\_\_\_ Date \_\_\_\_\_

# Summary of Evidence / Summative ~ Document

## Other Professional Performance Evaluation Report

### CEP Appendix A

#### Other Professionals (OPGES) Summary of Evidence Report

**Directions:** Completed by primary evaluator. Overall Performance Category is based on Professional Practice. Once both the overall Professional Practice rating and the Overall Performance Category is achieved using the established Overall Performance Category matrix.

**Other Professional:** [Click here to enter text.](#)

**School Year:** [Click here to enter text.](#)

**School:** [Click here to enter text.](#)

#### Domain 1: Planning and Preparation

Choose a rating

#### Domain 2: The Environment

Choose a rating

#### Domain 3: Delivery of Service

Choose a rating

#### Domain 4: Professional Responsibility

Choose a rating

#### **Overall Professional Practice Rating:**

**Choose an Overall Professional Practice Rating**

IF	Then
One Domain is rated ACCOMPLISHED and three Domains are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two Domains are rated ACCOMPLISHED and Two Domains are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two Domains are rated DEVELOPING and two Domains are EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Three Domains are rated ACCOMPLISHED, and one Domain is rated DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Three Domains are rated DEVELOPING, and one Domain is rated ACCOMPLISHED	Professional Practice Rating shall be DEVELOPING
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE

#### **OTHER PROFESSIONAL GROWTH PLAN AND CYCLE**

- ☐ Up to 12-month Improvement Plan
- ☐ One-Year Cycle – Directed Growth Plan
- ☐ Three-Year Cycle –Self-Directed Growth Plan

#### **Evaluation Summary**

- ☐ Recommended for continued employment
- ☐ Recommended for Non-Renewal (The teacher has failed to make progress on a Corrective Action Plan, or the teacher consistently performs below the established standards or in a manner that is inconsistent with the professional code of ethics.)

Evaluator's Name \_\_\_\_\_

Other Professional's Name \_\_\_\_\_

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

Other Professional's Signature \_\_\_\_\_

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

# Summary of Evidence – Summative Resources

Certified Evaluation Plan  
Pages 20–22

KDE Website Resources:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Summative-Evaluation-Process.aspx>

# Appeals Process



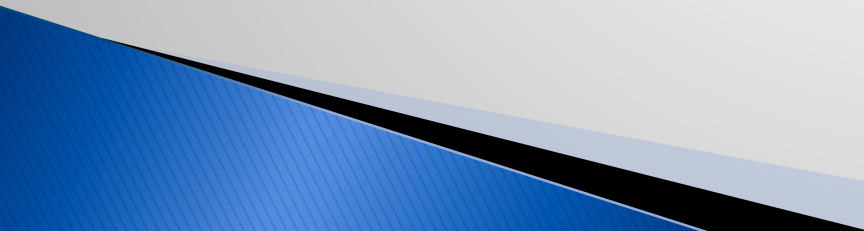
**Certified Evaluation  
Annual Training**

## Right to Appeal Process CEP page 23–26

CAUTION.....Read carefully!!!

The following does not contain a comprehensive explanation of the Appeals Process.

To ensure fair treatment of the appeal, it is important that prior to filing an appeal carefully read all information contained in pages 23–26 of the Pike County Certified Evaluation Plan



## Right to Appeal Process

### CEP page 23–26

- ▶ Appeal to the chairperson of the Appeals panel within five (5) working days of signing and dating the summative performance report. Submit the appeals form with supporting documentation . Both the evaluator and evaluatee shall have the opportunity to review all documentation submitted as evidence to the Appeals Panel, at least three (3) days prior to the scheduled appeals hearing date.
- ▶ The appeals process does not involve contractual status recommendations made to the superintendent or designee

## Right to Appeal Process

### CEP page 23–26

- ▶ The members of the Certified Employee Appeals Panel, the certified employee, and the assessor shall be notified of the time and date of the hearing by the chairperson. The hearing must take place within fifteen (15) working days from the date an appeal is filed.
- ▶ The certified employee appealing to the Panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.

# Q and A

Please sign and date the signature sheet verifying that you have reviewed and have been made aware of the contents of the Pike County Schools Certified Evaluation Plan.

*Have a great school year!*

