**Personnel Evaluation Process**

Self-Reflection, Professional Growth Plan, Student Learning Focus

**Self-Reflection**

**Professional Growth Plan**

**Student Learning Focus Overview**

**Self-Reflection:**

* Self-Reflection is on-going and required for all teachers/other professionals.
* Completed ***formally*** in Fall and Spring.
* Self-Reflection must be completed within the first 30 calendar days of employment.
* The teacher/other professional reflects on his or her current growth needs based on multiple sources of evidence.
* The spring reflection addresses the degree of goal attainment, implications for next steps and is completed prior to or as a part of the formative/summative end of year conference with administrator.

**Professional Growth Plan:**

* Professional Growth Plan (PGP) is required annually
* PGP must be completed and approved within 30 days of employment each year.
* PGP is completed on an E-2, with a signed copy given to the employee.
* PGP is produced in consultation with the evaluator.
* Teachers/Other Professionals use multiple sources of data, including self-reflection, in order to identify area(s) of focus.
* Teachers/Other Professionals identify specific actions they will take and/or resources they will use to meet the goal.
* Teacher/Other Professional implements the plan and modifies the plan as needed based on ongoing reflection and feedback.
* Progress reviewed during formative and summative conferences
* PGP serves as a possible source of evidence for all 4 domains.

**Student Learning Focus**

* Teachers/Other Professionals develop student Learning Focus statement in consultation with evaluator by October 1.
* Student Learning Focus is a statement that addresses at least one focus area of deeper learning: Thinking (Innovation, Reflection, Problem-solving); Communicating (Negotiation, Voice, Collaboration); Caring (Perseverance, Compassion, Respect).
* Learning and progress is discussed at summative evaluation conference.

Leadership Questions to Consider:

* How will Self-Reflection be done in the fall and spring?
* How and when will PGPs and Student Learning Focus statement be developed?
* What will your process be for administrative consultation and approval?
* What process will you use to support PGPs being successfully implemented and reflected upon?

Things for teachers/other professionals to consider before writing their professional growth goal:

* Reflection on applicable Kentucky Framework for Teaching
* Content standards and content-specific skills
* Reflection on instructional practice and student outcomes
* Other sources identified in the district CEP (p. 12)

#### From CEP:

#### Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes.

Each educator:

1. reflects on his or her current growth needs based on multiple sources of evidence and identifies an area or areas for focus
2. collaborates with his or her administrator to develop a professional growth plan and action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on his or her professional practice
5. modifies the plan as appropriate
6. continues implementation and ongoing reflection
7. conducts a summative reflection on the degree of goal attainment and the implications for next steps

The Professional Growth Plan addresses realistic, focused, and demonstrable professional goals. The plan connects evidence from multiple sources including classroom observation or site visit feedback, evidence of student learning, growth, and development, and professional growth needs identified through self-assessment and reflection.

All teachers and other professionals will complete a Self-Reflection and Professional Growth Plan (PGP), the latter of which is produced in consultation with the evaluator. Both shall be completed within the first 30 calendar days of reporting for employment. This includes late hires. While self-reflection is ongoing, it shall occur formally in the Fall and in the Spring. A PGP must be recorded on an E2form. A paper copy of the PGP, signed by both parties, shall be provided to the evaluatee. This process will be completed on an annual basis.

**Student Learning Focus**

In addition to the Self-Reflection and Professional Growth Plan, evaluatees shall develop a Student Learning Focus - a statement regarding at least one focus area of *deeper learning*, tailored to the needs of their students. The Student Learning Focus statement shall be shared and discussed with the evaluator by Oct. 1. Learning and progress shall be discussed at the summative evaluation conference, and reviewed and adjusted as needed during the school year.

### Teacher self-Reflection

### professional growth planning



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| **Teacher** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

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| **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 |

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| **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: Connecting Priority Growth Needs to Professional Growth Planning**

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| **Professional Growth Goal:** |  |

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| **Action Plan** | |
| **Strategies/Actions**  What is my personal learning necessary to meet the goal(s)? What will I need in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal(s)? | **Targeted Completion Date**  When will I complete each identified strategy/action? |
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| **Teacher Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

**Part C: On-going Reflection – Progress Toward Professional Growth Goal**

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| **Date:** | **Status of Professional Growth Goal:** | **Revisions/Modifications:** |
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**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

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

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| **Teacher Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

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| **TEACHER FRAMEWORK FOR TEACHING OUTLINE — Domains, Components, and Elements** | | | |
| **Domain 1**  **PLANNING & PREPARATION** | **Domain 2**  **CLASSROOM ENVIRONMENT** | **Domain 3**  **INSTRUCTION** | **Domain 4**  **PROFESSIONAL RESPONSIBILITIES** |
| 1. **Demonstrating Knowledge of Content and Pedagogy**   *Knowledge of*   1. Content and the Structure of the Discipline 2. Prerequisite Relationships 3. Content-Related Pedagogy 4. **Demonstrating Knowledge of Students**   *Knowledge of*   1. Child and Adolescent Development 2. The Learning Process 3. Students’ Skills, Knowledge, and Language Proficiency 4. Students’ Interests and Cultural Heritage 5. Students’ Special Needs 6. **Selecting Instructional Outcomes** 7. Value, Sequence, and Alignment 8. Clarity 9. Balance 10. Suitability for Diverse Learners 11. **Demonstrating Knowledge of Resources**   *Resources:*   1. For Classroom Use 2. To Extend Content Knowledge and Pedagogy 3. For Students 4. **Designing Coherent Instruction** 5. Learning Activities 6. Instructional Materials and Resources 7. Instructional Groups 8. Lesson and Unit Structure 9. **Designing Student Assessment** 10. Congruence with Instructional Outcomes 11. Criteria and Standards 12. Design of Formative Assessments 13. Use for Planning | 1. **Creating an Environment of Respect and Rapport** 2. Teacher Interaction with Students 3. Student Interactions with One Another 4. **Establishing a Culture for Learning**    1. Importance of the Content    2. Expectations for Learning and Achievement    3. Student Pride in Work 5. **Managing Classroom Procedures**    1. Management of Instructional Groups    2. Management of Transitions    3. Management of Materials and Supplies    4. Performance of Non-Instructional Duties 6. **Managing Student Behavior**    1. Expectations    2. Monitoring of Student Behavior    3. Response to Student Misbehavior 7. **Organizing Physical Space**    1. Safety and Accessibility    2. Arrangement of Furniture and Use of Physical Resources | 1. **Communicating with Students** 2. Expectations for Learning 3. Directions and Procedures 4. Explanation of Content 5. Use of Oral and Written Language 6. **Using Questioning and Discussion Techniques**    1. Quality of Questions    2. Discussion Techniques    3. Student Participation 7. **Engaging Students in Learning**    1. Activities and Assignments    2. Grouping of Students    3. Instructional Materials and Resources    4. Structure and Pacing 8. **Using Assessment in Instruction**    1. Assessment Criteria    2. Monitoring of Student Learning    3. Feedback to Students    4. Student Self-Assessment and Monitoring of Progress 9. **Demonstrating Flexibility and Responsiveness**    1. Lesson Adjustment    2. Response to Students    3. Persistence | 1. **Reflecting on Teaching**    1. Accuracy    2. Use in Future Teaching 2. **Maintaining Accurate Records**    1. Student Completion of Assignments    2. Student Progress in Learning    3. Non-Instructional Records 3. **Communicating with Families**    1. Information About the Instructional Program    2. Information About Individual Students    3. Engagement of Families in the Instructional Program 4. **Participating in a Professional Community**    1. Relationships with Colleagues    2. Involvement in a Culture of Professional Inquiry    3. Service to the School    4. Participation in School and District Projects 5. **Growing and Developing Professionally**    1. Enhancement of Content Knowledge and Pedagogical Skill    2. Receptivity to Feedback from Colleagues    3. Service to the Profession 6. **Demonstrating Professionalism**    1. Integrity and Ethical Conduct    2. Service to Students    3. Advocacy    4. Decision Making    5. Compliance with School and District Regulations |

### school counselor self-Reflection

### professional growth planning



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| **School Counselor** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

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| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| *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 |
| *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 |
| *3A -* Assessing student needs | I | D | A | E |  |
| *3B -* Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs | I | D | A | E |
| *3C -* Using counseling text makes an individual and classroom programs | I | D | A | E |
| *3D -* Brokering resources to meet needs | I | D | A | E |
| *3E -* Demonstrating flexibility and responsiveness | I | D | A | E |
| *4A -* Reflecting on practice | I | D | A | E |  |
| *4B -* Maintaining records and submitting them in a timely fashion | I | D | A | E |
| *4C -* Communicating with families | I | D | A | E |
| *4D -* Participating in a professional community | I | D | A | E |
| *4E -* Engaging in professional development | I | D | A | E |
| *4F* - Showing professionalism | I | D | A | E |

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| **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 Environment | 2A | 2B | 2C | 2D | 2E |  |
| Delivery of Service | 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: Connecting Priority Growth Needs to Professional Growth Planning**

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| **Professional Growth Goal:** |  |

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| **Action Plan** | |
| **Strategies/Actions**  What is my personal learning necessary to meet the goal(s)? What will I need in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal(s)? | **Targeted Completion Date**  When will I complete each identified strategy/action? |
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| **Counselor Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

**Part C: On-going Reflection – Progress Toward Professional Growth Goal**

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| **Date:** | **Status of Professional Growth Goal:** | **Revisions/Modifications:** |
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**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

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| **Date:** | **End of Year Reflection:** |
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| **Next Steps:** |
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| **Connection to Framework for Teaching:** | 4A – Reflecting on Practice | I | D | A | E |
| 4F – Showing professionalism | I | D | A | E |

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| **Counselor Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

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| **SCHOOL COUNSELOR FRAMEWORK FOR TEACHING OUTLINE — Domains, Components, and Elements – School Counselors** | | | |
| **Domain 1**  **PLANNING & PREPARATION** | **Domain 2**  **THE ENVIRONMENT** | **Domain 3**  **DELIVERY OF SERVICE** | **Domain 4**  **PROFESSIONAL RESPONSIBILITIES** |
| ***1A -*** Demonstrating knowledge of counseling theory and techniques  ***1B -*** Demonstrating knowledge of child and adolescent development  ***1C*** - Establishing goals for the counseling program appropriate to the setting and the students served  ***1D -*** Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district  ***1E -*** Plan in the counseling program integrated with the regular school program  ***1F -*** Developing a plan to evaluate the counseling program | ***2A -*** creating an environment of respect and rapport  ***2B -*** Establishing a culture for productive communication  ***2C -*** Managing routines and procedures  ***2D -*** Establishing standards of conduct and contributing to the culture for student behavior throughout the school  ***2E -*** Organizing physical space | ***3A -*** Assessing student needs  ***3B -*** Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs  ***3C -*** Using counseling techniques is individual and classroom programs  ***3D -*** Brokering resources to meet needs  ***3E -*** Demonstrating flexibility and responsiveness | ***4A -*** Reflecting on practice  ***4B -*** Maintaining records and submitting them in a timely fashion  ***4C -*** Communicating with families  ***4D -*** Participating in a professional community  ***4E -*** Engaging in professional development  ***4F*** - Showing professionalism |

### INSTRUCTIONAL SPECIALIST self-Reflection

### professional growth planning



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| **Instructional Specialist** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

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| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| *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 |
| *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 |
| *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 |
| *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 |

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| **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 Environment | 2A | 2B | 2C | 2D | 2E |  |
| Delivery of Service | 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: Connecting Priority Growth Needs to Professional Growth Planning**

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| **Professional Growth Goal:** |  |

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| **Action Plan** | |
| **Strategies/Actions**  What is my personal learning necessary to meet the goal(s)? What will I need in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal(s)? | **Targeted Completion Date**  When will I complete each identified strategy/action? |
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| **Instructional Specialist Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

**Part C: On-going Reflection – Progress Toward Professional Growth Goal**

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| **Date:** | **Status of Professional Growth Goal:** | **Revisions/Modifications:** |
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**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

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| **Date:** | **End of Year Reflection:** |
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| **Next Steps:** |
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| **Connection to Framework for Teaching:** | 4A – Reflecting on Practice | I | D | A | E |
| 4E – Showing professionalism including integrity and confidentiality | I | D | A | E |

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| **Instructional Specialist Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

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| **INSTRUCTIONAL SPECIALIST FRAMEWORK FOR TEACHING OUTLINE — Domains, Components, and Elements** | | | |
| **Domain 1**  **PLANNING & PREPARATION** | **Domain 2**  **THE ENVIRONMENT** | **Domain 3**  **DELIVERY OF SERVICE** | **Domain 4**  **PROFESSIONAL RESPONSIBILITIES** |
| ***1A -***  Demonstrating knowledge of current trends in specialty area and professional development  ***1B -*** Demonstrating knowledge of the school’s program and levels of Other Professional skill in  delivering that program    ***1C -*** Establishing goals for the  instructional support program appropriate to the setting and the Other Professionals served  ***1D -***  Demonstrating knowledge of resources both within and beyond  the school and district  ***1E -*** Planning the instructional support program integrated with the overall school program  ***1F -*** Developing a plan to evaluate the  instructional support program | ***2A -*** Creating an environment of trust and respect  ***2B -*** Establishing  a culture for ongoing  instructional improvement  ***2C -*** Establishing clear procedures for Other Professionals to gain access to the instructional support  ***2D -*** Establishing and maintaining norms of behavior for professional interactions  ***2E -*** Organizing physical space for workshops or training | ***3A -*** Collaborating with Other Professionals in the design of instructional units and lessons  ***3B -***Engaging Other Professionals in learning new instructional skills  ***3C -*** Sharing expertise with staff  ***3D -*** Locating resources for Other Professionals to support  instructional improvement  ***3E -*** Demonstrating flexibility and responsiveness | ***4A -*** Reflecting on practice  ***4B-*** Preparing and submitting budgets and reports  ***4C -*** Coordinating work with other instructional specialists  ***4D -*** Participating  in a professional community  ***4E -*** Engaging in professional development  ***4F -*** Showing professionalism including integrity and confidentiality |

### LIBRARY MEDIA SPECIALIST self-Reflection

### professional growth planning



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| **Library Media Specialist** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

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| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| *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 |
| *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 |
| *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 |
| *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 |
| *4G*- Managing the Library Budget | I | D | A | E |
| *4H*- Managing Personnel | I | D | A | E |
| *4I-* Professional ethics | I | D | A | E |

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| **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 Library Environment | 2A | | 2B | | 2C | | 2D | | 2E | |  | |
| Instruction/Delivery of Service | 3A | | 3B | | 3C | | 3D | | 3E | |  | |
| Professional Responsibilities | 4A | 4B | | 4C | 4D | 4E | | 4F | 4G | 4H | | 4I |
| *Current Level of Performance for Selected Component:* | | | | | | | | | | | | | I | D | A | E |

**Part B: Connecting Priority Growth Needs to Professional Growth Planning**

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| **Professional Growth Goal:** |  |

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| **Action Plan** | |
| **Strategies/Actions**  What is my personal learning necessary to meet the goal(s)? What will I need in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal(s)? | **Targeted Completion Date**  When will I complete each identified strategy/action? |
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| **Library Media Specialist Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

**Part C: On-going Reflection – Progress Toward Professional Growth Goal**

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| **Date:** | **Status of Professional Growth Goal:** | **Revisions/Modifications:** |
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**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

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

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| **Library Specialist Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

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| **LIBRARY MEDIA SPECIALIST FRAMEWORK FOR TEACHING OUTLINE — Domains, Components, and Elements** | | | |
| **Domain 1**  **PLANNING & PREPARATION** | **Domain 2**  **THE LIBRARY ENVIRONMENT** | **Domain 3**  **INSTRUCTION/DELIVERY OF SERVICE** | **Domain 4**  **PROFESSIONAL RESPONSIBILITIES** |
| ***1A -* Demonstrating Knowledge of Content Curriculum and Process**  • Knowledge of curriculum  • Knowledge of information, media, and digital literacy  • Knowledge of the research process  ***1B - Demonstrating Knowledge of Students***  • Knowledge of child and adolescent development  • Knowledge of the learning process  • Knowledge of students’ skills and knowledge and language proficiency  • Knowledge of students’ interests and cultural heritage  • Knowledge of students’ special needs    ***1C-* Supporting Instructional Goals**  • Instructional resources and technology  • Instructional services  **1D- Demonstrating Knowledge and Use of Resources**  • Instructional materials and resources  • Search strategies  **1E - Demonstrating a Knowledge of Literature and Lifelong Learning**  • Children’s and young adult literature  • Reading promotion  *1F -* Collaborating in the Design of Instructional Experiences  • Collaborative skills  • Instructional materials and resources  • Research process  • Information, media, digital and technology literacy | ***2A-* Creating an environment of respect and rapport**  • Interpersonal relations  • Student interaction  • Staff interactions  ***2B -* Establishing a Culture for Learning**  • Ethos  • Expectations for learning  ***2C -* Managing Library Procedures**  • Circulation procedures  • Scheduling procedures  ***2D -*Managing student behavior**  • Expectations  • Monitoring of student behavior  • Response to misbehavior  ***2E -* Organizing physical space**  • Safety  • Traffic flow  • Self-directed use  • Consideration of functions  • Flexibility | **3A - Communicating Clearly and Accurately**  • Directions and procedures  • Use of different methods  **3B - Using Questioning and Research Techniques**  • Quality of questions  • Research techniques  • Student inquiry  *3C -* Engaging Students in Learning  • Instructional materials and resources  • Expectations for students  ***3D -* Assessment in instruction (whole class, one-on-one and small group)**  • Assessment criteria  • Monitoring of student learning  • Quality feedback  • Student self- assessment and monitoring of progress  **3E - Demonstrating Flexibility and Responsiveness**  • Teaching strategies  • Lesson adjustments  • Response to students  • Persistence | ***4A -* Reflecting on Practice**  • Reflection  • Vision  • Change  **4B - Maintaining Accurate Records**  • Catalog  • Circulation  • Statistics  • Inventory  • Using Data  **4C - Communicating with School Staff and Community**  • Information about the library program  • Advocacy  ***4D -* Participating in a Professional Community**  • Service to the School  • Participation in school and district projects  • Involvement in a culture of professional inquiry  • Relationship with colleagues  *4E -* Growing and Developing Professionally  • Enhancement of professional knowledge  • Receptivity to feedback from colleagues  • Service to the profession  ***4F* Collection Development and Maintenance**  • Assessment  • Selection/ Weeding |

### THERAPEUTIC SPECIALIST self-Reflection

### professional growth planning



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| **Therapeutic Specialist** |  |
| **School** |  |
| **Grade Level/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

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| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| *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 |
| *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 |
| *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 |
| *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 in professional development | I | D | A | E |
| *4F -* Showing professionalism including integrity advocacy and maintaining confidentiality | I | D | A | E |

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| **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 Environment | 2A | 2B | 2C | 2D | 2E |  |
| Delivery of Service | 3A | 3B | 3C | 3D | 3E |  |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F |
| *Current Level of Performance for Selected Component:* | | | | | | | I | D | A | E |

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| **Professional Growth Goal:** |  |

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| **Action Plan** | |
| **Strategies/Actions**  What is my personal learning necessary to meet the goal(s)? What will I need in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal(s)? | **Targeted Completion Date**  When will I complete each identified strategy/action? |
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| **Therapeutic Specialist Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

**Part C: On-going Reflection – Progress Toward Professional Growth Goal**

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| **Date:** | **Status of Professional Growth Goal:** | **Revisions/Modifications:** |
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**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

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| **Date:** | **End of Year Reflection:** |
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| **Next Steps:** |
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| **Connection to Framework for Teaching:** | 4A – Reflecting on Practice | I | D | A | E |
| 4F – Showing professionalism including integrity advocacy and maintaining confidentiality | I | D | A | E |

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| --- | --- |
| **Therapeutic Specialist Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

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| --- | --- | --- | --- |
| **THERAPEUTIC SPECIALIST FRAMEWORK FOR TEACHING OUTLINE — Domains, Components, and Elements** | | | |
| **Domain 1**  **PLANNING & PREPARATION** | **Domain 2**  **THE ENVIRONMENT** | **Domain 3**  **DELIVERY OF SERVICE** | **Domain 4**  **PROFESSIONAL RESPONSIBILITIES** |
| ***1A -***  Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license  ***1B -*** Establishing goals for the therapy program appropriate to the setting and the students served    ***1C -*** Demonstrating knowledge of District state and federal regulations and guidelines  ***1D -*** Demonstrating knowledge of resources both within and beyond the school and district  ***1E -*** Planning the therapy program integrated with the regular school program to meet the needs of individual students  ***1F -*** Developing a plan to evaluate the therapy program | ***2A -*** Establishing rapport with students  ***2B -*** Organizing time effectively  ***2C -*** Establishing and maintaining clear procedures for referrals  ***2D -*** Establishing standards of conduct in the treatment center  ***2E -*** Organizing physical space for testing of students and providing therapy | ***3A -*** Responding to referrals and evaluating student needs  ***3B -*** Developing and implementing treatment plans to maximize student s success  ***3C -*** Communicating with families  ***3D -*** Collecting information; writing reports  ***3E -*** Demonstrating flexibility and responsiveness | ***4A -*** Reflecting on practice  ***4B-*** Collaborating with teachers and administrators  ***4C -*** Maintaining an effective data management system  ***4D -*** Participating in a professional community  ***4E -*** Engaging in professional development  ***4F -*** Showing professionalism including integrity advocacy and maintaining confidentiality |

JEFFERSON COUNTY PUBLIC SCHOOLS FORM E-2

CHECK APPROPRIATE ITEM

Initial Evaluation Conference/  Coaching Notice of Intensive

Job Expectations Support Conference

School Handbook Review Discipline Intensive Support

Observation Summary

School Safety Plan Review Training Documentation Mid-Year Conference

Professional Growth Plan Non-Renewal Recommendation  Deficiency Process Conference

Directed Growth Plan

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| NAME: | |  | | SCHOOL / LOCATION: |  | |
| ID#: |  | | | JOB ASSIGNMENT: |  | |
| DATE OF OBSERVATIONS(S): | | |  | DATE OF CONFERENCE: | |  |

A conference was held and is summarized below:

*(Teacher/Other Professional will submit their Professional Growth Plan on an E-2)*

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| DATE |  | EVALUATOR |  | DATE |  | EMPLOYEE |

Coaching Session – remains in supervisor’s file

Disciplinary Documentation – placed in employee personnel file at Central Office. Please attach all previous Coaching E-2s when disciplinary documentation is submitted to the central office.

**Note: If neither box is checked, this E-2 will be assumed to be a Coaching Session and remain in the supervisor’s file.**

(Rev. 7/2017) FORM E-2