

Rockcastle County Schools
2021-2022 Certified Evaluation Plan

Carrie E. Ballinger, Superintendent



Signature of Superintendent

Date

Signature of Board Chair

Date

APPROVED _____

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ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Rockcastle County Board of Education *hereby assures the Commissioner of Education that:*

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

Name:	Title:	Name:	Title:
Chris Bishop	Administrator	Melissa Fairchild	Teacher
Derrick Bussell	Administrator	Melissa Neeley	Teacher
James Bussell	Administrator	Dusty McClure	Teacher
Robert Phillips	Administrator	Cassandra Smith	Teacher

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

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

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

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

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

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

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

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

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

Rockcastle County Schools Certified Evaluation Committee Members

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

<u>Name</u>	<u>Title</u>	<u>School</u>
Melissa Neeley	Teacher	Brodhead Elementary School
Jamie Shepherd	Teacher	Mt. Vernon Elementary School
Cassandra Smith	Teacher	Rockcastle Co. Middle School
Dusty McClure	Teacher	Rockcastle Co. High School

Melissa Fairchild

Teacher

Roundstone Elementary School

Chris Bishop

Administrator

Roundstone Elementary School

Derrick Bussell

Administrator

Brodhead Elementary School

Thomas Coffey

Administrator

Mt. Vernon Elementary School

Robert Phillips

Administrator

Rockcastle County Middle School

James Bussell

Administrator

Rockcastle County High School

Certified School Personnel Evaluation Plan Information

Rockcastle County Schools
245 Richmond Street
Mt. Vernon, KY 40456
606.256.2125

Superintendent: Carrie E. Ballinger

Evaluation Contact Person: Jennifer Mattingly, Instructional Supervisor

Administrators:

James Bussell:	Rockcastle County High School Principal
Robert Phillips:	Rockcastle County Middle School Principal
Derrick Bussell:	Brodhead Elementary School Principal
Thomas Coffey:	Mt. Vernon Elementary School Principal
Chris Bishop:	Roundstone Elementary Principal

Appeals Panel Committee:

Zach Gentry

Jamie Shepherd

Alternates: 1st - Melissa Fairchild 2nd - Skyler Bradley 3rd - Charity Johnson

Glossary of Roles and Definitions

1. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. **Certified administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
3. **Certified evaluation plan:** The procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation
4. **Certified school personnel:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation committee:** A group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator pursuant to KRS 156.557(5)(c)2.
9. **Evaluator certification:** The successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. **Formative evaluation:** is defined by KRS 156.557(1)(a).
11. **Full Observation:** An observation conducted by a certified observer for the length of a full class period or full lesson.
12. **Job category:** A group or class of certified school personnel positions with closely related functions.
13. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.
14. **Mini Observation:** An observation or site visit conducted by a certified observer for 20-30 minutes in length.
15. **Observation/Work Site Visit:** A data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.
16. **Observation Calibration Training:** A process of ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

17. **Observer Initial Evaluation Training and Testing:** A required KDE approved training for new evaluators to ensure that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
18. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
19. **Performance criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
20. **Performance measure:** one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
21. **Performance rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective. The performance ratings are defined as:
 - Exemplary:** consistently exceeds expectations for effective performance
 - Accomplished:** consistently meets expectations for effective performance
 - Developing:** inconsistently meets expectations for effective performance
 - Ineffective:** consistently fails to meet expectations for effective performance
22. **Personnel Evaluation System** or "**system**": An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
23. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
24. **Professional Growth Plan:** An individualized plan for certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
25. **Professional Standards for Educational Leaders (PSEL):** The standards by which administrators will be evaluated.
26. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

27. **Sources of evidence** or "**source of evidence**": The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
28. **Summative evaluation**: is defined by KRS 156.557(1)(d).
29. **Summative rating**: The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
30. **Teacher**: A certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to 16 KAR 2:010 or 16 KAR 2:020.
31. **Virtual Learning**: A learning experience that is enhanced through utilizing computers and/or the internet both outside and inside of the school building. It most commonly takes place in an online environment.
32. **Working Days**: A day in the established employee work calendar. Students may or may not be present.

Teachers' and Other Professionals' Evaluation Process

Includes, but not limited to:

*Classroom Instructors, Special Education Instructors, Guidance Counselors, Library Media Specialists,
Speech Therapists, Therapeutic Specialists and Administrative School and District Personnel*

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

Evaluation Plan Vision:

The vision for the Certified Evaluation Plan is to have every student taught by effective certified staff. The goal is to create a fair and equitable system to measure effectiveness and act as a catalyst for professional growth. The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

When certified staff fall under multiple frameworks, the evaluator will determine evaluatee's framework within the first 30 days of employment. Best practice for determining the evaluatee's framework would include discussion with the evaluatee.

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

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

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation(s)/Work site visits

Optional Sources of evidence that can be used to support educator practice.

- Program Review evidence
- Team-developed curriculum units

- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data records (formative and/or summative evaluations)
- Student surveys
- Minutes from PLC's
- Minutes from other committee meetings
- Teacher reflections and/or self-reflections
- Parent Engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in Professional Organizations
- Action Research conducted

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.

The Kentucky Framework for Personnel Evaluation Role Group, Measure and Performance Criteria

	<i>Performance Measures</i>			
<i>Performance Criteria</i>	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u> KY Framework for Teaching	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibility
<u>Other Professional</u> The Kentucky Framework for Teaching Specialists	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibility

Sources of Evidence/Framework for Teaching Alignment

FRAMEWORK FOR TEACHING (FFT)	COMPONENT	Performance Measure: Planning	Performance Measure: Environment	Performance Measure: Instruction	Performance Measure: Professionalism
		1a -Knowledge of content/pedagogy 1b -Demonstrate knowledge of students 1c -Setting Instructional Outcomes 1d -Demonstrates knowledge of resources 1e -Designing Coherent Instruction 1f -Designing Student Assessment	2a -Creating Environment of Respect & Rapport 2b -Establish Culture of Learning 2c -Maintain Classroom Procedures 2d -Managing Student Behavior 2e -Organizing Physical Space	3a -Communicating with students 3b -Questioning and Discussion Techniques 3c -Engaging students in learning 3d -Using Assessment in Learning 3e -Demonstrating Flexibility and Responsiveness	4a -Reflecting on Teaching 4b -Maintaining Accurate Records 4c -Communicating with families 4d -Participating in PLC's 4e -Growing and Developing Professionally 4f -Showing Professionalism
Required Sources of Evidence- To inform Summative Rating	Supervisor Observation	Evidence (pre/post conference)	Observation		Evidence (pre/post conference)
	Self-Reflection / Professional Growth	Self-Reflection and Professional Growth Plan			

Professional Growth Planning and Self-Reflection

All teachers and other professionals participate in Self-Reflection and the Professional Growth Plan each year. Self-reflection should occur prior to initial Professional Growth Plan development. 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 that will drive the focus of professional growth activities, support, and on- going reflection. Reflective practices and professional growth planning are continuous processes. The certified staff (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; and finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Observation/Worksite Visit

The observation/worksite visit process is one source of evidence to determine effectiveness of professional practice. The supervisor observation/worksite visit will provide *documentation* and *feedback* to measure effectiveness. *Only observations conducted by the evaluator will be used to inform a summative rating.* The rationale for observation is to encourage continued professional growth through critical reflection.

TIMELINE FOR SELF-REFLECTION/PGP

Certified Evaluation Implementation Timeline for Teachers and Other Professionals

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation Criteria and process shall be explained by the Evaluators.
First 60 instructional days	Evaluatee reflects on his/her current growth needs and collaborates with the Evaluator to complete the initial self-reflection and to develop the PGP. Evaluator must approve these within the first 60 instructional days.
Fall Semester	Evaluator will do observations with pre/post conferences.
Mid-Year Review (recommended) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.
Spring Semester	Evaluatee continues growth plan implementation and ongoing self-reflection. Evaluator completes observations with pre/post conferences.
By April 15 (non-tenured) /May 15 (tenured)	Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provide a copy to the evaluatee, who may include a written response.

**Timeline will be tentative based on any adjustment of the calendar year.*

Observation

The observation process is one source of evidence to determine teacher effectiveness for each certified teacher. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher's professional practice.

Evaluator Certification and Observation Training

All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA- approved evaluation training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FFT) are applied in observation.

- Only supervisors who have completed the district-determined observation training can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:
 - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
 - Additional training will be provided by district personnel as needed.
 - Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

Observers will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson.

- The observation model must fulfill the following minimum criteria:
 - Three (3) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor
 - Final observation is conducted by the supervisor and is a full observation.
 - All observations must be documented in an electronic or hard copy.
 - Non-tenured will follow the progressive 3 & 1 model. This includes one full observation by the supervisor that is the final observation in the summative year and two mini observations.

Observation Cycles

NON-TENURED or Tenured Certified Teachers on a Directed Growth Plan (3 observations minimum EACH year) All Observations must be completed by April 15th	
<u>Non-Tenured</u> Observation Cycle	<u>Timeline</u>
1 st Mini Observation	Completed by October 31st
2 nd Mini Observation	Completed by February 28th
Full Observation and Summative Evaluation	Completed by April 15th

Tenured Certified Staff (3 Observations minimum in the 3 year cycle) All Observations must be completed by May 15th	
<u>Tenured</u> Observation Cycle	<u>Timeline</u>
Year 1 : Mini Observation	Completed by May 15 th
Year 2: Mini Observation	Completed by May 15 th
Year 3: (Summative Year) → Full Observation and Summative Evaluation	Completed by December 15 th Completed by May 15th

Observation Conferencing Protocols (Tenured and Non-Tenured Certified Staff)

Pre-Conference (Mini and Full)	Post-Conference (Mini and Full)
<ul style="list-style-type: none"> ● Pre-Conference required for each observation within 1-5 instructional days before observation. → Conference is face-to-face OR electronic. → Evaluatee submits lesson plans and/or pre-observation form. 	<ul style="list-style-type: none"> ● Post-Conference required within 5 working days after observation. → Conference is face-to-face ONLY. → Conference must be documented in writing and signed by Evaluatee and Evaluator.

Rating the Performance Measures

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific Performance Measures. When certified staff fall under multiple frameworks, the evaluator will determine evaluatee's framework within the first 30 days of employment. Best practice for determining the evaluatee's framework would include discussion with the evaluatee. 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 Performance Measure at the culmination of an educator's cycle. Supervisors will provide a summative rating for each Performance Measure based on evidence.



Determining the Summative Rating

Supervisors are responsible for determining the Summative Rating for each school level certified staff at the conclusion of the summative evaluation year. The Summative Rating is determined by the performance ratings given for each Performance Measure. The performance ratings are defined as:

- **Exemplary:** consistently exceeds expectations for effective performance
- **Accomplished:** consistently meets expectations for effective performance
- **Developing:** inconsistently meets expectations for effective performance
- **Ineffective:** consistently fails to meet expectations for effective performance.

For certified, tenured employees in their summative year evaluation cycle, supervisors need to factor in any data and evidence from the two previous formative evaluation cycle years to determine a summative rating for the current year. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file.

For certified, non-tenured employees, each year is a summative evaluation cycle year, so the supervisor would not factor in any data or evidence from previous years to attain the summative rating for the current year.

The evaluator determines the performance rating for each Performance Measure based on evidence that demonstrates the educator's performance that aligns with the framework, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held. The Summative Rating is then informed by the educator's performance ratings in each of the four Performance Measures using the following decision rules:

CRITERIA FOR DETERMINING A TEACHER'S/OTHER PROFESSIONAL'S SUMMATIVE RATING

IF...	THEN...
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
Performance Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Performance Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective **
Performance Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be Ineffective **

**An Ineffective Rating indicates a Corrective Action Plan for professional growth is required (see page 29)

Certified Evaluation Plan – Principal, Assistant Principal and Certified District Office Administrators

Evaluation Plan Vision

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

Required and Optional Evidence for Principals, Other Building-Level and District-Level Administrators

REQUIRED Sources of evidence evaluators must use in determining summative ratings:

- o Self-Reflection/Professional Growth Plan
- o Site-Visits and/or Conferences

Other possible sources

Other Sources, which should yield information related to the evaluatee’s practice within the Performance Measures, and may be provided by evaluators and evaluatees, include, but are not limited to:

- Products of Practice
- Surveys
- Other Sources may include:
 - o Agenda and/or Minutes from:
 - SBDM Meetings
 - Faculty Meetings
 - Department/ Grade Level Meetings
 - PLC Meetings
 - Leadership Team Meetings
 - o Instructional Round/Walkthrough documentation
 - o Principal Performance Timeline
 - o Budgets
 - o EILA/Professional Learning experience documentation
 - o Stakeholder Surveys (Parent/Community, Staff, Students)
 - o Professional Organization memberships
 - o Parent/Community engagement events documentation
 - o School Schedules
 - o Other information as identified as evaluatee and/or evaluator

Performance Measures and the Professional Standards for Educational Leaders (PSEL)

Performance Measure	Professional Standards for Educational Leaders (PSEL)
Planning	Mission, Vision and Core Values; Operations and Management; School Improvement
Environment	Equity and Cultural Responsiveness; Community of Care and Support for Students; Professional Community for Teachers and Staff
Instruction	Curriculum, Instruction and Assessment; Professional Capacity of School Personnel
Professionalism	Ethics and Professional Norms; Meaningful Engagement of Families and Community

Sources of Evidence Framework for Principals, Other Building-Level, and District-Level Administrators

	Performance Measure: Planning	Performance Measure: Environment	Performance Measure: Instruction	Performance Measure: Professionalism
Kentucky Principal Standards for Educational Leaders (PSEL)	<p style="text-align: center;"><u>Standard 1:</u> Mission, Vision and Core Values</p> <p style="text-align: center;"><u>Standard 9:</u> Operations and Management</p> <p style="text-align: center;"><u>Standard 10:</u> School Improvement</p>	<p style="text-align: center;"><u>Standard 3:</u> Equity and Cultural Responsiveness</p> <p style="text-align: center;"><u>Standard 5:</u> Community of Care and Support for Students</p> <p style="text-align: center;"><u>Standard 7:</u> Professional Community for Teachers and Staff</p>	<p style="text-align: center;"><u>Standard 4:</u> Curriculum, Instruction and Assessment</p> <p style="text-align: center;"><u>Standard 6:</u> Professional Capacity of School Personnel</p>	<p style="text-align: center;"><u>Standard 2:</u> Ethics and Professional Norms</p> <p style="text-align: center;"><u>Standard 8:</u> Meaningful Engagement of Families and Community</p>
Required Sources of Evidence	<p>Self-Reflection and Professional Growth Plan</p> <p>Observations and/or Site Visits</p>			

Sources of Evidence

Self-Reflection and Professional Growth Plan

All building-level and district-level administrators will complete the self-reflection and develop a Professional Growth Plan each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will be developed within the first 90 work days and address realistic, focused, and measurable professional goals. The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need, as identified by the evaluator. The plan may connect data from multiple sources including site-visit conferences, previous evaluations, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

Site-Visits for Principals (formal site visits are not required for Other Building-Level or District-Level Administrators)

Site visits are a method by which the superintendent/designee may gain insight into the administrator's practice in relation to the standards. During a site visit, the superintendent or designee will discuss various aspects of the job with the administrator, and will use the administrator's responses to determine issues to explore further with the faculty and staff. The district template will be used during the site visit conferences and the recommended mid-year review to guide and document the reflections and any modifications to the plan.

Other Possible Sources: *See list on Page 19*

Administrators

Administrations who are participating in a required internship shall follow all rules and regulations as set forth by the Beginning Principal Internship Program 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR: 3:345 and KRS 161:027. All other administrators will be evaluated annually.

- An individual growth plan will be developed annually, approved, and submitted by October 15th. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.
- The summative evaluation for administrators will be completed annually by May 15th. A copy of the summative evaluation report will be given to the administrator.
- The summative evaluation report will be placed in the administrator's file in the Central Office.
- All principals will participate in self-reflection and professional growth planning each year.
- All administrators will participate in self-reflection and professional growth planning each year.

Certified Evaluation Implementation Timeline for Principals, Other Building-Level, and District-Level Administrators:

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation criteria and process shall be explained by the Evaluator.
First 90 work days	Administrator Evaluatee reflects on his/her current growth needs and collaborates with the supervising Evaluator to complete the initial self-reflection and to develop the professional growth plan. (October 15 th)
Fall Semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit with a face-to-face conference. Professional growth plan progress and evidence toward Principal performance standards will be reviewed.</p> <p><u>For Other Building-Level and District-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level or District-Level Administrators. Ongoing Self- Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>
Mid-Year Review (recommended) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.
Spring Semester	<p><u>For Principals</u>: the Evaluator must complete a minimum of one site visit. Evaluatee continues ongoing self-reflection.</p> <p><u>For Other Building-Level Administrators</u>: no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building- Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p> <p><u>For District-Level Administrators</u>: the Evaluator must complete a minimum of one site visit <u>EITHER</u> in the Fall <u>OR</u> Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>
By May 15th	Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.

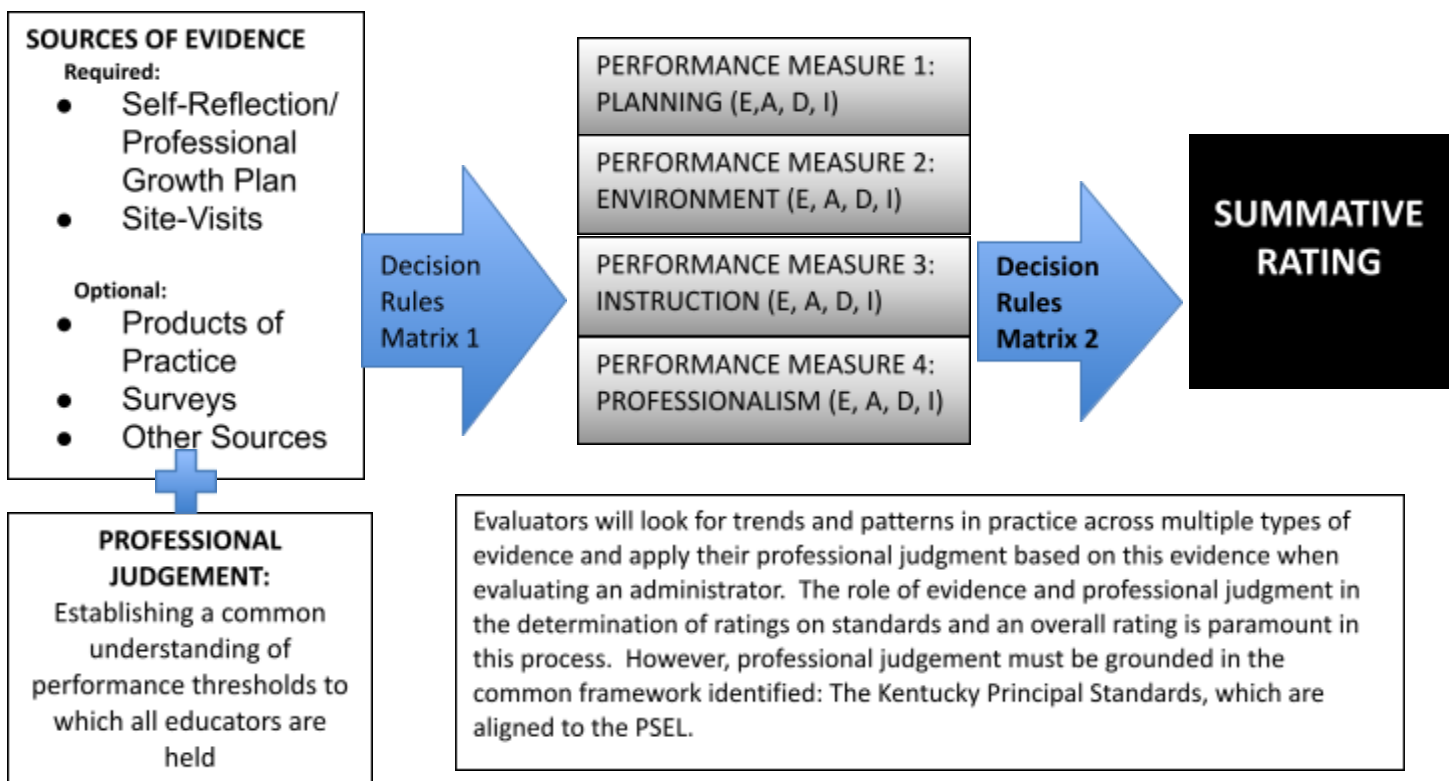
Evaluator Certification and Observation Training

All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA- approved evaluation training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FfT) are applied in observation.

- Only supervisors who have completed the district-determined observation training can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:
 - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
 - Additional training will be provided by district personnel as needed.
 - Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

Administrator Evaluation Plan Components – Overview and Summative Model

The following graphic outlines the summative rating model for Principals, Other Building-Level Administrators and District-Level Administrators.



The Kentucky Principal Standards (PSEL)

The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the 10 standards. Performance will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is expected that most administrators will maintain an Accomplished rating, but will occasionally have exemplary performance on the Performance Measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how evaluatees respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Determining the Summative Rating

Superintendent/designee is responsible for determining the Summative Rating for each principal, other building-level administrator, and district-level administrator at the conclusion of their summative evaluation year. The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined as:

Exemplary: consistently exceeds expectations for effective performance

Accomplished: consistently meets expectations for effective performance

Developing: inconsistently meets expectations for effective performance

Ineffective: consistently fails to meet expectations for effective performance.

An administrator's Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence and professional judgment. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

Decision Rules Matrix 1: Determining the Ratings for Each Performance Measure

IF...	THEN...
The Performance Measure has more than one standard and those standards are given the exact same rating	The Performance Measure rating shall be the rating given for those standards.
The Performance Measure has more than one standard and those standards are given different ratings	The Performance Measure rating shall be based on the sources of evidence and the evaluator's professional judgment.

Decision Rules Matrix 2: Determining the Summative Rating using the Performance Measures Ratings

IF...	THEN...
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
One of the Performance Measures is rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Two Performance Measures are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective**
Three or more Performance Measures are rated INEFFECTIVE	Summative Rating shall be Ineffective**

** An Ineffective Rating indicates a Corrective Action Plan for professional growth is required (see page 29)

Conferencing:

At least 2 conferences will take place between Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Conference
 - Purpose of the Meeting
 - Discuss reflections of the Principal Performance Measures
 - Discuss and come to agreement on the Professional Growth Goal and Action Plan
 - Questions/Concerns/Comments

2. End of Year Review (Conference)
 - Purpose of Meeting
 - Discuss reflections of data
 - Share progress toward Professional Growth Goal
 - Discuss progress of each standard-determine if any other documentation is needed
 - Discuss overall rating based on Performance Measures
 - Complete Summative Evaluation
 - Questions/Concerns/Comments

**Additional Conferences may be held as deemed necessary to monitor the PGP process. *All dates are tentative based on the adjustment of the school year*

Responsibilities For Evaluation: All Certified Personnel

The Rockcastle County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district certified personnel (school psychologists).

Principals or designee will evaluate assistant principals, guidance counselors, media specialists, speech/occupational therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school. All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 15 All certified employees non-renewed for cause

April 15 All non-tenured certified staff (school and district level)

May 15 All tenured certified staff (school and district level)

Evaluation Training

All Rockcastle County Evaluators shall be trained, tested and certified according to Kentucky guidelines for the evaluation of certified personnel. Additionally, all administrators who supervise certified staff shall receive training in the implementation of the district's certified evaluation plan. Furthermore, all evaluators must meet the CEP requirements for evaluating prior to conducting a formative or summative evaluation.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of six hours of evaluation training per year. This training shall be in any one, or combination, of the following skill areas:

1. Use of the local evaluation process and instrument;
2. Identification of effective teaching/management practices;
3. Effective observation and conferencing employee improvement plans;
4. Establishing and assisting with certified employee improvement plans;
5. Completion of initial or update training for KTIP not to exceed (6) six hours per (2) two-year period.

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education. Hours of training received in other skill areas may compose part of the evaluator's required hours of continued certification. The Rockcastle County Board of Education has designated the District Professional Development Coordinator responsible for evaluation training and the contact person for the submitted evaluation plan.

Certified Evaluation Appeals Process

Any certified personnel who does not agree with a rating can appeal following a summative evaluation, within five (5) working days of the receipt of the evaluation.

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.

Procedures for Conducting a Certified Evaluation Appeals Hearing:

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.
- ** Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

State Appeals Procedure

1. The State Board of Education shall appoint a committee of three (3) board members to serve on the State Evaluation Appeals Panel. Said panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusion of evaluations.
2. The certified employee must submit a written request to the Commissioner of Education for a hearing to the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal must be submitted with this request.
3. The State Evaluation Appeals Panel, or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.
4. If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.
5. A decision of the appeals panel shall be rendered within fifteen working days after a hearing.

Corrective Action Plan (CAP)

A corrective action plan, with measurable goals that are tied to the performance measure of concern, may be written at any time during the school year, but shall be written if evaluatee receives an “Ineffective” on the Final Summative Form.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an “Ineffective” rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing:

1. Corrective Action Plan measurable goals and objectives
2. Procedures and activities designed to achieve Corrective Action Plan goals and objectives
3. Targeted dates for appraising the evaluatee’s improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to meet the measurable goals identified for them may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the employee will be notified by April 15th (Non-Tenured) or May 15th (Tenured).

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed after the summative conference, no more than 3 specified Performance Measures should be denoted for improvement at any given time. When the evaluatee meets specified areas, another area may be added.

NOTE: It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, non-binding mediation shall be requested by either the evaluator or evaluatee. Such a request shall be made in writing within 5 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district’s Grievance Procedure.

Evaluation and Observation Forms

Rockcastle County Schools Pre-Observation Form

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

Preconference (Planning Conference)

Questions for Discussion:	Notes:
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?	
Briefly describe the students in this class, including those with special needs.	
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.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

[Certified Personnel Observation Form](#): Supervisors use this form for Observations.

ROCKCASTLE COUNTY SCHOOLS

FORMATIVE EVALUATION FOR TEACHERS

(This data includes all formative evidence, such as: products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
<i>Evidence:</i>				
2. Environment:				
<i>Evidence:</i>				
3. Instruction:				
<i>Evidence:</i>				
4. Professionalism:				
<i>Evidence:</i>				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS

FORMATIVE EVALUATION FOR PRESCHOOL TEACHERS

(This data includes all formative evidence, such as: products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
Evidence:				
2. Environment:				
Evidence:				
3. Instruction:				
Evidence:				
4. Professionalism:				
Evidence:				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS

FORMATIVE EVALUATION FOR GUIDANCE COUNSELORS

(This data includes all formative evidence, such as: products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
<i>Evidence:</i>				
2. Environment:				
<i>Evidence:</i>				
3. Delivery of Service:				
<i>Evidence:</i>				
4. Professionalism:				
<i>Evidence:</i>				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS

FORMATIVE EVALUATION FOR MEDIA SPECIALIST

(This data includes all formative evidence, such as: products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
<i>Evidence:</i>				
2. Environment:				
<i>Evidence:</i>				
3. Delivery of Service:				
<i>Evidence:</i>				
4. Professionalism:				
<i>Evidence:</i>				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS

FORMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS

(This data includes all formative evidence, such as: products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
<i>Evidence:</i>				
2. Environment:				
<i>Evidence:</i>				
3. Delivery of Service:				
<i>Evidence:</i>				
4. Professionalism:				
<i>Evidence:</i>				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS FORMATIVE EVALUATION FOR SPEECH PATHOLOGISTS AND OTHER THERAPEUTIC SPECIALISTS

(This data includes all formative evidence, such as: products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
Evidence:				
2. Environment:				
Evidence:				
3. Delivery of Service:				
Evidence:				
4. Professionalism:				
Evidence:				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS FORMATIVE EVALUATION FOR PRINCIPALS/ ASSISTANT PRINCIPALS/DISTRICT ADMINISTRATORS

(This data includes all formative evidence, such as: products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure: Planning	Exemplary	Accomplished	Developing	Ineffective
Std 1. Mission/Vision/Core Values				
<i>Evidence:</i>				
Std 9. Operations and Management				
<i>Evidence:</i>				
Std 10. School Improvement				
<i>Evidence:</i>				

Performance Measure: Environment	Exemplary	Accomplished	Developing	Ineffective
Std 3. Equity and Cultural Responsiveness				
<i>Evidence:</i>				
Std 5. Community of Care and Support				
<i>Evidence:</i>				
Std 7. Professional Community				
<i>Evidence:</i>				

Performance Measure: Instruction	Exemplary	Accomplished	Developing	Ineffective
Std 4. Curriculum/Instruction/Assessment				
<i>Evidence:</i>				
Std 6. Professional Capacity of School Personnel				
<i>Evidence:</i>				

Performance Measure: Professionalism	Exemplary	Accomplished	Developing	Ineffective
Std 2. Ethics and Professional Norms				
<i>Evidence:</i>				
Std 8. Meaningful Engagement-Families/ Community				
<i>Evidence:</i>				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:	Evaluator's Comments:
------------------------------	------------------------------

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS

SUMMATIVE EVALUATION FOR TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
2. Environment:				
3. Instruction:				
4. Professionalism:				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

Employment Recommendation to Central Office:

Meets teacher performance measure for re-employment

Does not meet teacher performance measure for re-employment

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document

ROCKCASTLE COUNTY SCHOOLS

SUMMATIVE EVALUATION FOR PRESCHOOL TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
2. Environment:				
3. Instruction:				
4. Professionalism:				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

Employment Recommendation to Central Office:

Meets preschool teacher performance measure for re-employment

Does not meet preschool teacher performance measure for re-employment

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

_____ Date

Tenured Non-Tenured

Evaluator: _____
Signature

_____ Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

ROCKCASTLE COUNTY SCHOOLS

SUMMATIVE EVALUATION FOR MEDIA SPECIALIST

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
2. Environment:				
3. Delivery of Service:				
4. Professionalism:				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

Employment Recommendation to Central Office:

Meets media specialist performance measures for re-employment
 Does not meet media specialist performance measures for re-employment

I have read and discussed this data and received a copy.

Evaluatee: _____ Tenured Non-Tenured
 Signature Date
 Evaluator: _____
 Signature Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document

ROCKCASTLE COUNTY SCHOOLS

SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
2. Environment:				
3. Delivery of Service:				
4. Professionalism:				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

Employment Recommendation to Central Office:

Meets guidance counselor performance measures for re-employment
 Does not meet guidance counselor performance measures for re-employment

I have read and discussed this data and received a copy.

Evaluatee: _____	_____	<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-Tenured
Signature	Date		
Evaluator: _____	_____		
Signature	Date		

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document

ROCKCASTLE COUNTY SCHOOLS SUMMATIVE EVALUATION FOR PRINCIPALS / DISTRICT ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee:		Grade/Content Area:	
Evaluatee's Position:		Work Site:	
Evaluator:		Evaluator's Position:	

Mark the Performance Measure Rating with an "X".

Performance Measure:	Exemplary	Accomplished	Developing	Ineffective
1. Planning:				
2. Environment:				
3. Instruction:				
4. Professionalism:				

*Any rating of INEFFECTIVE requires the development of a Directed Growth Plan and / or **may be considered grounds for dismissal.**

Evaluatee's Comments:

Evaluator's Comments:

Employment Recommendation to Central Office:

- Meets performance measures for re-employment
 Does not meet performance measures for re-employment

I have read and discussed this data and received a copy.

Evaluatee: _____ Tenured Non-Tenured
 Signature Date

Evaluator: _____
 Signature Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document

Corrective Action Plan Documentation

Goals/Objectives (What needs to be corrected?)	Action Plan (What steps will be taken?)	Goal Date (When will goals be met?)	Completed (Yes/No) and Initials
1.			
2.			
3.			

Documentation/Evidence:

Evaluator's Recommendation:

Goal(s) have been met

Goal(s) have not been met

Mediation Requested:

Yes _____
Signature

No

Request for mediation shall be made in writing within 5 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district's Grievance Procedure.

If agreement is reached, both the evaluatee and evaluator will sign and date below.

Evaluatee Signature

Date

Evaluator Signature

Date

Appeals Panel Hearing Request Form

I _____ have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative have been thoroughly discussed with the evaluator.

I respectfully request the Rockcastle County School District Evaluation Appeals panel to hear my appeal.

This appeal challenges the summative findings on:

- substance
 - procedure
 - both substance & procedure
-

Signature

Date

Date of Summative conference

Date evaluator notified of intent to appeal

This form shall be presented in person or by mail to any member of the appeals panel within five working days of completion of the summative conference.

Professional Growth Planning and Self-Reflection Forms

Kentucky Framework for Teaching Self-Assessment

Name:	Date:
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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	

Professional Growth Plan Template

Teacher:		Date:	
School:			
Teaching Assignment:			

Part A: Teacher Professional Growth Plan

SMART Goal 1

Growth Objectives: <i>(Behaviors, Skills, and Abilities to be developed) SMART (Specific, Measurable, Appropriate, Realistic, Time-bound)</i>	
Action Plan: Identify specific activities <i>(How skills and abilities will be developed.)</i>	
Assistance, Support, and Resources:	
Time Frame:	
Expected Outcomes: <i>(What result(s) will you expect to see?)</i>	
Measures of Goal Attainment: <i>(How will goals be measured?)</i>	
Barriers/Alternatives to Maximum Goal Attainment:	
Documentation: Identify documentation that you intend to use to demonstrate your professional growth. <ul style="list-style-type: none"> <input type="checkbox"/> Artifact reflections that give evidence <input type="checkbox"/> Self-assessment that provides insight into professional growth <input type="checkbox"/> Sharing with colleagues <input type="checkbox"/> Certificate of completion <input type="checkbox"/> Other (please describe): _____ 	
Teacher Signature:	Date:
Principal Signature:	Date:

Impact on professional growth and performance:	
Teacher Signature:	Date:
Principal Signature:	Date:

SMART Goal 2

Growth Objectives: <i>(Behaviors, Skills, and Abilities to be developed) SMART (Specific, Measurable, Appropriate, Realistic, Time-bound)</i>	
Action Plan: Identify specific activities <i>(How skills and abilities will be developed.)</i>	
Assistance, Support, and Resources:	
Time Frame:	
Expected Outcomes:	
Measures of Goal Attainment:	
Barriers/Alternatives to Maximum Goal Attainment:	
Documentation: Identify documentation that you intend to use to demonstrate your professional growth. <ul style="list-style-type: none"> <input type="checkbox"/> Artifact reflections that give evidence <input type="checkbox"/> Self-assessment that provides insight into professional growth <input type="checkbox"/> Sharing with colleagues <input type="checkbox"/> Certificate of completion <input type="checkbox"/> Other (please describe): _____ 	
Teacher Signature:	Date:
Principal Signature:	Date:
Impact on professional growth and performance:	
Teacher Signature:	Date:
Principal Signature:	Date:

**The following Part B (Reflection on Professional Practice) and Part C (My Community of Support) of the Professional Growth Plan Template may be used with teachers rated “developing” or “ineffective”.*

Part B: Reflection On Professional Practice (Optional)

1. My Personal Vision of Teaching and Learning

Who am I as a teacher or leader? Use this section to list (or describe in narrative form) your own philosophy of effective teaching and learning. Refer to the Teacher Professional Growth and Effectiveness Framework and use these questions to guide your thinking:

Describe your core beliefs of teaching and learning. It is helpful to do this relative to the Teacher Effectiveness Framework standards.

Identify trends and patterns from student growth data, observations, surveys, and professional self-reflection.

Identify how these trends and patterns relate to your student growth goals (from Student Growth Instrument).

2. My Professional Development Needs

Where am I going as a teacher/learner? Briefly outline your professional growth goal(s) and the ways in which you might accomplish it (them):

3. Professional Growth Model

How do you learn best? Here are some sample learning opportunities (check as many as apply):

Individually-guided

- Personal study
- Web-based learning
- Anecdotal records
- Reflective journals
- Individual action research
- Log entries
- Other: _____

Development/Improvement Process

- Project-based
- School visits
- Assessment instruments (surveys, questionnaires)
- Authentic teacher made materials (designing quality work for students)
- Other: _____

Instruction/Workshops

- Technology skill training
- Workshops
- Conference
- Other: _____

Observation/Assessment

- Peer coaching (peer-to-peer)
- Cognitive coaching (peer-admin)
- Videotaped lessons
- Team teaching
- Community of Support
- Other: _____

Inquiry

- Group action research
- Data collection and analysis
- Study group
- Other: _____

Part C. My Community of Support (Optional)

Identify one to three colleagues who share your goal(s) or who could support you in the achievement of your goal(s). These colleagues will become part of your Community of Learners focus group. Meet with your group to explain your goal(s) and how you plan to accomplish it (them). Brainstorm additional ways of accomplishing your goal(s). Your group may also help you refine your goal(s).

Identify the members of your Community of Support:

Select one goal that you will focus on within your Community of Support Team:

Describe the strategies for goal attainment discussed with your Community of Support:

Provide the rationale for adopting these ideas/strategies for achieving your goal.

Describe the outcome(s) you expect to achieve this year. How will you accomplish this goal, positively impacting student achievement?

Reflective Practice, Student Growth and Professional Growth Planning

Principal:		School:	
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Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E = Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
Standard 1: Mission, Vision, and Core Values 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	D	A	E	
2. Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.	I	D	A	E	
Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.	I	D	A	E	
Standard 4: Curriculum, Instruction, and Assessment 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	D	A	E	
Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E	
Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.	I	D	A	E	
Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.	I	D	A	E	
Standard 8: Meaningful Engagement of Families and Community 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	D	A	E	
Standard 9: Operations and Management Effective educational leaders manage district/school operations and resources to promote each student’s academic success and well-being.	I	D	A	E	
10. Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Self-Reflection complete this section at the beginning of the school year.*

Professional Growth Goal:		
<ul style="list-style-type: none">• What do I want to change about my practices that will effectively impact student learning?• How can I develop a plan of action to address my professional learning?• How will I know if I accomplished my objective?		
Standard Addressed	Growth Goal	Targeted Completion Date

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Goal

Mid-Year Reflection of Principal's Goals
(Describe mid-year goal progress and other relevant data.)
Mid-year review conducted on _____
Initials: _____
Principal Superintendent

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for each Professional Goal.

Date:	Goal 1
Date:	Goal 2
Date:	Goal 3

Next Steps:	
<i>Plan is: _____ Achieved _____ Continued _____ Revised</i>	
Administrator's Signature:	Date:
Superintendent's Signature	Date:

Site Visit Form	Date:
Rockcastle County Schools	Site Visit: Fall Spring

This form may be used by the evaluator in conducting the Principal Site Visit and Interview.



Professional Growth Plan Guiding Questions:

- What actions have you taken towards meeting your PGP Goal?
- How have your actions impacted your school/department and/or your practice?
- What support do you need?
- What area would you consider your biggest strength?
- How would you like to continue growing for the 2nd part of the school year?
- What professional practices have had the most influence on your ability to support your students to achieve growth?

STANDARD 1. MISSION, VISION, AND CORE VALUES

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.

Effective leaders:

- a)** Develop an educational mission for the school to promote the academic success and well-being of each student.
- b)** In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c)** Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d)** Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e)** Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f)** Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g)** Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Suggested Guiding Questions:

- How do you articulate the vision and mission of your school so that it is understood?
- How will you celebrate short-term wins?
- What is the goal setting process in your school?
- How has your school community helped you to determine these goals?
- What opportunities have you used to engage your teachers in collaboration relative to vision, mission, and strategic goals?

Evidence requested by the evaluator or provided by the principal:

Evaluator's Feedback:

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a)** Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b)** Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c)** Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d)** Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e)** Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f)** Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Suggested Guiding Questions/Prompts

- Please give an example of a way in which you have demonstrated professionalism.
- How do you communicate professional beliefs and values to stakeholders?
- How do you lead through communication with your staff?
- How do you promote and ensure that your staff is following your professional lead and directives?

Evidence requested by the evaluator or provided by the principal:

Evaluator's Feedback:

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a)** Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b)** Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c)** Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d)** Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e)** Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f)** Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g)** Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h)** Address matters of equity and cultural responsiveness in all aspects of leadership.

Suggested Guiding Questions/Prompts:

- What would be helpful for me to know about your student population?
- What steps do you have in place to ensure that all students in your school are treated fairly, respectfully, and with an understanding of their culture and home situation?
- What strategies do you use to nurture and sustain a climate of trust in your school?

Evidence requested by the evaluator or provided by the principal:

Evaluator's Feedback:

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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.

Effective leaders:

- a)** Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b)** Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c)** Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d)** Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e)** Promote the effective use of technology in the service of teaching and learning.
- f)** Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g)** Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Suggested Guiding Questions/Prompts:

- Describe any innovative and effective instructional initiatives you are doing or have done this year.
- How are you monitoring and holding teachers accountable for the delivery of high quality instruction?
- How have you helped your teachers to become more effective instructors?
- What is your greatest barrier to increased student achievement and what efforts are you making to address the barriers?
- How are you helping your teachers to be experts in the curriculum?
- How are you ensuring that your teachers are effectively implementing Google Classroom for ensure teaching and learning are taking place at a high level?

Evidence requested by the evaluator or provided by the principal:

Evaluator’s Feedback:

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a)** Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- b)** Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c)** Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d)** Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e)** Cultivate and reinforce student engagement in school and positive student conduct.
- f)** Infuse the school's learning environment with the cultures and languages of the school's community.

Suggested Guiding Questions/Prompts:

Evidence requested by the evaluator or provided by the principal:

Evaluator's Feedback:

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a)** Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b)** Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c)** Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d)** Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e)** Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f)** Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g)** Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h)** Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i)** Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Suggested Guiding Questions/Prompts:

- How do you ensure that curriculum standards are taught and mastered by students?
- How do you monitor teachers' performance and provide constructive feedback to them?
- How have you strived to improve the teachers' effective instructional practices this school year?
- How are you using PLC meetings to improve instructional outcomes

Evidence requested by the evaluator or provided by the principal:

Evaluator's Feedback:

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Effective leaders:

- a)** Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b)** Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c)** Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d)** Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
- e)** Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f)** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g)** Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h)** Encourage faculty-initiated improvement of programs and practices.

Suggested Guiding Questions/Prompts:

- How are you monitoring that teachers are ensuring that students’ academic, emotional, social, and physical needs are met?
- How are you encouraging and promoting professional growth among your staff?
- How are you creating a workplace environment that fosters professional learning?
- What are you doing to support your teachers and staff in becoming more instructionally effective?

Evidence Requested by the evaluator or provided by the principal:

Evaluator’s Feedback:

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

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.

Effective leaders:

- a)** Are approachable, accessible, and welcoming to families and members of the community.
- b)** Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c)** Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d)** Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e)** Create means for the school community to partner with families to support student learning in and out of school.
- f)** Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g)** Develop and provide the school as a resource for families and the community.
- h)** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i)** Advocate publicly for the needs and priorities of students, families, and the community.
- j)** Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Suggested Guiding Questions/Prompts:

Evidence requested by the evaluator or provided by the principal:

Evaluator’s Feedback:

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

Effective leaders:

- a)** Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b)** Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- c)** Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d)** Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e)** Protect teachers’ and other staff members’ work and learning from disruption.
- f)** Employ technology to improve the quality and efficiency of operations and management.
- g)** Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h)** Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i)** Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j)** Develop and manage productive relationships with the central office and school board.
- k)** Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l)** Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

Suggested Guiding Questions/Prompts:

Evidence requested by the evaluator or provided by the principal:

Evaluator’s Feedback:

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

Effective leaders:

- a)** Seek to make school more effective for each student, teachers and staff, families, and the community.
- b)** Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c)** Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d)** Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e)** Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f)** Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g)** Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h)** Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i)** Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j)** Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Suggested Guiding Questions/Prompts:

- How are you ensuring that continuous improvement is taking place in your school?
- How are you monitoring school data to promote the PDSA model?
- How are you utilizing the PLC model to improve student learning?

Evidence requested by the evaluator or provided by the principal:

Evaluator’s Feedback:	
Evaluatee’s Signature:	Fall Date:
Evaluator’s Signature:	Fall Date:
Evaluatee’s Signature:	Spring Date:
Evaluator’s Signature:	Spring Date:

CODE OF ETHICS

704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

<u>To Students</u>	<u>To Parents</u>	<u>To Education Profession</u>
<ul style="list-style-type: none">▪ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.▪ Shall respect the constitutional rights of all students.▪ Shall take reasonable measures to protect the health, safety, and emotional well-being of students.▪ Shall not use professional relationships or authority with students for personal advantage.▪ Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.▪ Shall not knowingly make false or political malicious statements about students or colleagues.▪ Shall refrain from subjecting students to embarrassment or disparagement.▪ Shall not engage in any sexually related behavior with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.	<ul style="list-style-type: none">▪ Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.▪ Shall endeavor to understand the community cultures and diverse home environments of students.▪ Shall not knowingly distort or misrepresent facts concerning educational issues.▪ Shall distinguish between personal views and the views of the employing educational agency.▪ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.▪ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan activities.▪ Shall not accept gratuities, gifts, or favors that might impair professional judgment, and shall not offer any of these to obtain special advantage.	<ul style="list-style-type: none">▪ Shall exemplify behaviors that maintain the dignity and integrity of the profession.▪ Shall accord just and equitable treatment to all members.▪ Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.▪ Shall not use coercive means or give special treatment in order to influence professional decisions.▪ Shall apply for, accept, offer, or assign position or responsibility only on the basis of professional preparation and legal qualifications.▪ Shall not knowingly falsify or misrepresent records of facts to the educator's own qualifications or those of other professionals.