FORT THOMAS
INDEPENDENT SCHOOLS

Certified Personnel Evaluation Plan

Fort Thomas Board of Education

28 North Fort Thomas Avenue

Fort Thomas, Kentucky

Rich in Tradition Focused on the Future

Dr. Karen Cheser, Superintendent

Approved by the Fort Thomas Board of Education on July 13, 2020

Certified Evaluation Committee

Fort Thomas Independent School District

28 North Fort Thomas Avenue

Fort Thomas, KY 41075

Dr. Karen Cheser, Superintendent

Bill Bradford

District Evaluation Plan Contact

(859) 815-2012

Members of the 50/50 Evaluation Committee

Megan Boimann-Hennies, Teacher – Highlands High School

Bill Bradford, Assistant Superintendent for Teaching and Learning

Pam Brenner, Teacher – Moyer Elementary School

Ashley Dikeos, Principal – Johnson Elementary School

Keith Faust, Principal – Woodfill Elementary School

Emily Kelly, Teacher – Highlands Middle School

Jody Johnson, Chief Information Officer and Director of Technology

Sommer Rosa, Director of Exceptional Children and Early Childhood Education

Kim Schnier, Teacher – Johnson Elementary School

Eric Shufflebarger, Teacher – Highlands Middle School

Rich in Tradition; Focused on the Future

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

Assurances

The **FORT THOMAS INDEPENDENT SCHOOLS** *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**:
Megan Boimann-Hennies	Teacher – Highlands High School
Bill Bradford	Assistant Superintendent for Teaching and Learning
Pam Brenner	Teacher – Moyer Elementary School
Ashley Dikeos	Principal – Johnson Elementary School
Keith Faust	Principal – Woodfill Elementary School
Emily Kelly	Teacher – Highlands Middle School
Jody Johnson	Chief Information Officer and Director of Technology
Sommer Rosa	Director of Exceptional Children and Early Childhood Education
Kim Schnier	Teacher – Johnson Elementary School
Eric Shufflebarger	Teacher – Highlands Middle School

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 July 13, 2020.   (704 KAR 3:370)

Dr. Karen Cheser, Superintendent
Mrs. Karen Allen - Chairperson, Board of Education

Fort Thomas Independent Schools
PROFESSIONAL GROWTH AND EFFECTIVENESS EVALUATION SYSTEM OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, designed, developed, field tested and piloted a statewide Professional Growth and Effectiveness System (PGES), of which the Fort Thomas Independent Schools shall continue to implement as the official personnel appraisal system.

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an Evaluation Committee, for all certified employees below the level of District Superintendent, which in compliance with applicable statute and regulation. The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Fort Thomas Board of Education and the Kentucky Department of Education.

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel within the first thirty (30) days of reporting for employment for each school year.

The Assistant Superintendent for Teaching and Learning shall serve as the District contact person responsible for monitoring evaluation training and implementing the Professional Growth and Effectiveness System.

Purpose
According to board policy 03.18, purposes of the evaluation system shall be to:

- Improve instruction
- Provide a measure of performance accountability
- Foster professional growth
- Support individual personnel decisions

Notification

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

Observer Certification
To ensure consistency of observations, all evaluators must complete initial certified evaluation training and testing provided by KDE or an approved provider for an evaluator who is observing teachers for the purpose of evaluation. On an annual basis, all evaluators who are observing teachers for the purpose of evaluation must complete a minimum of six (6) hours of EILA-approved personnel evaluation system training.

Evaluators

Evaluators will meet CEP requirements prior to conducting a formative or summative evaluation. The immediate supervisor of the evaluatee shall be designated as the primary evaluator. Non-tenured teachers will be evaluated yearly and tenured teachers and other professionals will be evaluated at least every three years following the requirements of the PGES system.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the PPGES system.

The superintendent will be evaluated annually by the local school board.

Certified Employees

Evaluators shall review the evaluation process and instruments within the end of the first month of reporting for employment for each school year.

All evaluations will be completed on board-approved forms, and in district approved platform where appropriate, and will become part of the official personnel file of the employee.

The evaluatee will be given the opportunity to respond to the evaluation in writing. Any such documentation shall be included in the official personnel record.

Each evaluatee will be provided a written copy of his/her evaluation for his/her personal records.

Specific Procedure for Conducting Evaluations

All monitoring or observation of performance of a certified school employee shall be conducted openly. The employee will be informed of data collected through observation or other technique. All evaluations must be on forms approved by the Board of Education (included in this manual).

Corrective Action Plan

A plan developed by either the certified staff member and/or the supervisor for changes in behavior either during the summative conference or when an immediate change in behavior by the certified staff member is needed.

It is important to note that the Corrective Action Plan may be initiated by the evaluator or supervisor at any point when a change in behavior is required, even if the certified staff member is not currently in the evaluation cycle.

A Corrective Action Plan must be developed whenever the evaluatee receives an "Ineffective" on the Summative Evaluation. All Corrective Action Plans become a part of the employee's personnel records.

Appeals/Hearings

Evaluation Appeals Panel

An Evaluation Appeals Panel shall be established in accordance with KRS Chapter 156.

Panel Members and Alternates

Under procedures developed by the evaluation committee, a three (3) member panel shall be established to hear certified staff appeals from summative evaluations as required by law.

The duties of the evaluations appeals panel shall be limited to reviewing the summative evaluation of any certified employee who receives an "Ineffective" on a majority of the performance standards.

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All regular panel members and alternates shall be certified employees of the District at the time of appointment or election and during their term of office.

Panel members and their alternates shall serve without compensation. The terms of panel members and their alternates shall be for five (5) years and run from July 1 to June 30. Members may be reappointed or re-elected. The chairperson of the panel shall be elected by the three (3) panel members at the first meeting of the panel. Should it become necessary for the chairperson to be represented by an alternate, the three (3) panel members shall elect a temporary chairperson to serve until the regular chairperson is eligible to resume that role.

Alternates shall serve when:

1. a panel member is ill
2. a panel member is appealing to the panel
3. a member of the panel member's immediate family (defined as father, mother, brother, sister, husband, wife, son daughter, uncle, aunt, nephew, niece, grandparent and corresponding in-laws) is appealing to the panel
4. a panel member was the evaluator of the appellant.

Appeals

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel within five (5) working days of receipt of the summative evaluation. Appeals submitted after the 5-day deadline shall be considered untimely and shall not be reviewed.

Appeals shall be conducted 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. Both parties shall be provided an opportunity to review all documentation five (5) days prior to the hearing. 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 shall not be carried away from the established meeting by either parties involved or the panel members.
2. Arrangements shall be made for the panel to meet to review pertinent documents after the regular school day. The panel shall be permitted to use school facilities and equipment needed to implement its duties.
3. 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.

4. 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.
5. A chosen representative may be present during the hearing to represent either or both parties.
6. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and a chosen representative will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Hearings

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, followed by the evaluator.
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the panel will make closing remarks.
7. 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
   d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file
   e. Holding a hearing before the Board of Education
8. The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator and the Superintendent within ten (10) working days from the date an appeal is received. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Superintendent or Board decision, as applicable, the Panel's recommendation 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.
11. The Panel's decision may be appealed to the Kentucky Department of Education.
12. Neither a panel member nor an alternate may hear an appeal filed by his/her immediate supervisor.

Confidentiality of Records

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

Accessibility

Evaluation records will be accessible only to:

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

Professional Growth and Effectiveness System

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
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. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
    b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
13. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
14. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
18. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
19. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
20. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

21. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.

22. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

23. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

24. **Overall performance category:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.

25. **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.

26. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

27. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.

28. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).

29. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

30. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

SECTION 1-TEACHER

Professional Growth and Effectiveness System-Certified Teacher

The vision for the Professional Growth and Effectiveness System is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Components of Evaluation System-Overview and Summative Model

There are neither numbers nor percentages that dictate ratings on domains and overall performance category for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgment based on this evidence when evaluating an educator. The role of evidence and professional judgment in the determination of ratings on domains and an overall rating is paramount in this process.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework. The four domains are:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

For Teachers, the Kentucky Framework for Teaching will serve as the primary performance criteria. The measure for planning is Domain 1: Planning and Preparation; the measure for environment is Domain 2: Classroom Environment; the measure for instruction is Domain 3: Instruction; and, the measure for professionalism is Domain 4: Professional Responsibilities.

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 consider 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
- Student Voice

All components and sources of evidence related supporting an educator's professional practice will be completed and recorded in the district approved platform.

Professional Practice

Professional Growth Planning and Self-Reflection

TPGES Overview	
Evaluation Activity	**Timeline**
Explanation and Review of Certified Evaluation Process with Administration and Staff	**Must occur within the first thirty (30) calendar days of reporting to work each school year**
Self-Reflection Professional Growth Plan	• All teachers reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. • **On or before September 15**: All teachers complete the self-reflection process in the district approved platform. • **On or before October 31st**: All teachers, in collaboration with the primary evaluator, create a professional growth goal in the district approved platform.
First Observation Window	**Begins the day after the evaluation process has been explained to certified personnel and concludes the last instructional day of the first semester** • Non-Tenured Teacher and Tenured Teacher in summative evaluation year: Two (2) mini observations completed (by evaluator and/or peer) • Ongoing self-reflection by teacher
Second Observation Window	**Begins five (5) school days after the start of the second semester and ends April 30** • Non-Tenured Teacher and Tenured Teacher in Summative Year: One (1) Mini Observation by evaluator or peer and One (1) Full Observation by the evaluator • Ongoing self-reflection by teacher
Student Voice Surveys	**March: During Approved Window** • The results of the survey will be included as a source of data to inform each teacher's overall performance category
Non-Tenured Summative Evaluation Completed	**On or before April 30th**
Non-Tenured Summative Evaluations to District Contact Person	**On or before May 1st**
Tenured Summative Evaluation Completed	**On or before May 15th**
Tenured Summative Evaluations to District Contact Person	**On or before May 16th**
Summative Evaluation Appeal	**Within 5 working days of the summative conference**
Summative Self-Reflection Professional Growth Plan Review	• Completed by the summative conference • Teachers not on a summative year will meet with primary evaluator by **May 22nd**
Corrective Action Plan	**As Needed Throughout the Process**

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

Reflective practices and professional growth planning are iterative processes.   The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional

growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps. All teachers will participate in self-reflection and professional growth planning each year.

- All teachers will document self-reflection in the district approved platform on or before September 15.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Teachers in their summative year will continuously self-reflect.
- Professional growth plans shall be completed in the district approved platform on or before October 31 of each school year and approved annually by the primary evaluator.
- Professional growth plans shall be aligned with the school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a teacher's summative conference or by May 22 if the teachers are not in their summative year.

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

- Observations will be documented in the district approved platform.
- Observations will take place for tenured teachers in their summative cycle every three years unless overall performance categories dictate otherwise.
- Observations for non-tenured teachers shall occur every year.
- If an employee is not present 60 consecutive school days, the CEP may be modified. In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine an appropriate observation schedule.

Observation Model

The observation model must fulfill the following minimum criteria:
- All required observations, including the peer observation, will take place during the summative year.
- Four (4) observations in the summative school year. A minimum of 3 observations will be conducted by the supervisor and 1 observation conducted by the peer.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in district approved platform.

Observers will conduct three mini observations of a minimum of at least 20 minutes. 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 observation.

If requested by the teacher, observations by another administrator who has been trained in the state-approved certification program will be provided. The selection of the third-party observer will, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

Observation Conferencing (Applies to Both Evaluator and Peer Observations)

- Lesson plans shall be submitted in district approved platform at least 24 hours prior to a scheduled observation.
- Pre-conferences shall occur no later than the school day prior to the scheduled observation.
- Pre-conferences may be conducted electronically or in-person at the discretion of the evaluator for both mini and full observations.
- Post-observation conferences will be conducted in a face-to-face setting within five (5) working days after the observation has been completed. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

TPGES Observation Model and Schedule		
(All observations, including the required peer observation, will be completed during the summative year)		
Windows	**Tenured** (Summative Year, or Overall performance category warrants Summative)	**Non-Tenured**
1st Window- Immediately after evaluation process has been explained through end of first semester	Two Mini Observations (Two by administrator or one by administrator and one by peer)	Two Mini Observations (Two by administrator or one by administrator and one by peer)
2nd Window-5 days after beginning of 2nd semester through April 30	Mini Observation by Administrator and/or Peer; Full Observation by Administrator	Mini Observation by Administrator and/or Peer; Full Observation by Administrator

Peer Observation

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will

peer observation data be shared with anyone other than the observee unless specific permission has been granted by the teacher being observed. All teachers will receive a peer observation in their summative year and all required peer observations must be documented in the district approved platform.

Peer Observers		
Selection Of:	**Training:**	**Assignment:**
1. School administration will be responsible for selecting peer observers annually.	1. Peer observers are to complete the district or state developed training prior to completing any peer observations. 2. The district will be responsible for assuring training of all peer observers as required. 3. All peer observers must be trained once every three years. 4. Certificates documenting completions of all trainings will be kept on file in the central office.	School administration will be responsible for assigning a peer observer to each evaluatee.

Student Voice

The Student Voice Survey is a confidential survey that collects student feedback on specific aspects of the classroom experience and teaching practice.

Student Voice Survey

- The district student voice survey point of contact will be the Assistant Superintendent for Teaching and Learning.
- The principal will determine sections of students who will participate in the survey, as well as the time of day the survey will be administered.
- Timeline for completion: Survey will be conducted during the district-approved window(s) in the CEP.

Required:	Administration:	Results:	Student Selection:
All teachers of grades 3-12 will participate in the district-approved Student Voice Survey annually. All teachers and appropriate administrative staff, will read, understand, and sign the district's Student voice Ethics Statement.	The Student Voice Survey will be administered between the hours of 7AM and 5 PM local time. The survey will be administered in the school. To ensure equal access to all students, appropriate accommodations will be made for students with an IEP, 504 plan, or other situations as deemed necessary by administration. The teacher being surveyed may not be in the room when the students are completing the survey.	Results will be used to inform Professional Practice. Formative years' data will be used to inform Professional Practice in the summative year.	Self-contained classroom: All students in the self-contained classroom will take the survey. Content Teachers (Reading, math, writing, social studies, science): One class period (consistent across the school) will take the student voice survey. Special Area Teachers (Art, Music, Library, Computer, etc.): One class or class period (consistent across the school) will take the student voice survey. Special Education Teachers: • Resource – All students, with the exception of FMD students, will complete the student voice survey. • Collaborative – One class will take the student voice survey.

The 50/50 Evaluation Committee will reconstruct a district-approved Student Voice Survey and it will be shared with all teachers of grades 3-12 in advance of the district-approved window(s) in the CEP.

Determining the Overall performance category

Supervisors are responsible for determining an Overall performance category for each teacher at the conclusion of their summative evaluation year. The Overall performance category is informed by the educator's ratings on professional practice and supporting evidence. The evaluator determines the Overall performance category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held.
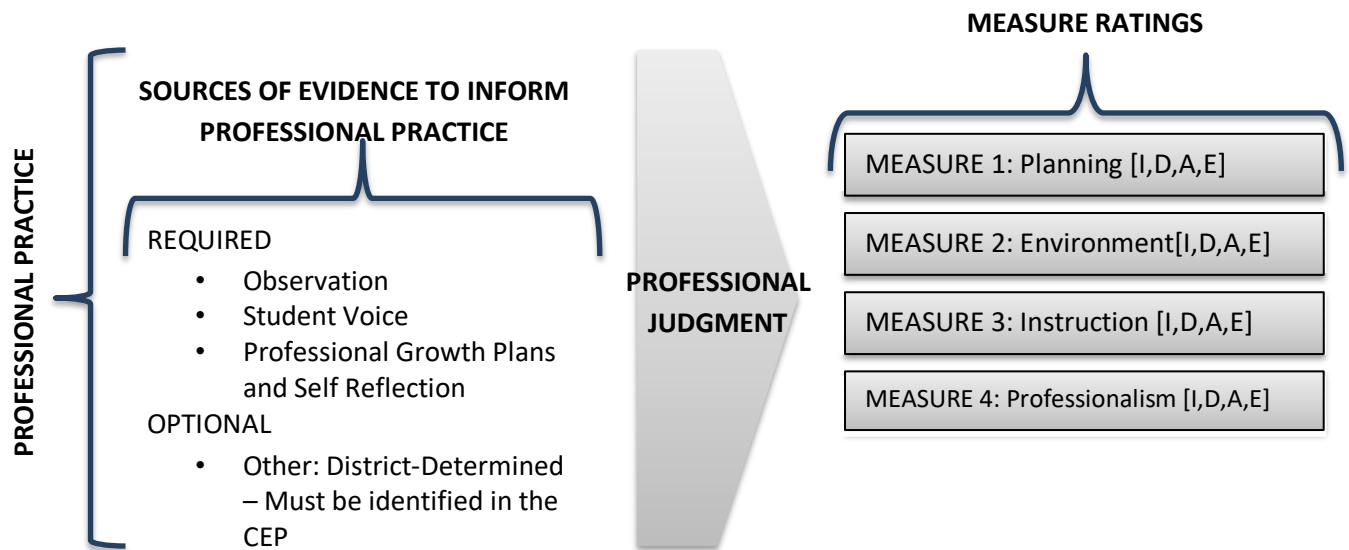
An educator's Overall performance category is determined by the following steps:

1. Determine the individual ratings for each of the four performance measures through the use of sources of evidence and professional judgment.

2. Apply Decisions Rules for determining an educator's Professional Practice.

Rating Professional Practice

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. A summative rating for each measure will be recorded in DISTRICT-APPROVED PLATFORM.

MEASURE RATINGS

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED
- Observation
- Student Voice
- Professional Growth Plans and Self Reflection

OPTIONAL
- Other: District-Determined – Must be identified in the CEP

PROFESSIONAL JUDGMENT

MEASURE 1: Planning [I,D,A,E]

MEASURE 2: Environment[I,D,A,E]

MEASURE 3: Instruction [I,D,A,E]

MEASURE 4: Professionalism [I,D,A,E]

Products of Practice/Other Sources of Evidence

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

Other sources of evidence that can be used to support educator practice:
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student data records
- ☐ student work
- ☐ student formative and/or summative course evaluations/feedback
- ☐ minutes from PLCs
- ☐ teacher reflections and/or self-reflections
- ☐ teacher interviews
- ☐ teacher committee or team contributions
- ☐ parent engagement surveys
- ☐ action research
- ☐ records of student and/or teacher attendance
- ☐ video lessons
- ☐ engagement in professional organizations

Decision Rules for Determining Overall performance category

CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY	
IF…	THEN…
Measures 2 and 3 are rated INEFFECTIVE	Overall performance category shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Overall performance category shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Overall performance category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Overall performance category shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Overall performance category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Overall performance category shall be EXEMPLARY

Evaluator will use professional judgment to make final rating determination

Professional Growth Plan and Summative Cycle

The Overall Performance Category, in combination with trends of multiple measures of student growth, will be used to determine the educator's summative cycle and growth plan.

NON-TENURED TEACHERS

- Non-tenured teachers shall be evaluated annually.
- Non-tenured teachers shall have a yearly Professional Growth Plan; growth plan activities shall be designed by the evaluatee with evaluator input.

TENURED TEACHERS

Based on the overall performance category, supervisors shall assist tenured teachers to determine the type of Professional Growth Plan and the length of the summative cycle.

Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" domain rating in the evaluation plan cycle or any time an immediate change is required in teacher behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective teacher practices through objectives, procedures, and activities (including support personnel), appraisal methods, and target dates for completion. See "Forms" section of the CEP for more details.

Summative Evaluation Appeal

Any certified employee who feels he/she was not fairly evaluated on the summative evaluation based on the District's criteria may appeal to the Evaluation Appeals Committee. The completed form shall be completed, signed, dated and submitted to the primary evaluator within five (5) working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified evaluation contact within 2 working days of the response. The Summative Evaluation Appeal form is located in the "Forms" section of the CEP.

TPGES FORMS

PGP ACTION PLAN

Teacher: _____   **School Year:** _____

PROFESSIONAL GROWTH GOAL:

_____

_____

_____

What do I want to change?	How can I develop a plan of action?		How will I know if I accomplished my objective?
Activities	**Materials/Resources**	**Target Date:**	**How has student achievement been impacted?**

_____   _____
Evaluator Signature & Date   Evaluatee Signature & Date

Fort Thomas Independent Schools
PRE-OBSERVATION FORM

Teacher	
School	
Grade Level/Subject(s)	
Number of Students	
Date/Time of Observation	
Observer	
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?	

FORT THOMAS INDEPENDENT SCHOOLS
Lesson Plan Format for Observations

Teacher		Date	
Class		Grade	
Lesson Topic		# of IEPs	

A. Where the lesson is in the sequence of the unit? (What happened before, what happens next?)

B. What are the essential questions? (How will you help students reach answers to these questions during the lesson?)

C. What specific links are there to the following curriculum documents:

1. District Curriculum Guide (please cite specific unit, content, etc.)

2. Kentucky Core Academic Standards or Core Content for Assessment

D. How do you plan to check for understanding?

E. How do you plan to assess students' understanding of the content or skills? (Please include the assessment you plan to use.)
⌐ Writing Portfolio Activities   ⌐ Open Response Questions   ⌐ Traditional Form   ⌐ Culminating Performance

F. What is the lesson sequence? What are you doing? More importantly, what are the students doing? (Please list all the steps of the lesson in order, then specify which are teacher directed and which are student-centered.) Use back of sheet.

Teacher Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

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

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Domain 1: Planning & Preparation Component:	Rating:				Evidence:
1A – Knowledge of content and pedagogy	I	D	A	E	
1B – Demonstrating knowledge of students	I	D	A	E	
1C – Setting instructional outcomes	I	D	A	E	
1D – Demonstrating knowledge of resources	I	D	A	E	
1E – Designing coherent instruction	I	D	A	E	
1F – Designing student assessments	I	D	A	E	

Domain 2: Classroom Environment

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	

Domain 3: Instruction

3A – Communicating with students	I	D	A	E	
3B – Questioning and discussion techniques	I	D	A	E	
3C – Engaging students in learning	I	D	A	E	
3D – Using assessment in instruction	I	D	A	E	
3E – Demonstrating flexibility and Responsiveness	I	D	A	E	

Domain 4: Professional Responsibilities

4A – Reflecting on teaching	I	D	A	E	
4B – Maintaining accurate records	I	D	A	E	
4C – Communicating with families	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Growing and developing professionally	I	D	A	E	
4F – Showing professionalism	I	D	A	E	

Check those that apply:

	Observation Window 1		Full Observation		Tenured Teacher
	Observation Window 2		Mini-Observation		Non-Tenured Teacher
	Observation Window 3				
	Observation Window 4				

Comments

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

_____ _____

Evaluatee's Signature   Date   Evaluator's Signature   Date

Fort Thomas Independent Schools Post-Observation Form

Interview Protocol for Planning in the Framework

Teacher	
School	
Grade Level/Subject(s)	
Number of Students	
Date/Time of Observation	
Observer	

1. In general, how successful was the lesson? Did the student learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your lesson plan? If so, how, and why?

5. Comment on the different aspects of your instructional delivery (e.g. activities, grouping of students, material, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

7. Is there anything you would like to specifically note about the lesson?

Fort Thomas Independent Schools TPGES Summative Conference Form

Tenured

Non-Tenured

Evaluatee: _____ **School:** _____

Evaluator: _____ **Position:** _____

Grade/ Content Area: _____

FORMATIVE OBSERVATION		Pre-Observation* Date	Observation Date	Post Observation Date
Administrator	Mini			

_____ _____   _____ _____
Evaluatee Signature   *Date*   *Evaluator Signature*   *Date*

FORMATIVE OBSERVATION		Pre-Observation* Date	Observation Date	Post Observation Date
Administrator Peer	Mini			

_____ _____   _____ _____
Evaluatee Signature   *Date*   *Evaluator Signature*   *Date*

FORMATIVE OBSERVATION		Pre-Observation* Date	Observation Date	Post Observation Date
Administrator Peer	Mini			

_____ _____   _____ _____
Evaluatee Signature   *Date*   *Evaluator Signature*   *Date*

FORMATIVE OBSERVATION		Pre-Observation* Date	Observation Date	Post Observation Date
Administrator	Full			

_____ _____   _____ _____
Evaluatee Signature   *Date*   *Evaluator Signature*   *Date*

Performance measures:

Professional Practice	Exemplary	Accomplished	Developing	Ineffective
Measure 1:				
Measure 2:				
Measure 3:				
Measure 4:				

CRITERIA FOR DETERMINING TEACHER'S OVERALL PERFORMANCE CATEGORY	
IF…	THEN…
Measures 2 AND 3 are rated INEFFECTIVE	Overall performance category shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Overall performance category shall be DEVELOPING OR INEFFECTVE
Measures 1 OR 4 are rated INEFFECTIVE	Overall performance category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Overall performance category shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Overall performance category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Overall performance category shall be EXEMPLARY

Overall performance category:	Exemplary	Accomplished	Developing	Ineffective

Evaluatee's Comments:
_____
_____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____
_____
_____

_____   _____
Evaluatee Signature   *Date*   *Evaluator Signature*   *Date*

Evaluatee_____   School Year_____

SUMMATIVE EVALUATION

Overall Performance Category

Overall performance category: (Circle One)	Exemplary	Accomplished	Developing	Ineffective

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

Evaluatee: **Agrees with this summative evaluation**   **Disagrees with this summative evaluation**

Evaluatee's Comments: _____

_____

_____

Evaluator's Comments: _____

_____

_____

_____

Evaluatee Signature   *Date*

_____

Evaluator Signature   *Date*

Opportunities for the appeal processes (local and state) are a part of the Fort Thomas Independent Schools Evaluation Plan.

Employment Recommendation to Central Office:

_____Recommended for re-employment

_____Not recommended for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames.

Evaluation Appeal Form for Teachers

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

Employee's Name   -

_____

Home Address

_____

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____   Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

_____   _____

Employee's Signature   ***Date***

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an "ineffective" rating on any one **Domain** or when an immediate change in behavior or practice is needed. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the domain(s) or behavior or practice. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. **Domain Number/Immediate Change in Behavior or Practice**

    Identify the specific component(s) that has an "ineffective" rating assigned, or indicate the immediate change required in behavior or practice.

2. **Objectives**

Objectives must address the specific domain(s) rated as "ineffective" or the immediate change in behavior or practice. The evaluatee and evaluator work closely to correct the identified weaknesses.

3. **Strategies**

Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.

4. **Assessment Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

5. **Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee.**

FORT THOMAS INDEPENDENT SCHOOLS
Corrective Action Plan

Name: _____   Date: _____

Area of Concern	Growth Objective(s)/Goal(s) (Describe desired outcomes)	Procedure and Activities for Achieving Goal(s)/Objectives(s) (including support personnel)	Appraisal Method and Target Dates

*Add additional pages if needed

Date of Expected Correction: _____Immediate   _____Within 30 days   _____Other (specify below)

Corrective Action Plan Developed: Corrective Action Plan Reviewed:

Status: _____ MET   _____NOT MET

_____   _____
Evaluatee's Signature   Date   Evaluatee's Signature   Date

_____   _____
Evaluator's Signature   Date   Evaluator's Signature   Date

SECTION 2-OPGES

(Other Professionals identified as: Library Media Specialist, Speech Therapist, School Counselor, Instructional Coaches, and School Psychologists)

Other Professional Growth and Effectiveness System

Other professionals are an essential part of the educational process. The goals of PGES are for every student to be taught by an effective educator. OPGES is a portion of the PGES system designed for other professionals who have a nontraditional educational setting.

The Kentucky Framework for Other Professionals

The Frameworks for Teaching for Other Professionals are research-based sets of components of instruction that are grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

- Domain 1: Planning and Preparation
- Domain 2: The Environment
- Domain 3: Instruction/Delivery of Service
- Domain 4: Professional Responsibilities

Frameworks for Teaching for Other Professionals are designed for the unique professional responsibilities of these specialists.

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

For Library Media Specialists Speech Therapists, Instructional Coaches, and School Psychologists, The Kentucky Framework for Teaching- Specialists Frameworks will serve as the primary performance criteria. The measure for planning is Domain 1: Planning and Preparation; the measure for environment is Domain 2: The Environment; the measure for instruction is Domain 3: Instruction/Delivery of Service; and, the measure for professionalism is Domain 4: Professional Responsibilities.

For School Counselors, the evaluation criteria are the Kentucky Standards of Practice for School Counselors. The measure for professional identity and responsibility is Doman 1: Planning and Preparation; the measure for program implementation is Domain 2: The Environment; the measure for program reflection and self-assessment is Domain 3: Instruction/Delivery of Service; and, the measure for leadership and advocacy is Domain 4: Professional Responsibilities.

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 consider 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
- Student Voice
-

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and recorded in the district approved platform.

OPGES Overview	
Evaluation Activity	**Timeline**
Explanation and Review of Certified Evaluation Process with Administration and Staff	**Must occur within the first thirty (30) calendar days of reporting to work each school year**
Self-Reflection Professional Growth Plan	• Professional reflects on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. • **On or before September 15**: Professionals complete the self-reflection process in the district approved platform. • **On or before October 31st**: Professionals, in collaboration with the primary evaluator, create a professional growth goal in the district approved platform.
First Observation Window	**Begins the day after the evaluation process has been explained to certified personnel and concludes the last instructional day of the first semester** • Refer to chart on page 60.
Second Observation Window	**Begins five (5) school days after the start of the second semester and ends April 30** • Refer to chart on page 60.
Student Voice Surveys	**During Approved Window** • The results of the survey will be included as a source of data to inform each teacher's overall performance category
Non-Tenured Summative Evaluation Completed	**On or before April 30th**
Non-Tenured Summative Evaluations to District Contact Person	**On or before May 1st**
Tenured Summative Evaluation Completed	**On or before May 15th**
Tenured Summative Evaluations to District Contact Person	**On or before May 16th**
Summative Evaluation Appeal	**Within 5 working days of the summative conference**
Summative Self-Reflection Professional Growth Plan Review	• Completed by the summative conference • Teachers not on a summative year will meet with primary evaluator by **May 22nd**
Corrective Action Plan	**As Needed Throughout the Process**

Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the primary evaluator, professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

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

- Other Professionals shall complete the self-reflection in the district approved platform on or before September 15 of each school year.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Other Professionals in their summative cycle will continuously self-reflect.
- Professional Growth Plans shall be completed in the district approved platform on or before October 31 of each school year and approved annually by the primary evaluator.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a professional's summative conference or by May 22 if the professional is not in their summative year. The summative conference will be documented in the district approved platform and on the district-approved summative evaluation form.

Observation/Workplace Visit

Observation is one source of evidence that contributes to an educator's Overall performance category. For some categories of Other Professionals, observations may look more like a workplace visit to meet the confidentiality needs of their work. All observations will include a post-observation conference where Other Professionals and primary evaluators will have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching-Specialist Frameworks. The power of observation lies in its ability to provide feedback and analytical reflection necessary for Other Professionals to make intentional changes to their professional practices.

- All observations must be documented in the district approved platform.
- If an employee is not present 60 consecutive school days, the CEP may be modified. In the event of a late hire, the primary evaluator will consult with the district certified evaluation plan contact to determine the observation schedule.
- All observations must be scheduled and announced.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

Observation Conferencing

- Lesson plans (if applicable) shall be submitted in the district approved platform at least 24 hours prior to a scheduled observation.
- Pre-conferences shall occur no later than the school day prior to the scheduled observation.
- Pre-conferences may be conducted electronically or in-person at the discretion of the evaluator for both mini and full observations.
- Post-observation conferences will be conducted in a face-to-face setting within five (5) working days after the observation has been completed. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

OPGES Observation Model and Schedule (All observations, including the required peer observation, will be completed during the summative year)		
Windows	**Tenured LMS, Speech Therapists, School Counselors, and School Psychologists** (Summative Year, or Overall performance category warrants Summative)	**Non-Tenured LMS, Speech Therapists, School Counselors, and School Psychologists**
1st Window- Immediately after evaluation process has been explained through end of first semester	Two Mini Observations (Two by administrator or one by administrator and one by peer)	Two Mini Observations (Two by administrator or one by administrator and one by peer)
2nd Window-5 days after beginning of 2nd semester through April 30	Mini Observation by Administrator and/or Peer; Full Observation by Administrator	Mini Observation by Administrator and/or Peer; Full Observation by Administrator

Observer Certification and Calibration

To ensure consistency of observations, evaluators must complete initial certified evaluation training and testing provided by KDE or an approved provider for an evaluator who is observing teachers for the purpose of evaluation. On an annual basis, an evaluator who is observing other professionals for the purpose of evaluation must complete a minimum of six (6) hours of EILA-approved personnel evaluation system training. Observers of Other Professionals should also review the Observation Guidance for Other Professionals document located on the Kentucky Department of Education Website. When observing Guidance Counselors, primary evaluators can also review the ASCA National Model, which provides resources for effective counseling programs.

Peer Observation

The purpose of Peer Observation is for Other Professionals to receive formative feedback from a peer to help improve their practice. The Peer Observation is only shared between the Other Professional and the peer and is an opportunity for teachers to engage in collegial conversations concerning pedagogical practice.

Other Professionals should guide the observation process. Empowering other professionals to share with peers their expectations from this partnership will allow peers to more effectively tailor their feedback.

A peer observer will not necessarily observe all four domains during the Peer Observation/Workplace Visit. As peer observation is for professional feedback only, no score is given, the teacher may guide the peer observer to 'look for' specific areas. Since only one peer observation is required, a peer observer very well may not see all four domains or even each component in one domain.

Peer Observers		
Selection Of:	**Training:**	**Assignment:**
1. School administration will be responsible for selecting peer observers annually.	1. Peer observers are to complete the district or state developed training prior to completing any peer observations. 2. The district will be responsible for assuring training of all peer observers as required. 3. All peer observers must be trained once every three years. 4. Certificates documenting completions of all trainings will be kept on file in the central office.	1. School administration will be responsible for assigning a peer observer to each evaluatee.

Student Voice

The Student Voice Survey is a classroom level reporting system used to provide formative feedback and evidence of effectiveness to classroom teachers and school administrators. Additionally, it is one source of evidence used to determine an educator's Overall performance category.

- All other professionals who work with grades 3-12 will participate in the student voice survey.
- No minimum number of students or minimum class sessions is needed to complete the student voice survey.
- Surveys are administered throughout the year as other professionals deliver services to students.
- Surveys are to be completed using the district determined platform.
- Results compiled and reported to the other professional during the summative evaluation conference.
- The district student voice survey point of contact is the Assistant Superintendent.

Determining the Overall performance category

Supervisors are responsible for determining an Overall performance category for each professional at the conclusion of their summative evaluation year. The Overall performance category is informed by the professional's ratings on professional practice. The evaluator determines the Overall performance category based on professional judgment informed by evidence that demonstrates the professional's performance against understanding of performance thresholds to which all professionals are held.

Rating Professional Practice

The Kentucky Frameworks for other professionals and the Kentucky Standards of Practice for School Counselors are critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual professional based on these concrete descriptions of practice.

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

- Evaluators will provide a summative rating for each measure based on evidence and professional judgment.
- Professionals may provide additional evidences to support assessment of their professional practice. These evidences should yield information related to the professional's practice within the domains. Examples include:
    - lesson plans

- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student feedback
- minutes from PLCs
- reflections and/or self-reflections
- committee or team contributions
- parent engagement surveys
- records of student and/or professional attendance
- video lessons
- engagement in professional organizations
- action research
- All ratings must be recorded in the district approved platform.
- Evaluators will apply state decision rules for determining a professional's professional practice. (See chart below.)

Decision Rules for Rating Overall Professional Practice

CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY	
IF…	THEN…
Measures 2 and 3 are rated INEFFECTIVE	Overall performance category shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Overall performance category shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Overall performance category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Overall performance category shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Overall performance category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Overall performance category shall be EXEMPLARY

Evaluator will use professional judgment to make final rating determination

Professional Growth Plan and Summative Cycle

The Overall Performance Category, in combination with trends of multiple measures of student growth, will be used to determine the educator's summative cycle and growth plan.

Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" domain rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. See Forms Section of the CEP for more details.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

OPGES FORMS

School Counselor Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Guidance Counselor: Click here to enter text.   **School:**   Click here to enter text.

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Component:	Rating:				Evidence:
1.1 - School counselors apply developmental, learning, counseling and education theories.	I	D	A	E	
1.2 - School counselors demonstrate understanding of educational systems, legal issues, policies, research and trends in education and seek to keep up with the trends through ongoing, relevant and high-quality professional learning and growth.	I	D	A	E	
1.3 - School counselors apply legal and ethical principles of the school counseling profession.	I	D	A	E	
1.4 - School counselors use the *Kentucky Framework of Best Practices for School Counselors* to inform the implementation of a comprehensive school counseling program.	I	D	A	E	
1.5 - School counselors apply the Kentucky Framework of Best Practices for School Counselors and the ASCA School Counselor Professional Standards & Competencies to carry out the relevant objectives of the comprehensive school counseling program mission.	I	D	A	E	

1.6 - School counselors demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.	I	D	A	E
1.7 - School counselors demonstrate advocacy in a comprehensive school counseling program.				
1.8 - School counselors create systemic change through the implementation of a comprehensive school counseling program.				
1.9 - School counselors demonstrate professionalism in their field and have a professional responsibility to colleagues, parents, community members and students.				

2.1 – School counselors design and implement instruction aligned to the *Kentucky Framework of Best Practices for School Counselors* in large group, classroom, small group and individual settings for all students.	I	D	A	E
2.2 - School counselors create school counseling program beliefs, vision and mission statements aligned with the school and district.	I	D	A	E
2.3 - School counselors provide appraisal and advisement in large group, classroom, small group and individual settings and monitor student performance and progress.	I	D	A	E
2.4 - School counselors provide short- term counseling in small group and individual settings.	I	D	A	E
2.5 - School counselors make referrals to appropriate school and community resources.	I	D	A	E
2.6 - School counselors consult and collaborate with families, teachers, administrators, other	I	D	A	E

school staff and education stakeholders for student achievement and success.					
2.7 - School counselors maintain records and submit them in a timely fashion.	I	D	A	E	
2.8 - School Counselors use assessment and testing to deliver effective services to students.	I	D	A	E	

3.1 – School counselors identify areas for improvement in attendance, discipline, opportunity and resources.	I	D	A	E	
3.2 - School counselors monitor the effectiveness of the school counseling program through reflection of practice.	I	D	A	E	
3.3 - School counselors use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	I	D	A	E	
3.4 - School counselors develop and implement action plans aligned with program goals and student data.	I	D	A	E	
3.5 - School counselors evaluate and report program results to the school community.	I	D	A	E	
3.6 - School counselors use time appropriately according to national and state recommendations and student/ school data.	I	D	A	E	
3.7 - School counselors establish agreement with the principal and other administrators about the comprehensive school counseling program.	I	D	A	E	
3.8 - School counselors establish and convene an advisory council for the comprehensive school counseling program.	I	D	A	E	
3.9 - School counselors use appropriate school counselor performance appraisal process.	I	D	A	E	

4.1 - School counselors demonstrate leadership through the development and implementation of a comprehensive school counseling program.	I	D	A	E
4.2 - School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.	I	D	A	E
4.3 - School counselors advocate on behalf of all students.	I	D	A	E
4.4 - School counselors advocate for their profession and the role that they play in fostering student success and well-being.	I	D	A	E
4.5 - School counselors demonstrate leadership in the use of interpersonal and organizational power.	I	D	A	E
4.6 - School counselors demonstrate leadership through their participation in a professional community.	I	D	A	E

Check those that apply

_____Observation Window 1   _____ Full Observation   _____Tenured

_____Observation Window 2

_____Observation Window 3   _____ Mini Observation   _____Non-tenured

_____Observation Window 4

Comments:

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

_____   _____

Evaluatee's Signature/Date   Evaluator's Signature/Date

Library Media Specialist Observation Instrument

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Library Media Specialist: Click here to enter text.   **School:**   Click here to enter text.

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Component:	Rating:				Evidence:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	

2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	

3A - Communicating Clearly and Accurately	I	D	A	E
3B - Using Questioning and Research Techniques	I	D	A	E
3C - Engaging Students in Learning	I	D	A	E
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E

4A - Reflecting on Practice	I	D	A	E
4B - Maintaining Accurate Records	I	D	A	E
4C - Communicating with School Staff and Community	I	D	A	E
4D - Participating in a Professional Community	I	D	A	E
4E - Growing and Developing Professionally	I	D	A	E
4F - Collection Development and Maintenance	I	D	A	E
4G - Managing the Library Budget	I	D	A	E
4H - Managing Personnel	I	D	A	E
4I - Professional ethics	I	D	A	E

Check those that apply

_____Observation Window 1   _____ Full Observation   _____Tenured

_____Observation Window 2

_____Observation Window 3   _____ Mini Observation   _____Non-tenured

_____Observation Window 4

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

_____   _____

Evaluatee's Signature   Date   Evaluator's Signature   Date

Speech Therapist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Therapeutic Specialist: Click here to enter text.   **School:**   Click here to enter text.

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Component:	Rating:				Evidence:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C- Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
1D -Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F - Developing a plan to evaluate the therapy program	I	D	A	E	

2A – Establishing rapport with students	I	D	A	E	
2B - Organizing time effectively	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the treatment center	I	D	A	E	
2E - Organizing physical space for testing of students and providing therapy	I	D	A	E	

3A - Responding to referrals and evaluating student needs	I	D	A	E	
3B - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	

4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Check those that apply

_____Observation Window 1   _____ Full Observation   _____Tenured

_____Observation Window 2

_____Observation Window 3   _____ Mini Observation   _____Non-tenured

_____Observation Window 4

Comments:

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

_____   _____

Evaluatee's Signature   Date   Evaluator's Signature   Date

Instructional Coach Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Instructional Specialist: Click here to enter text.   **School:**   Click here to enter text.

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional Development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	

2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	

3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and Responsiveness	I	D	A	E	

4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and Reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Check those that apply

_____Observation Window 1   _____ Full Observation   _____Tenured
_____Observation Window 2
_____Observation Window 3   _____ Mini Observation   _____Non-tenured
_____Observation Window 4

Comments:

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

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

School Psychologist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

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

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Component:	Rating:				Evidence:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology Program	I	D	A	E	

2A- Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	

3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F- Demonstrating flexibility and responsiveness	I	D	A	E	

4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Check those that apply

_____Observation Window 1   _____ Full Observation   _____Tenured
_____Observation Window 2
_____Observation Window 3   _____ Mini Observation   _____Non-tenured
_____Observation Window 4

Comments:

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

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

Fort Thomas Independent Schools

Summative Evaluation
OPGES

Professional: School: Date:

Performance Categories for each Measure:

MEASURE	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1				
2				
3				
4				

Overall performance category:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY

Comments

_____ Re-employ (on limited contract)
_____ Re-employ (recommended for continuing contract-Tenure)
_____ Re-employ (currently holding a continuing contract)
_____ Re-employ (Place on Corrective Action Plan)
_____ Not recommended for re-employment

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

SECTION 3-PPGES

(For principals and assistant principals)

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

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

Principal Performance Standards

The Professional Standards for Educational Leaders provide guideposts so that the answers to these critical questions are a resounding "Yes!" Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They're designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as education, schools and society continue to transform.

STANDARD 1. MISSION, VISION, AND CORE VALUES

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

STANDARD 9. OPERATIONS AND MANAGEMENT

STANDARD 10. SCHOOL IMPROVEMENT

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

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also consider how principals

respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

PPGES Evaluation Activity	Timeline
Explanation and Review of Certified Evaluation Process with Administrators	• **Must occur within the first thirty (30) calendar days of reporting to work each school year**
Self-Reflection Professional Growth Plan	• Principals will reflect on his/her data from surveys, TELL, achievement data, non-academic measures, superintendent feedback, etc. prior to completion of PGP. • **On or before September 15**: All principals and assistant principals complete the self-reflection process in district-approved platform
TELL Working Conditions Goal	• **On or before October 31:** All principals, in collaboration with the Superintendent/designee, shall create a professional growth goal and one working conditions goal • Assistant principals will inherit the goals of the principal
First Site Visit/ Assistant Principal Observation Mid-Year Review of Goals	• **October 1 – January 30** The Superintendent/designee and principal will meet to review progress on both the TELL Working Conditions Goal and the Professional Growth Goal to provide systematic feedback.
Second Site Visit/ Assistant Principal Observation (if needed) End of Year Review of Goals	• **February 1-April 30** The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on TELL Working Conditions Goal and PGP progress will be discussed.
TELL Kentucky Survey	• TELL- administered during the required KDE window • Other survey administered during March in non-TELL survey years (every other year)
Summative Evaluation Completed	• **On or before May 15**
Corrective Action Plan	• **As needed throughout the process**

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Overall performance categories.

Professional Growth Planning and Self-Reflection – completed by principals and assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. Those being evaluated will meet with their primary evaluator to review self-reflection and goals. Principals and their primary evaluator will use the district-approved forms found in the "PPGES Forms" section to document the development, approval, and monitoring of their self-reflection and their professional growth goals.

In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.

If an employee is not present 60 consecutive school days, the CEP may be modified. In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine an appropriate observation schedule.

Site-Visits – completed by supervisor of principal

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

- Site-Visits are to be conducted at least twice each year by the Superintendent/designee (see chart for timeline).
- All principals will be evaluated every year.
- Site visits will be documented on district-approved forms.

Observations of Assistant Principals – completed by supervisor of assistant principal

Observations are a method by which the principal may gain insight into the assistant principal's practice in relation to the standards. During an observation, the principal will discuss various aspects of the job with the assistant principal.

- Observations are to be conducted at least once each year by the principal, but may be conducted twice if needed (see chart for timeline).
- All assistant principals will be evaluated every year.

Site Visit/Observation Conferencing

- A Mid-Year Review will take place after the first site visit/observation to discuss performance in relation to the standards and to review progress on the student growth plan and the professional growth plan. The Mid-Year Review is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to January 30th.

- An End-of-Year Review will take place after the second site visit/observation (if needed) to discuss performance in relation to the standards and to discuss progress made toward the student growth goal and the professional growth goal. The End-of-Year Review is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to April 30th. The end of year review may serve as the summative evaluation conference for principals and assistant principals.

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- The working conditions goal is developed following the completion of the TELL Kentucky Survey.
- Each principal is required to create one 2-year goal.
- Working conditions goals will be documented on district-approved forms.
- The principal, in collaboration with the Superintendent or designee, will establish a working conditions goal rubric to measure the outcome of the working conditions growth goal. A sample rubric is provided below:

Working Conditions Goal Rubric			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
The principal is more than -10% of the goal.	The principal is no more than -10% of the goal.	The principal achieves the expected outcome from the goal.	The principal exceeds the expected outcome from the goal.

Determining the Overall performance category

Superintendent/designee is responsible for determining an Overall performance category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice.

Rating Professional Practice

The Professional Standards for Educational Leaders stands as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Supervisors will organize and analyze evidence for each individual principal based on these performance standards.

For Principals and Assistant Principals, the Professional Standards for Educational Leaders. will serve as the primary performance criteria.

Supervisors and principals 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 standard.   All ratings will be recorded in the district-approved platform on or before May 15.

- Evaluators will place all final summative ratings in the district-approved platform.
- Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. Examples include:
    - SBDM Minutes
    - Faculty Meeting Agendas and Minutes
    - Department/Grade Level Agendas and Minutes
    - PLC Agendas and Minutes
    - Leadership Team Agendas and Minutes
    - Instructional Round/Walk-through documentation
    - Budgets
    - EILA/Professional Learning experience documentation
    - Surveys
    - Professional Organization memberships
    - Parent/Community engagement surveys
    - Parent/Community engagement events documentation
    - School schedules

Decision rules for determining a Principal's or Assistant Principal's Overall performance category:

1. Rate individual measures.

Measure 1: Planning	Standards 1, 8, 10
Measure 2: Environment	Standards 3, 5, 9
Measure 3: Instruction	Standards 4, 6
Measure 4: Professionalism	Standards 2, 7

2. Apply decision rules to determine an overall performance category.

CRITERIA FOR DETERMINING A PRINCIPAL'S OR ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE CATEGORY	
IF…	THEN…
At least three (3) measures are rated as EXEMPLARY and no measure is rated below ACCOMPLISHED	Overall performance category shall be EXEMPLARY
At least three (3) measures are rated as ACCOMPLISHED and no measure is rated below DEVELOPING	Overall performance category shall be ACCOMPLISHED
At least two (2) measures are rated as DEVELOPING	Overall performance category shall be DEVELOPING
Two (2) or more measures are rated as INEFFECTIVE	Overall performance category shall be INEFFECTIVE

Determination of Principal/Assistant Principal Growth Plan

The type and frequency of a principal or assistant principal's growth plan is determined based upon the overall performance rating of the administrator.

Corrective Action Plan
The individual corrective action plan shall be written upon the determination of an "Ineffective" standard rating in the evaluation plan cycle or when an immediate change is required in principal/assistant principal behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. Corrective Action Plans can be located in the "forms" section of the certified evaluation plan.

Appeals
Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

PPGES
FORMS

PPGES Forms

The Superintendent/designee maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice, Student Growth and Professional Growth Planning Template Observation/Site Visit Form*, *Documentation Form, Goal Setting Form, Principal Mid-Year Performance Review, Principal Summative Performance Report,* and *Corrective Action Plan* (if needed). School districts need to decide which optional forms will be used.

Form		Documentation Completed by	
		Superintendent	Principal
Professional Growth & Reflection	Professional Growth Planning Template and Reflective Practice	✓	✓
Observation/ Site Visit	Observation/Site Visit Form	✓	
Documentation	Documentation Form		✓
Reports	Principal Mid-Year Performance Review	✓	
	Principal Summative Performance Report	✓	
Improvement	Support Dialogue Form *(optional)*	✓	

**Reflective Practice, TELL KY Working Conditions, and
Professional Growth Planning Template**

Principal	
EPSB ID#	
School	
Level	

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
1. Instructional Leadership *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	D	A	E	
2. School Climate *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*	I	D	A	E	
3. Human Resource Management *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*	I	D	A	E	
4. Organizational Management *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	A	E	
5. Communication and Community Relationship *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*	I	D	A	E	
6. Professionalism *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*	I	D	A	E	
7. Student Progress *The principal's leadership results in acceptable, measurable student academic growth based on established standards.*	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: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard: The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement: The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

Working Conditions Growth Goal Rubric: The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

Sample:

Working Conditions Goal Rubric			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
% and below	%-%	%-%	% and above

Working Conditions Goal Rubric			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
The principal is more than -10% of the goal.	The principal is no more than -10% of the goal.	The principal achieves the expected outcome from the goal.	The principal exceeds the expected outcome from the goal.

Working Conditions Goal Action Plan			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	**Strategies/Actions** What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Part C: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results ☐ Type of Survey: _____

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Questions to Consider:

- What did teachers/staff perceive as major strengths?

- What did teachers/staff perceive as major weaknesses?

- List factors that might have influenced the results.

Other Data: Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback ☐
Other ☐

Data Selected	Results

Questions to Consider:

- How does the additional data inform your decision about your learning needs?

Part D: Connecting Priority Growth Needs to Professional Growth Planning

1) **Initial Reflection:** *Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.*

Professional Growth Goal: • **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?**	

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below:			

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

2) **On-going Reflection:** Complete this section at mid-year to identify progress toward each Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on_____ Initials _____ _____ Principal's Superintendent

Date	Status of Growth Goal(s) – WC, PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

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

Date:	End of Year TELL KY Working Conditions Growth Reflection:
Date:	**End of Year Professional Growth Reflection:**

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Sample Documentation Template – Site Visit

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Professional Growth and Effectiveness System, refer to the performance indicators for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible "look fors" only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. *Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.*

Date: _____/_____/_____

Principal: _____

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):

☐ Site visit   ☐ Mid-Year Conference   ☐ Other (Specify) _____

Professional Standards for Educational Leaders

<table>
<tr><td colspan="2" align="center">

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.

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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 student

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

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Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

</td></tr>
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Evaluator's Feedback:

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<tr>
<td align="center">
Ineffective

</td>
<td align="center">**Developing**

.</td>
<td align="center">**Accomplished**

is the expected level of performance</td>
<td align="center">**Exemplary**

In addition to meeting the requirements for Accomplished</td>
</tr>
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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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
	.		

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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
	.		

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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
	.		

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 that 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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

| Ineffective | Developing | Accomplished

is the expected level of performance | Exemplary

In addition to meeting the requirements for Accomplished |
|---|---|---|---|
| | . | | |

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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
	.		

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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
	.		

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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

| Ineffective | Developing | Accomplished

is the expected level of performance | Exemplary

In addition to meeting the requirements for Accomplished |
|---|---|---|---|
| | . | | |

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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
	.		

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.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
	.		

Principal/Assistant Principal Summative Form - Overall performance category

Directions: Completed by Superintendent/Designee. Overall performance category is based on Professional Practice and accompanying decision rules.

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

Measure 1: Standards 1, 8, 10

Choose a rating

Measure 2: Standards 3, 5, 9

Choose a rating

Measure 3: Standards 4, 6

Choose a rating

Measure 4: Standard 2, 7

Choose a rating

IF…	THEN…
At least three (3) measures are rated as EXEMPLARY and no measure is rated below ACCOMPLISHED ,	**Overall performance category shall be Exemplary**
At least three (3) measures are rated as ACCOMPLISHED and no measure is rated below DEVELOPING	**Overall performance category shall be Accomplished.**
At least two (2) measures are rated as DEVELOPING	**Overall performance category shall be Developing.**
Two (2) or more measures are rated as INEFFECTIVE	**Overall performance category shall be Ineffective.**

Overall performance category: **_____**

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

Evaluator's Name _____   Principal's Name _____

Evaluator's Signature _____   Principal's Signature _____
                                                                                    (Signature denotes receipt of the summative evaluation, not
                                                                                    necessarily agreement with the contents of this form.)

Date _____   Date _____

Opportunities for appeal process at both the local and state levels are a part of the Fort Thomas School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets administrator standards for re-employment
- ☐ Does not meet administrator standards for re-employment

Certified employees must make their appeal to this summative evaluation within the time frames.

*Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan.

Evaluation Appeal Form for Principals/Assistant Principals

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

Employee's Name: -

_____

Job Title:

_____

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

_____
_____
_____
_____
_____
_____
_____
_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

_____   _____
Employee's Signature   ***Date***

Section 4-Central Office Administrators

The next section of this manual outlines the Performance Rubrics upon which "other" certified district administrator staff will be evaluated, which can be found in this section of the Certified Evaluation Plan on pages 96-101.

Central office administrators include the Assistant Superintendent, Director of Special Education, Director of Facilities, and Chief Information Office/Director of Technology. The Superintendent or Assistant Superintendent shall serve as the primary evaluator of these positions.

Timeline:

Professional Growth Plan finalized	October 31
Self-Appraisal to Superintendent	May 15
Summative evaluation copy to administrator	June 15

Superintendent
The Fort Thomas Board of Education will evaluate the Superintendent annually.

Rating Professional Practice
The indicators contained in the Rubrics illustrate how certified staff may show evidence of meeting a particular standard. While our certified staff must not show evidence of meeting each indicator, they must show evidence of meeting the overall performance standard. Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career ready. The evaluation system is designed to measure effectiveness and serve as a catalyst for professional growth & continuous improvement.

Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

For District Certified Personnel, the district determined performance criteria in the Rubrics will serve as the primary performance criteria. Measures for planning, environment, instruction, and professionalism will be assessed through performance criteria that characterizes professional effectiveness, as is outlined in the Rubrics.

The measures for planning are Standard 1 and Standard 6; the measures for environment are Standard 2 and Standard 4; the measure for instruction is Standard 3; and, the measure for professionalism is Standard 5.

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

Individual Professional Growth Plans

All other certified employees shall develop an Individual Professional Growth Plan using the **FORT THOMAS INDEPENDENT INDIVIDUAL PROFESSIONAL GROWTH PLAN for Other Administrators**. Each other certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, district trajectory goals (School Report Card data) and professional development plans when considering areas for improvement. The goals must be written to support the district trajectory goal.

Central Office/District Administrators Procedures:
The evaluation of central office/district/school level administrators shall follow the procedures as described:

- A Superintendent/designee will be the evaluator for all other certified district administration.
- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by October 31 with the other certified district administration which will include:
  - ✓ Discuss areas of strengths and weaknesses
  - ✓ Finalize and clarify goals that have been mutually established in the PGP
  - ✓ They will align these goals to the district trajectory target on the school report card.
  - ✓ Reviews plans for implementation of all goals and improvements
- The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
- The Final Summative Evaluation Form is due by June 15. The Superintendent/designee will hold a conference before June 15 with the other certified district personnel which will include:

  - ✓ Discussion of job performance criteria
  - ✓ Review of PGP goals for the year
  - ✓ Discussion of district goals for upcoming school year

Decision rules for determining a Central Office Administrator's Overall performance category:

3. Rate individual measures.

Measure 1: Planning	Standards 1, 6
Measure 2: Environment	Standards 2, 4
Measure 3: Instruction	Standard 3
Measure 4: Professionalism	Standard 5

4. Apply decision rules to determine an overall performance category.

CRITERIA FOR DETERMINING A CENTRAL OFFICE ADMINISTRATOR'S OVERALL PERFORMANCE CATEGORY	
IF…	THEN…
At least three (3) measures are rated as EXEMPLARY and no measure is rated below ACCOMPLISHED	Overall performance category shall be EXEMPLARY
At least three (3) measures are rated as ACCOMPLISHED and no measure is rated below DEVELOPING	Overall performance category shall be ACCOMPLISHED
At least two (2) measures are rated as DEVELOPING	Overall performance category shall be DEVELOPING
Two (2) or more measures are rated as INEFFECTIVE	Overall performance category shall be INEFFECTIVE

The evaluatee is provided an opportunity to respond in writing within five (5) school days to the evaluator's ratings and comments. The evaluator and the evaluatee must discuss the results of the appraisal and any recommended action pertinent to such, and both parties must sign the instrument in the assigned spaces. The evaluatee's signature indicates only that he/she has seen and read the evaluation. The instrument and all mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee. In case of an employee failing to meet a standard or whose actions require immediate need, a Corrective Action Plan (attached), will be jointly formulated by the evaluator and the evaluatee.

DISTRICT ADMINISTRATOR FORMS

Professional Growth Plan for OTHER DISTRICT ADMINISTRATORS

Name:_____   Position:_____

District Trajectory Goal:					
Professional Growth Goals should be written to support obtainment of the District Trajectory Goal:					
S - *Is the goal specific?*	**M** - *Is the goal measurable?*	**A** - *Is the goal appropriate?*	**R** - *Is the goal realistic?*	**T** - *Is the goal time-bound?*	**Targets:** Growth & Proficiency

Action Steps:	Materials/ Resources	Target Date	Impact on Students
1)			
2)			

PROFESSIONAL GROWTH GOAL:

What do I want to change? How can I develop a plan of action? How will I know if I accomplished my objective?

Identified Standard: Check the standard (and indicator) identified for improvement

_____ 1. Vision	_____ 3. Management	_____ 5. Integrity, Fairness, Ethics
_____ 1.School Culture & Learning	_____ 4. Collaboration	_____ 6. Demonstrates Implementation of Technology

Action Steps:	Materials/ Resources	Target Date	Impact on Students
1)			
2)			
3)			

_____   _____
Evaluator's Signature   *Evaluatee's Signature*

_____   _____
Date   *Date*

Opportunities for appeal processes at both the local and state levels are a part of the FTIS evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames.

Standard 1 - An educational leader promotes the success of every student by developing and promoting a vision of learning

Ineffective	Developing	Accomplished	Exemplary
• Does not implement the vision of the district • Does not use data effectively, does little research that is not directed and does not think of visionary goals • School plans are not developed or evaluated on a consistent basis or school plans are written but not implemented • SBDM Councils do not see the value in maintaining a school/district vision • Student achievement falls significantly below state, national or local benchmarks • Faculty meetings focus on irrelevant details that have little to do with the instructional improvement • Innovation is either ignored or not encouraged at all. The status quo is the dominant philosophy	• Attempts to implement the vision of the district, but not consistently or effectively or generally lacks a consistent focus • Attempts to utilize data and research but not effectively and only as it pertains to own school • Does not collaborate with staff to evaluate school plans • Leadership with SBDM Council does not focus on an understanding of the vision of the schools • More reactive than proactive on establishing a vision • Student achievement does not meet state, national or local benchmarks • Faculty meetings are generally focused on operational details and almost exclusively led by the administrator • Innovation is embraced only rarely and is not encouraged with staff members	• Discusses the district vision with the staff, meets to discuss the vision, and works with the staff on the district vision but is not necessarily a part of the whole school action plan on a daily basis • Utilizes data and research to identify goals and assess effectiveness within zone of the immediate school influence based on valid managerial practices • Collaborates with members of school staff to evaluate school plans • Leads SBDM with a purpose and aids them in understanding the goals and vision of the school and district • Can clearly articulate the school's vision, but the vision may not relate to the district goal or be relative to other schools • Student achievement meets state, national or local benchmarks • Faculty meetings occur regularly and are sufficient in length so that important school issues are	• Embraces the district vision, promotes the vision and embeds the vision of the district throughout the school • Utilizes data and research to identify goals and assess effectiveness throughout the district and with community members • Collaboratively monitors school and district plans to evaluate needs with stakeholders from across the district • Leads SBDM with a purpose promoting the school and district vision through policies, initiatives, and discussion • Student achievement exceeds state, national or local benchmarks • Leads faculty meetings that focus on best instructional practices establishing an atmosphere of professional learning and sharing • Innovation is sought and encouraged between staff, administration, other schools and students through modeling

		presented and staff have opportunity for comment and discussion • Innovation is encouraged with staff members who, in turn, encourage it with their students	

Common Rubric for Administrative Performance

Standard 2-School culture is cultivated with both staff and students.

Ineffective	Developing	Accomplished	Exemplary
• Cannot maintain collaborative spirit and no connection is made between leadership capacity and needs of the school • Instructional impact is not monitored or randomly monitored • Focus on critical and creative teaching is sporadic or rarely find it in the school • Evaluations are not true evaluations of teacher performance and are not used as tools for development or evaluations are not completed on a timely schedule • Student achievement is not the focus of most decisions	• Collaboration is inconsistent within the school with students, staff, and administration; it might be encouraged in others, but not with self • Leadership capacity of staff and students is not encouraged to help district needs and larger educational community; leaders are not necessarily chosen, but choose themselves and may not be the right person for the right task • Administrator reactively deals with leadership issues within their own building and does not do so on a consistent basis or does not utilize an effective leadership technique • Instructional impact is sporadically monitored within building; instructional issues are only occasionally dealt with; instructional leader cannot come up with anything but traditional instructional methods • Focus on critical and creative teaching is mentioned but not "real" in the school • Evaluations are not necessarily true evaluations of teacher performance	• Collaboration is constant within the school with students, staff, and administration; • Leadership capacity of staff and students is encouraged to help school needs; collaborates with others to choose staff • Consistently considers impact of leadership decisions within own building utilizing effective leadership techniques • Instructional impact is monitored within building; solutions to instructional issues are given from the instructional leader in the building • Focus on critical and creative teaching is the norm. • Student achievement is the focus of all decisions and respects diversity and individual differences • Staff evaluations are honest and thoughtful and include both formative and summative feedback to help staff reach their greatest potential	• Collaboration is constant both within and outside of the district with students, staff, and administration • Leadership capacity of staff and students is encouraged to help district needs and larger educational community • Chooses personnel in collaboration with district administrators • Administrator, utilizing best proactive leadership practices, deals with leadership issues within their own building and throughout district, consistently considering the impact on both • Instructional impact is monitored not only within building, but with "feeder" or "upper" levels and promotes staff to do the same • Focus on critical and creative teaching is the norm. Administration promotes and models concepts and lessons • Differentiates instruction with teachers/staff using thoughtful evaluations that are true indicators of performance to help them reach their greatest potential through

	and are not used as tools for development • Student achievement is the focus of most decisions		improvement planning that focuses on district vision • Student achievement is the focus of all decisions made in a proactive manner

Common Rubric for Administrative Performance

Standard 3-Educational Leaders have control of all aspects of their building and are effective managers of their resources.

Ineffective	Developing	Accomplished	Exemplary
• Cannot articulate school needs and cannot implement fiscal resources on own; consistently asks district for more money, supplies, etc. • District policies are ignored or openly questioned; an "us and them" mentality is the norm with staff and district • Oblivious to matter of building maintenance or needs; worries about irrelevant building issues or building is not clean • Little, if any, attention is provided in managing and monitoring fiscal resources	• Occasionally considers school needs and resources when implementing human and fiscal resources • Only isolated implementation of district and or school policies, does not collaborate with teachers and is not seen as approachable • Building maintenance and cleanliness lacks focus and direction • May have a budget but little planning or forethought goes into it. Money is spent just to spend it and does not focus purchasing on school vision • Problems or findings are noted in implementing or overseeing the fiscal program	• Considers school needs and resources when implementing human and fiscal resources • Implements district policies and initiatives and collaborates with teachers when necessary • Utilizes staff according to strengths and weaknesses and can direct staff within own building to provide professional development • Cleanliness and maintenance are more reactive, but done quickly and efficiently • Plans a budget based on school vision to monitor spending and uses financial resources appropriately	• Considers district need and resources when implementing human and fiscal resources • Implements district policies, procedures, and initiatives and collaborates with district to implement consistently • Utilizes staff according to strengths and weaknesses and can direct staff to aid other schools in the district, (e.g., Providing professional development or purchasing instructional resources) • Delegates responsibility and discovers leadership potential among staff and promotes that potential • School administrators take pride in the building and have a proactive stance in working with custodial staff to have a clean, organized, safe, and orderly environment. Notifies District of

| | | | pressing issues when appropriate. |
| | | | • Plans a budget early. Focuses on district priorities when building the budget and expending resources |

Common Rubric for Administrative Performance
Standard 4 – Administrator utilizes the resources of the community at large

Ineffective	Developing	Accomplished	Exemplary
• Administrator attends community committees and meetings as a part of their job but does not utilize resources presented • Activities such as service learning are used, but only as a requirement of the district • Community and family relationships are sporadic at best and done with little planning and understanding of the needs of those stakeholders • Administrator is not aware of issues facing their stakeholders or those of the district • Does not collaborate at all to shape education and has to be directed about educational decision-making process • Occasionally attends professional development, but does not understand or implement trends or innovation and does not recognize it in their staffs either • Demonstrates little to no professional growth	• Administrator occasionally attends and participates in community committees and meetings to research information pertinent to the school. Rarely attends state or national conferences • Activities such as service learning are used, but ineffectively and only at the request of the district. Community resources are not utilized to their potential • Community and family relationships are only occasionally established • Administrator is only occasionally an advocate for students, their families, staff • Occasionally collaborates with staff to shape educational paradigm within the boundaries of their building utilizing ineffective interpersonal communication and collaborative skills • By attending professional development at the request of the district, administrators gain an understanding of upcoming trends and movements, and effectively share them in the school only	• Administrator attends and participates in community committees and state meetings to research information pertinent to the school • Promotes activities such as service learning in some areas to utilize community resources and brings those resources to their school • Promotes positive community and family relationships by attending activities, meetings, etc. that effect those relationships • Administrator is an advocate for students, their families, staff, and district across the state • Collaborates with local leaders and principals to shape educational paradigm utilizing effective interpersonal communication and collaborative skills • By attending professional development on their own, administrators bring back to the district innovative ideas and promote staff to share within school and the district	• Administrator attends and participates in community, state, and national committees and meetings to research information pertinent to the school and district • Consistently promotes activities such as service learning throughout the school to utilize community resources and brings those resources to the district • Seeks out and promotes positive community and family relationships by planning and attending activities, meetings, etc. that effect those relationships • Administrator is a constant advocate for students, their families, staff, and district across the state and nation • Collaborates with district, state and national leaders to shape educational paradigm utilizing effective interpersonal communication and collaborative skills • By attending professional development on their own, administrators bring back to the

	• Demonstrates some professional growth	• Demonstrates professional growth and shares with staff and/or district	district innovative ideas and promotes staff to share with the rest of the district • Is the model of professional growth and sharing with district

Common Rubric for Administrative Performance
Standard 5- Administrators are ethical, fair, and act with integrity

Ineffective	Developing	Accomplished	Exemplary
• Does not understand accountability standards across the district or at their own building and does not effectively make connections from those standards to the implementation of instructional practice. Consistently asks district for guidance in implementation of standards • Administrator does not realize that he or she is the moral and ethical leader in their building and instead allows teachers to assume those roles • Administrator is not self-reflective about decisions and their impact on their school and does not make decisions based on their reflections; instead relies on the district to make decisions for them • Poor attendance , dress, and punctuality that does not exhibit professionalism	• Generally understands accountability standards across the district but does not effectively make connections from those standards to the implementation of instructional practice • Administrator is not always conscientious about his or her role as a model for students and staff in their building • Administrator is reactively self-reflective about decisions and their impact on their school and does not make decisions based on their reflections • Attendance and punctuality are consistent but only works when "on the clock" • The professional code of ethics is followed a majority of the time • Occasionally promotes practices with staff that are fair and respect the diversity and individual differences of staff and students	• Understands and collaborates with other administrators at district meetings to understand accountability standards across the district • Administrator is conscientious about his or her role as a model for students and staff in their building • Administrator is self-reflective about decisions and their impact on their school and proactively makes decisions based on their reflections • Professional behavior with staff through punctual and consistent attendance and dress • Adheres to the professional code of ethics on a consistent basis • Promotes practices with staff that are fair and respect the diversity and individual differences of staff and students	• Understands and collaborates with other administrators to develop accountability standards across the district and beyond • Administrator treats all students, staff, and other administrators with dignity and is conscientious about his or her role as a model for those groups • Administrator is self-reflective about decisions and their impact on their school, district, and larger educational community • Sets the standard for professional dress, attendance, and punctuality at school and functions • Is a model of the professional code of ethics and shares insights with others • Models practices with staff that are fair and respect the diversity and individual differences of staff and students

• The professional code of ethics is not integral to the administrator • Rarely promotes practices with staff that are fair and respect the diversity and individual differences of staff and students			

Common Rubric for Administrative Performance

Standard 6- The Administrator Demonstrates the Implementation of Technology

Ineffective	Developing	Accomplished	Exemplary
• No attempt is made to integrate technology interaction • Does not utilize available software • Does not respond to emails or does not answer in a timely manner • Does not demonstrate ethical and legal use of technology	• Technology use with staff/students is not the norm in the building • Has limited technology integration and uses only one type of technology; (e.g., only uses Power Point to give notes or presentations**)** • Communicates within district but inconsistently with parents and teachers (e.g., not timely, clear, or professional) • Demonstrates limited ethical and legal use of technology	• Teachers and students integrate technology into learning • Incorporates multiple uses of technology for self, teachers and students • Effectively communicates within district and with others in the performance of their duties • Demonstrates ethical and legal use of technology	• Students and teacher use emerging technology including communication, web 2.0, web pages, and other tools as they become available to enhance and extend the learning of students and increases collaboration with parents • Uses technology in innovative ways to present information and ideas • Encourages teachers and students to use technology in innovative ways to facilitate their own learning or to demonstrate understanding • Demonstrates ethical and legal use of technology

Summative Evaluation Form for District Administrators

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

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

Date _____

Overall Ratings

IF…	THEN…
At least three (3) measures are rated as EXEMPLARY and no measure is rated below ACCOMPLISHED ,	Overall performance category shall be Exemplary
At least three (3) measures are rated as ACCOMPLISHED and no measure is rated below DEVELOPING	Overall performance category shall be Accomplished.
At least two (2) measures are rated as DEVELOPING	Overall performance category shall be Developing.
Two (2) or more measures are rated as INEFFECTIVE	Overall performance category shall be Ineffective.

Measure 1: Standards 1 and 6
Choose a rating
Measure 2: Standards 2 and 4
Choose a rating
Measure 3: Standard 3
Choose a rating
Measure 4: Standard 5
Choose a rating

Overall performance category:
_____

Reviewed District Trajectory Goal: ____Yes   ____No

Evaluator's Comments:

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

Evaluatee: ___ Agree with this summative evaluation
___ Disagree with this summative evaluation

_____   _____
Signature   Date

Evaluator:

_____   _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the FTIS evaluation plan.

Employment Recommendation to Central Office:

❏   Meets standards for re-employment
❏   Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames.

*Any rating in the "Ineffective" Column requires the development of an Individual Corrective Action Plan.

Individual Corrective Action Plan for District Administrators

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating on the Summative Evaluation OR when an immediate change is required in behavior.

Name _____

Date _____   **Work Site** _____

Standard	*Present *PG* Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved _____ Revised _____ Continued _____
_____ _____ (Evaluatee's Signature) (Date)	_____ _____ (Evaluatee's Signature) (Date)
_____ _____ (Evaluator's Signature) (Date)	_____ _____ (Evaluator's Signature) (Date)

*Professional Growth Plan Stages:
   O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

Evaluation Appeal Form for District Administrators

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

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department
_____	_____	_____

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

_____
_____
_____
_____
_____
_____
_____
_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

_____   _____

Employee's Signature   ***Date***