

BARREN COUNTY SCHOOLS

Certified Evaluation Plan



#WhereOpportunityCreatesSuccess



WE



ARE

Bo Matthews, Superintendent
March 2020

Andy Beshear
Governor



Lt. Gov. Jacqueline Coleman
Secretary
Education and Workforce
Development Cabinet

Kevin C. Brown
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

300 Sower Boulevard • Frankfort, Kentucky 40601
Phone: (502) 564-3141 • www.education.ky.gov

Dear Superintendent Matthews,

The Barren County Public Schools' certified personnel evaluation plan (CEP), approved by the local board of education on February 18th, 2020, has been reviewed and meets the requirements of KRS 156.557 and 704 KAR 3:370. The CEP is hereby approved by the Kentucky Department of Education as of May 6th, 2020.

KDE commends your district for the continued efforts to provide an evaluation system that promotes professional growth among staff, improves classroom instruction, and contributes to student success.

If you require any assistance, please contact Todd Davis in the Division of Educator Licensure and Quality at KDECEP@education.ky.gov 502 564-4606.

Sincerely,

A handwritten signature in black ink that reads "Rob Akers".

Rob Akers

Associate Commissioner
Office of Educator Licensure & Effectiveness
Kentucky Department of Education
300 Sower Blvd—5th Floor
Frankfort, KY 40601

TABLE OF CONTENTS

Assurances	4
Evaluation Philosophy, Objections, Guidelines, and Procedures	5-6
Timelines for Orientation, Self-Reflection & Professional Growth Plan	7
Observation Cycles & Evaluation System Overview	8
Evaluator Training	9
Teacher Certified Evaluation Plan Components	10
<i>The Teacher Performance Measures</i>	11
<i>Evidences</i>	11
<i>Observations</i>	12
<i>Teachers Evaluation Timeline</i>	13
<i>Formative Employee Rating / Summative Employee Rating</i>	14
<i>Professional Growth Plan and Summative Cycle: Teacher</i>	15
Specialist Certified Evaluation Plan Components	16
<i>The Specialist Performance Measures</i>	17
<i>Evidences</i>	17
<i>Observations</i>	18
<i>Specialists Evaluation Timeline</i>	19
<i>Formative Employee Rating / Summative Employee Rating</i>	20
<i>Professional Growth Plan and Summative Cycle: Specialists</i>	21
Administrator Certified Evaluation Plan Components	22
<i>The Administrator Performance Measures</i>	23
<i>Sources of Evidences</i>	24
<i>Professional Practice Evidences</i>	25
<i>Self-Reflection & Professional Growth Planning</i>	25
<i>Administrator Evaluation Timeline</i>	25
<i>Observations/Conference Expectations</i>	26
<i>Formative Employee Rating / Summative Administrator Rating</i>	27
<i>Professional Growth Plan: Administrator</i>	28
Certified Evaluation Plan Forms	29
Directed Growth Plan	84-85
Appendix	86
<i>Glossary of Terms</i>	87
<i>Professional Code of Ethics</i>	90
<i>Appeal Process and Form</i>	91



CERTIFIED PERSONNEL EVALUATION PLAN

<u>Cortni Crews</u>	<u>Assistant Superintendent</u>	<u>(270) 651-3787</u>
Evaluation Contact Person	Position	Telephone

<u>Barren County Board of Education</u>	<u>(270) 651-3787</u>	<u>(270) 651-8836</u>
Name of District	Telephone	Fax

<u>202 West Washington Street</u>	<u>Glasgow, Kentucky</u>	<u>42141</u>
Street Address	City and State	Zip Code

<u>Bo Matthews</u>
Name of Superintendent

Evaluation Plan Development Committee Members and their position titles: **FY 2020**

Cortni Crews	Assistant Superintendent
Scott Harper	Director of Instruction & Technology
Cynthia York	Director of Special Programs
Cory Edwards	Principal
Letitia Hughes	Assistant Principal
Lacey Hickey	Teacher
Monisa Philbeck	Teacher
Christa Middleton	Teacher
Julie Mohon	Teacher
Kelley Bauer	Teacher

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN ASSURANCES

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

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

Name:	Title:	Name:	Title:
Lacey Hickey	Teacher	Cortni Crews	Assistant Superintendent
Monisa Philbeck	Teacher	Scott Harper	Director of Instruction & Technology
Christa Middleton	Teacher	Cynthia York	Director of Special Programs
Julie Mohon	Teacher	Cory Edwards	Principal
Kelley Bauer	Teacher	Letitia Hughes	Assistant Principal

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 **March 12, 2020**. (704 KAR 3:370)

_____ Signature of District Superintendent	_____ 3/12/2020 Date
---	----------------------------

_____ Signature of Chairperson, Board of Education	_____ 3/12/2020 Date
---	----------------------------

Barren County Certified Evaluation Plan

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. 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 goal of the Certified Evaluation Plan is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

EVALUATION PHILOSOPHY

Based on the premise that all individuals are capable of improvement, evaluation in the Barren County School District is a constructive, cooperative, continuous process designed for the improvement of the total educational program and staff for the benefit of all pupils.

EVALUATION OBJECTIVES

FORMATIVE:

1. To improve overall instruction.
2. To encourage certified employees to improve their performance.
3. To identify the strengths and weaknesses of the individual.
4. To assist the individual in developing and implementing a program of growth in identified areas of weaknesses.
5. To promote continuing professional learning.

SUMMATIVE:

1. To provide a measure of accountability to the public.
2. To support individual personnel decisions.
3. To evaluate all certified personnel in the school district in a non-discriminatory manner.

CERTIFIED EVALUATION GUIDELINES

The Formative stage will be a continuous cycle of gathering evaluation information based on predetermined criteria in the district plan. All observations or monitoring of performance of certified employees shall be conducted openly and with the full knowledge of the teacher or administrator.

The Summative stage includes a summary of all the information gathered during the formative stage. All summative evaluations (except for the Superintendent) shall be in writing on the district evaluation form, and may be completed electronically if available. A copy shall be provided to each person evaluated. The Summative Evaluation and any written responses to evaluations shall become a part of the official personnel record. Evaluators will mark Ineffective, Developing, Accomplished or Exemplary. Based on the overall Summative Rating, evaluators will help current employees determine the type of Professional Growth Plan and the length of the summative cycle. The administrator will complete all parts of the Summative Evaluation Instrument.

It is the intent of the District that all certified employees meet the District's standards to continue their employment. In the case of non-tenured employees the evaluator should not recommend the employee for tenure unless the employee meets the District's standards in all categories. In the case of tenured certified employees, it is expected that the employee shall meet the District's standards in all categories. An assistive growth plan (Directed Growth Plan) for any standard that is not met shall be written for any employee whose contract is

renewed. An employee with a continuing contract who does not meet the District's standards in all categories shall have a corrective action plan. Each Directed Growth Plan shall be developed under the direction and guidance of the school principal or primary evaluator.

EVALUATION PROCEDURES

The district will train the primary evaluators in the evaluation process. The performance-based teacher/administrator evaluation system includes two stages, formative and summative.

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.

Special teachers and itinerants will be evaluated by the designated evaluator as assigned by the Director of Instruction, and other principals may become contributors to the process.

The immediate supervisor of the certified school employee shall be designated as the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator (see process for Evaluator Certification).

All evaluations shall be signed by the evaluator and evaluatee indicating that the evaluation has been seen and a conference held. A copy of all evaluations on approved district forms will be given to the person evaluated. All summative evaluations (except for the superintendent) will be in writing on approved district forms and will become a part of the individual's official personnel file.

The Superintendent shall be evaluated annually by the Board and the evaluation shall be discussed with the Superintendent. The Superintendent shall submit an Individual Professional Growth Plan to the Board annually, in accordance with KRS 156.011, the Board shall establish the continuing professional development requirements of the Superintendent.

Timeline for Orientation, Self-Reflection and Professional Growth Plan – All Certified Staff

Using the timeline below, the evaluate will:

First 30 days of employment	Participate in orientation
By September 15	Reflect on his/her current growth goal needs based on data and identifies an area of focus by utilizing the Self-Reflection Tool and submitting to primary evaluator.
By October 15	Collaborate with his/her administrator, develops growth plan and action steps. The Professional Growth Plan form is submitted to the primary evaluator for approval.
November-January	Implement/Reflect on progress and impact of PGP plan on his/her professional practice. The PGP form any revision is submitted to the primary evaluator for approval.
January-April	Continue implementation and reflection.
April/May	Reflect on the degree of PGP goal attainment and implications for next steps.

*For certified personnel hired after the start of school, the administrator will provide orientation and teacher will develop PGP within 30 days of employment.

Initial Self-Reflection	Professional Growth Plan (PGP)
<ol style="list-style-type: none"> 1. Use the Self-Reflection tool to reflect on your practice 2. Match markings to the appropriate KY Framework 3. Fill out the Self-Reflection form 4. Submit to your primary evaluator to indicate the process has been completed 5. Update throughout the year if needed, repeating steps 2-4 6. Initial Reflection is due by Sept 15th each year 	<ol style="list-style-type: none"> 1. After completing the Self-Reflection form: <ol style="list-style-type: none"> a. Connect priority areas of growth to your Professional Growth Plan Goals b. Plan and list activities that will help meet your goal c. Identify the measures of success for your intend professional growth goal d. Make on-going reflection/revision if necessary. e. At end of year, make reflections on your progress to attain goal(s) 2. PGP is due to evaluator for approval by Oct 15th 3. Review PGP with evaluator at end of year (Non-tenured -April 15; tenured May 15)

**retain copies for your records*

Observations Cycles –

Observation details can be located in the specific CEP sections

	SYSTEM OF EVALUATION	ANNUALLY	NON TENURED ANNUALLY, TENURED EVERY 3 YEARS
NON TENURED TEACHERS	Teacher CEP		
TENURED TEACHERS	Teacher CEP		
PRESCHOOL TEACHERS	Teacher CEP (with KDE Preschool Guidance)		
TENURED TEACHER ON DIRECTED GROWTH PLAN	Teacher CEP		
COUNSELORS	Specialist CEP with appropriate KY Specialist Framework		
INSTRUCTIONAL SPECIALISTS (CRT, Lead Teacher, CCR, TRT/TIS, BAVEL, Teacher Consultant, Migrant Advocate)			
LIBRARY/MEDIA SPECIALISTS			
SPEECH LANGUAGE PATHOLOGISTS			
SCHOOL PSYCHOLOGISTS			
PRINCIPALS/ASSISTANT/ DISTRICT ADMINISTRATORS	Administrator CEP		
SUPERINTENDENT	Superintendent Evaluation System (conducted by Board of Ed)		

CEP – Certified Evaluation Plan

Evaluation System Overview –

Performance Measures and Performance Criteria by Position Type

Performance Criteria	Performance Measures			
	Planning	Environment	Instruction	Professionalism
<u>Teacher</u> <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Specialist</u> Counselors, Instructional Specialists, Library Media, Speech Language, School Psychologists <i>KY Frameworks for Teaching- Specialists Frameworks</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<u>Administrator</u> Principal, Assistant Principals, District Administrators <i>Professional Standards for Educational Leaders (PSEL)</i>	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community

Evaluator Training –

All administrators serving as a primary evaluator for certified teachers, certified specialists, or other administrators must complete the following training requirements prior to conducting observations/workplace visits for the purpose of evaluation:

1. The initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department.
2. A minimum of six (6) hours annually of the personnel evaluation system approved by the Effective Instructional Leadership Act (EILA). At minimum training in effective observation and conferencing techniques, providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques, KRS 156.557, shall occur yearly.

TEACHER CERTIFIED EVALUATION PLAN COMPONENTS



The Teacher Performance Measures

Performance Measures based on the Kentucky Framework for Teaching include:

- Planning
- Environment
- Instruction
- Professionalism

The Frameworks 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 professional practice will be situated within one or more of the domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

Evaluators are required to use the following categories of evidence in determining overall ratings:

- Self-Reflection and Professional Growth Planning
- Observation

Other **optional** sources of evidence that can be used to support educator practice, including:

- | | |
|--|--|
| • Program Review Evidences/Assurances | • Benchmark data |
| • Team developed curriculum units | • Teacher interviews |
| • Lesson plans | • Teacher committee or team contributions |
| • Communication logs | • Parent engagement surveys |
| • Timely, targeted feedback from mini or informal observations | • Records of students and/or teacher attendance |
| • Student data records | • Video lessons |
| • Student work | • Engagement in professional organizations |
| • Student formative and/or summative course evaluations/feedback | • Action research |
| • Minutes from PLCs | • Progress monitoring data (IEP, 504, PSP, RTI Plan, GSSP, etc.) |
| • Teacher reflections and/or self-reflections | • Individual Learning Plans |
| | • Other school and district level assessments |

Letters and Memos

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

All components and sources of evidence related supporting an educator's professional practice ratings will be completed and recorded in the district approved process. All components and evidence shall be documented through hardcopies placed in the principal's observation folder.

Observations

The observation process is one source of evidence to determine educator effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of an educator's professional practice. Only the supervisor observation will be used to inform and calculate a summative rating. The rationale for each type of observation is to encourage continued professional learning through critical reflection. All observations must be documented on the appropriate district forms.

Observation Model

The observation cycle will consist of a minimum of two (2) observations in the summative cycle. Observers will conduct one (1) mini observation of approximately 20-30 minutes and one formal observation, consisting of a full class or lesson observation. All observations must be documented on approved district forms and may be completed using appropriate technology platform, if available. Additional observations beyond the minimum requirements stated above may be scheduled or unscheduled (announced or unannounced), mini-partial, or a walk-thru. All observations may provide additional data for evaluation.

Pre Observation Conferencing

For scheduled observations, the pre observation form is required to be submitted to the supervisor **1-3 days prior to any scheduled observation**. A pre observation conference may be requested by the evaluator or the certified staff being observed.

Post Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- Conduct observation post conference within five (5) working days. Documentation filed.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle. Refer to timelines.

Evaluation Timeline- Teacher

A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable professional growth and evaluation data.

Non-Tenured Teachers

A summative evaluation shall occur annually for all non-tenured teachers. This observation shall include a minimum of one (1) mini observation of approximately 20-30 minutes and one formal observation, consisting of a full class or lesson observation. Observations may begin 30 calendar days after the first day of teacher employment.

Intern Teachers

The intern shall be evaluated in accordance with the Kentucky Teacher Internship Program (KTIP), if available. Since the internship program is for the purpose of certification, the district shall additionally **require that a district summative evaluation form be prepared** using the data gathered through the internship program. The summative evaluation shall be utilized for employment purposes by the district and shall be placed in the intern's personnel file.

Tenured Teachers not on One-Year Directed Growth Plan

A summative evaluation shall occur a minimum of once every three (3) years for all tenured personnel. Reference the three (3) year cycle chart for staff evaluations by year.

Tenured Teachers on One-Year Directed Growth Plan

Based on the overall Summative Rating, supervisors will determine the tenured teacher's type of Professional Growth Plan and the length of the summative cycle. Those tenured teachers on a one- year **Directed Growth Plan** will be evaluated annually. If a teacher is rated as ineffective in Summative Rating, he or she will be placed on an **"up to 12th-month improvement plan"** (**Directed Growth Plan**) and a summative evaluation completed at the end of the plan.

Late Hires & Those on Extended Leaves

Late hires, and those on extended leaves of absence, will have a minimum of two observations (one mini and one full) conducted by the assigned supervisor. The principal/primary evaluator will discuss the adjustment of timelines with the evaluatee based on the hire date and/or dates of the extended leave of absence.

A Late hire is any teacher hired on or after 60 school days following the first day that students report to school. Exception will be for any late hire that will work for 60 or fewer consecutive days. If the new employee will work for sixty or fewer consecutive days, then one full observation will be conducted by the supervisor. In the event of extenuating circumstances, one full, formal observation will be conducted on the evaluatee prior to the end of the school year.

Three (3) Year Cycle Chart for Staff Evaluations

Year	Last Name begins with...
2020-21	Q – Z
2021-22	A – H
2022-23	I – P
2023-24	Q – Z

Formative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the formative evaluation document.

Each performance measure will be holistically scored using the Kentucky Framework for Teaching (KyFfT) and Other Professionals Framework. Primary evaluators will be using professional judgement to assign an overall rating for the formative evaluation.

Evaluators required to use the following categories of evidence in determining ratings:

- Self-Reflection and Professional Growth Planning
- Observation

Optional sources of evidence that may be used:

- Additional sources of evidence from [page 11](#) of the CEP

Summative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measure of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating.

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

- Formative Evaluation Results (from mini/full observations)
- Professional Growth Plan

Optional sources of evidence that may be used:

- Additional sources of evidence from [page 11](#) of the CEP

An educator's overall Summative Rating is determined by using the individual measure ratings ((1) *Planning*, (2) *Environment*, (3) *Instruction*, (4) *Professionalism*) using sources of evidence and by applying the following decision rules:

Summative Rating Decision Rules -

IF...	THEN...
If Measure 2 & 3 are rated "Ineffective"	<u>Summative Rating shall be Ineffective</u>
If Measure 2 OR 3 are rated "Ineffective"	<u>Summative Rating shall be Developing or Ineffective</u>
If Measure 1 OR 4 are rated "Ineffective"	<u>Summative Rating shall NOT be Exemplary</u>
If 2 Measures are rated "Developing" and 2 are rated "Accomplished"	<u>Summative Rating shall be Accomplished</u>
If 2 Measures are rated "Developing" and 2 are rated "Exemplary"	<u>Summative Rating shall be Accomplished</u>
If 2 Measures are rated "Accomplished" and 2 are rated "Exemplary"	<u>Summative Rating shall be Exemplary</u>

Professional Growth Plan and Summative Cycle: Teacher

Based on the overall summative rating, the type of Professional Growth Plan and length of summative cycle for tenured teachers and other professionals is determined using the chart below:

If	Then
EXEMPLARY/ACCOMPLISHED	THREE-YEAR Self-Directed Growth Plan <ul style="list-style-type: none">● Goal set by teacher with evaluator input● Plan activities are teacher directed and implemented with colleagues● Formative review annually● Summative review at end of year three
DEVELOPING	THREE-YEAR Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator with input from teacher● Goals focus on professional practice and student growth● Plan activities that are designed by evaluator with teacher input● Formative review annually● Summative review at end of year three
INEFFECTIVE	ONE-YEAR Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator● Goals focus on low performance/outcome area● Plan activities designed by evaluator with educator input● Formative review by midpoint● Summative review at end of plan

SPECIALIST CERTIFIED EVALUATION PLAN COMPONENTS

Includes the following instructional staff:

Counselors, Instructional Specialists (Curriculum Resource Teacher, Instructional Resource Teacher, Lead Teacher, CCR, TRT/TIS, BAVEL, Teacher Consultant, Migrant Advocate), Library Media Specialists, Speech Language Pathologists, School Psychologists



The Specialist Performance Measures

Performance Measures based on the Kentucky Framework include:

- Planning
- Environment
- Instruction
- Professionalism

The Frameworks 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 professional practice will be situated within one or more of the domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

Evaluators are required to use the following categories of evidence in determining overall ratings:

- Self-Reflection and Professional Growth Planning
- Observation

Other **optional** sources of evidence that can be used to support educator practice, including:

- | | |
|--|--|
| • Program Review Evidences/Assurances | • Benchmark data |
| • Team developed curriculum units | • Teacher interviews |
| • Lesson plans | • Teacher committee or team contributions |
| • Communication logs | • Parent engagement surveys |
| • Timely, targeted feedback from mini or informal observations | • Records of students and/or teacher attendance |
| • Student data records | • Video lessons |
| • Student work | • Engagement in professional organizations |
| • Student formative and/or summative course evaluations/feedback | • Action research |
| • Minutes from PLCs | • Progress monitoring data (IEP, 504, PSP, RTI Plan, GSSP, etc.) |
| • Teacher reflections and/or self-reflections | • Individual Learning Plans |
| | • Other school and district level assessments |

Letters and Memos

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

All components and sources of evidence related supporting an educator's professional practice ratings will be completed and recorded in the district approved process. All components and evidence shall be documented through hardcopies placed in the principal's observation folder.

Observations

The observation process is one source of evidence to determine educator effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of an educator's professional practice. Only the supervisor observation will be used to inform and calculate a summative rating. The rationale for each type of observation is to encourage continued professional learning through critical reflection. All observations must be documented on the appropriate district forms.

Observation Model

The observation cycle will consist of a minimum of two (2) observations in the summative cycle. Observers will conduct one (1) mini observation of approximately 20-30 minutes and one formal observation, consisting of a full class or lesson observation. All observations must be documented on approved district forms and may be completed using appropriate technology platform, if available. Additional observations beyond the minimum requirements stated above may be scheduled or unscheduled (announced or unannounced), mini-partial, or a walk-thru. All observations may provide additional data for evaluation.

Pre Observation Conferencing

For scheduled observations, the pre observation form is required to be submitted to the supervisor **1-3 days prior to any scheduled observation**. A pre observation conference may be requested by the evaluator or the certified staff being observed.

Post Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- Conduct observation post conference within five (5) working days. Documentation filed.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle. Refer to timelines.

Evaluation Timeline- Specialist

A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable professional growth and evaluation data.

Counselors

A summative evaluation shall occur annually for all counselors. This observation shall include a minimum of one (1) mini observation of approximately 20-30 minutes and one formal observation, consisting of a full class or lesson observation. Observations may begin 30 calendar days after the first day of employment, or calendar year.

Instructional Specialists (*Curriculum Resource Teacher, Instructional Resource Teacher, Lead Teacher, CCR, TRT/TIS, BAVEL, Teacher Consultant, Migrant Advocate*)

A summative evaluation shall occur a minimum of once every three (3) years for all tenured personnel. Non-tenured personnel will be evaluated annually. Reference the three (3) year cycle chart for staff evaluations by year.

Library Media Specialist

A summative evaluation shall occur a minimum of once every three (3) years for all tenured personnel. Non-tenured personnel will be evaluated annually. Reference the three (3) year cycle chart for staff evaluations by year.

Therapeutic Specialists (Speech Language Pathologists)

A summative evaluation shall occur a minimum of once every three (3) years for all tenured personnel. Non-tenured personnel will be evaluated annually. Reference the three (3) year cycle chart for staff evaluations by year.

School Psychologist

A summative evaluation shall occur a minimum of once every three (3) years for all tenured personnel. Non-tenured personnel will be evaluated annually. Reference the three (3) year cycle chart for staff evaluations by year.

Tenured Specialists on One-Year Directed Growth Plan

Based on the overall Summative Rating, supervisors will determine the tenured staff's type of Professional Growth Plan and the length of the summative cycle. Those tenured staff on a one-year **Directed Growth Plan** will be evaluated annually. If a teacher is rated as ineffective in Summative Rating, he or she will be placed on an “**up to 12th-month improvement plan**” (**Directed Growth Plan**) and a summative evaluation completed at the end of the plan.

Late Hires & Those on Extended Leaves

Late hires, and those on extended leaves of absence, will have a minimum of two observations (one mini and one full) conducted by the assigned supervisor. The principal/primary evaluator will discuss the adjustment of timelines with the evaluatee based on the hire date and/or dates of the extended leave of absence.

A late hire is any specialist hired on or after 60 school days following the first day that students report to school. Exception will be for any late hire that will work for 60 or fewer consecutive days. If the new employee will work for sixty or fewer consecutive days, then one full observation will be conducted by the supervisor. In the event of extenuating circumstances, one full, formal observation will be conducted on the evaluatee prior to the end of the school year.

Three (3) Year Cycle Chart for Staff Evaluations

Year	Last Name begins with...
2020-21	Q – Z
2021-22	A – H
2022-23	I – P
2023-24	Q – Z

Formative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be sited on the formative evaluation document.

Each performance measure will be holistically scored using the Kentucky Framework for Teaching (KyFFT) and Other Professionals Framework. Primary evaluators will be using professional judgement to assign an overall rating for the formative evaluation.

Evaluators required to use the following categories of evidence in determining ratings:

- Self-Reflection and Professional Growth Planning
- Observation

Optional sources of evidence that may be used:

- Additional sources of evidence from [page 17](#) of the CEP

Summative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measure of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating.

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

- Formative Evaluation Results (from mini/full observations)
- Professional Growth Plan

Optional sources of evidence that may be used:

- Additional sources of evidence from [page 17](#) of the CEP

An educator's overall Summative Rating is determined by using the individual measure ratings ((1) *Planning*, (2) *Environment*, (3) *Instruction*, (4) *Professionalism*) using sources of evidence and by applying the following decision rules:

Summative Rating Decision Rules -

IF...	THEN...
If Measure 2 & 3 are rated "Ineffective"	<u>Summative Rating shall be Ineffective</u>
If Measure 2 <u>OR</u> 3 are rated "Ineffective"	<u>Summative Rating shall be Developing or Ineffective</u>
If Measure 1 <u>OR</u> 4 are rated "Ineffective"	<u>Summative Rating shall NOT be Exemplary</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Accomplished"	<u>Summative Rating shall be Accomplished</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Exemplary"	<u>Summative Rating shall be Accomplished</u>
If 2 Measures are rated "Accomplished" <u>and</u> 2 are rated "Exemplary"	<u>Summative Rating shall be Exemplary</u>

Professional Growth Plan and Summative Cycle: Specialist

Based on the overall summative rating, the type of Professional Growth Plan and length of summative cycle for tenured teachers and other professionals is determined using the chart below:

If	Then
EXEMPLARY/ACCOMPLISHED	THREE-YEAR Self-Directed Growth Plan <ul style="list-style-type: none">● Goal set by teacher with evaluator input● Plan activities are teacher directed and implemented with colleagues● Formative review annually● Summative review at end of year three
DEVELOPING	THREE-YEAR Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator with input from teacher● Goals focus on professional practice and student growth● Plan activities that are designed by evaluator with teacher input● Formative review annually● Summative review at end of year three
INEFFECTIVE	ONE-YEAR Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator● Goals focus on low performance/outcome area● Plan activities designed by evaluator with educator input● Formative review by midpoint● Summative review at end of plan

ADMINISTRATOR CERTIFIED EVALUATION PLAN COMPONENTS

Includes the following administrative staff:

District-level Administrators, Principals, Assistant Principals



The Administrator Performance Measures

Performance Measures based on the Kentucky Framework include:

Planning
Environment
Instruction
Professionalism

The Administrator Performance Standards are designed to support student achievement and professional best-practice through the ten (10) Professional Standards for Educational Leaders. These standards make up the four performance measures as follows:

Administrator Performance Measures and Standards Alignment

	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Administrator</u> <i>Professional Standards for Educational Leaders (PSEL)</i>	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community

Included in the Professional Standards for Educational Leaders are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the 10 PSEL standards, which will inform the Performance Measures (Planning, Environment, Instruction, and Professionalism). Performance will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals/assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Sources of Evidence

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals/assistant 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 administrator 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. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators are **required to use** the following categories of evidence in determining overall ratings: Required Sources of Evidence

- Self-Reflection and Professional Growth Planning
- Observations

Evaluators may use the following **optional** categories of evidence in determining overall ratings:

- Other Measures of Student Learning
- Products of Practice/Other Sources of Evidence

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

- | | |
|--|---|
| • SBDM minutes | • Budgets |
| • Comprehensive Improvement Planning (CSIP/CDIP) | • EILA/Professional learning experience documentation |
| • Professional Learning Plans | • Surveys |
| • Faculty Meeting agendas and minutes | • Professional Organization memberships |
| • Department/Grade Level agendas and minutes | • Parent/Community engagement surveys |
| • PBIS/discipline data | • Parent/Community engagement events documentation |
| • PLC agendas and minutes | • School schedules |
| • Leadership Team agendas and minutes | • Other evidence as deemed appropriate by district |
| • Instructional Round/Walk-through documentation | |

Letters and Memos

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

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

Evidence One: Self-Reflection and Professional Growth Planning

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including observations, conferences, data on and professional growth needs identified through self-assessment and reflection. Self-reflection improves administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All administrators will participate in self-reflection by September 15. For administrators hired after the start of the school year, the self-reflection must be completed within 30 working days.
- All professional growth plans will be submitted no later than 30 working days after state testing data becomes available. Since principals/assistant principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For principals/assistant principals hired after the release of state testing data, the principal/assistant principal must submit a professional growth plan within 30 working days.
- District-level administrators will submit a professional growth plan by October 15.
- Considerations will be given for administrators of alternative settings (Day Treatment, Alternative School, etc.) as detailed in the KDE Guidance for Alternative Settings.

Timeline for submission of PGP for principals/assistant principals.

Administrator CEP Timeline

Will be completed by:	
Within 30 calendar days of reporting for employment	Superintendent or designee reviews expectations of Administrator CEP.
September 15	Administrator completes self-reflection.
30 days after state testing data is released	Principal/Assistant Principal will collaboratively develop Professional Growth Plan
October 15	District administrators will collaboratively develop Professional Growth Plan
December 31	Superintendent or designee conducts first observation.
April 15	Superintendent or designee conducts second observation.
May 1	Professional Performance Ratings Assigned and Summative Evaluation completed.

Evidence Two: Observations

Observations are a method by which the superintendent/designee may gain insight into the administrator's practice in relation to the standards. During an observation, the superintendent/designee will discuss various aspects of the job with the administrator, and will use the responses to determine issues to further explore. Additionally, the administrator may explain the successes and trials the learning community has experienced in relation to improvement.

- Conducted at least twice each year.
- First observation will be conducted before December 31st of the school year. The second observation will be conducted by April 15th of the school year.
- Conferences following an observation will occur within 5 working days of the visit.
- Assistant principals are observed by the building principal.
- Each observation will include the completion of the district- approved form which includes connectivity to the Administrator Performance Standards, comments, and next steps for the administrators. This will be summarized during the post-conference.

Conference Expectations: (completed by superintendent or designee for district administrator/principal; by the principal for the assistant principal)

Following First Observation (prior to December 31):

- Discuss purpose of meeting
- Discuss reflection of data
- Discuss reflections of the Administrator Performance Standards
- Discuss and come to agreement on the Professional Growth Goal and Action Plan
- Questions/Concerns/Comments

Following Second Observation (by April 15)

- Discuss purpose of meeting
- Discuss observation and provide feedback
- Share progress toward Professional Growth Goal
- Discuss progress of each standard and determine if any other documentation is needed
- Discuss overall rating based on Professional Practice
- Questions/Concerns/Comments

Late Hires:

Late Hires in role of administrator will have a minimum of two observations conducted by their supervisors if hired after sixty (60) days following the first day that students report to school. Additional conferences may be held as deemed necessary to monitor progress.

Formative Administrator Rating

Evidence documenting professional practice is situated within the ten Professional Standards for Educational Leaders arranged in the four performance measures of Planning, Environment, Instruction, and Professionalism. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the formative evaluation document

Each performance measure will be holistically scored using the Administrator Performance Standards. Primary evaluators will be using professional judgement to assign an overall rating for the formative evaluation.

Evaluators required to use the following categories of evidence in determining ratings:

- Self-Reflection and Professional Growth Planning
- Observations

Optional sources of evidence that may be used:

- Additional sources of evidence from [page 24](#) of the Administrator Section of CEP

Summative Administrator Rating

Evidence supporting an administrator's professional practice will be situated within one or more of the 10 PSEL standards, which will inform the Performance Measures ([Planning, Environment, Instruction, and Professionalism](#)). Performance will be rated for each Performance Measure according to the four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating.

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

- Formative Evaluation Results (from observations)
- Professional Growth Plan

Optional sources of evidence that may be used:

- Additional sources of evidence from [page 24](#) of the Administrator Section of CEP

An administrator's overall Summative Rating is determined by using the individual measure ratings ((1) *Planning*, (2) *Environment*, (3) *Instruction*, (4) *Professionalism*) using sources of evidence and by applying the following decision rules:

Administrator's Summative Rating Decision Rules -

IF...	THEN...
If Measure 2 & 3 are rated "Ineffective"	<u>Summative Rating shall be Ineffective</u>
If Measure 2 <u>OR</u> 3 are rated "Ineffective"	<u>Summative Rating shall be Developing or Ineffective</u>
If Measure 1 <u>OR</u> 4 are rated "Ineffective"	<u>Summative Rating shall NOT be Exemplary</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Accomplished"	<u>Summative Rating shall be Accomplished</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Exemplary"	<u>Summative Rating shall be Accomplished</u>
If 2 Measures are rated "Accomplished" <u>and</u> 2 are rated "Exemplary"	<u>Summative Rating shall be Exemplary</u>

Professional Growth Plan: Administrator

Based on the overall summative rating, the type of Professional Growth Plan for administrators is determined using the chart below:

If	Then
EXEMPLARY/ACCOMPLISHED	Self-Directed Growth Plan <ul style="list-style-type: none">● Goal set by administrator with evaluator input● Plan activities are administrator directed and implemented with colleagues● Summative review at end of plan
DEVELOPING/INEFFECTIVE	Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator● Goals focus on low performance● Plan activities that are designed by evaluator with administrator input● Formative review annually● Summative review at end of year three

CERTIFIED EVALUATION PLAN FORMS



Certified Evaluation Timeline – Teachers / Specialists	
Timeline	Evaluation Activity
Must occur within the first thirty (30) working days of each school year	Explanation and Orientation of Certified Evaluation Process with Administration and Staff
On or before September 15:	All teachers & other professionals complete the self-reflection process
On or before October 15:	All teachers/other professionals, in collaboration with the primary evaluator, create a professional growth goal
By December 31:	Mini observation completed by evaluator for Non-Tenured Teacher/Specialist and Tenured Teachers/Specialist in cycle Ongoing self-reflection by teacher/specialist
Between January 1 and April 15:	Full observation completed by evaluator for Non-Tenured Teacher/Specialist and Tenured Teachers/Specialist in cycle Ongoing self-reflection by teacher/specialist
By April 15:	For those in Summative Year - • Professional Growth Plan Review
On or before April 15:	Non-Tenured Summative Evaluation Completed
On or before May 1:	Tenured Summative Evaluation Completed
Within 5 working days of the summative conference:	Summative Evaluation Appeal
By May 15:	For those not in Summative Year - • Professional Growth Plan Reviewed
As Needed Throughout the Process	Directed Growth Plan

KY FRAMEWORK FOR TEACHING

Adapted from the Charlotte Danielson's Framework for Teaching, 2011

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

KY FRAMEWORK FOR GUIDANCE COUNSELORS

Adapted from the Charlotte Danielson's Framework for Teaching, 2011

Domain 1 - Planning & Preparation	Domain 2: The Environment
1A - Demonstrating knowledge of counseling theory and techniques 1B - Demonstrating knowledge of child and adolescent development 1C - Establishing goals for the counseling program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1E - Plan in the counseling program integrated with the regular school program 1F - Developing a plan to evaluate the counseling program	2A - Creating an environment of respect and rapport 2B - Establishing a culture for productive communication 2C - Managing routines and procedures 2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E - Organizing physical space
Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
3A - Assessing student needs 3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs 3C - Using counseling text makes an individual and classroom programs 3D - Brokering resources to meet needs 3E - Demonstrating flexibility and responsiveness	4A - Reflecting on practice 4B - Maintaining records and submitting them in a timely fashion 4C - Communicating with families 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism

KY FRAMEWORK FOR INSTRUCTIONAL SPECIALISTS

Adapted from the Charlotte Danielson's Framework for Teaching, 2011

Domain 1 - Planning & Preparation	Domain 2: The Environment
1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program	2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement 2C - Establishing clear procedures for teachers to gain access to the instructional support 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training
Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
3A - Collaborating with teachers in the design of instructional units and lessons 3B - Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement 3E - Demonstrating flexibility and responsiveness	4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other instructional specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity and confidentiality

KY FRAMEWORK FOR LIBRARY MEDIA

Adapted from the Charlotte Danielson's Framework for Teaching, 2011

Domain 1 - Planning & Preparation	Domain 2: The Library Environment
1A - Demonstrating Knowledge of Content Curriculum and Process 1B - Demonstrating Knowledge of Students 1C - Supporting Instructional Goals 1D - Demonstrating Knowledge and Use of Resources 1E - Demonstrating a Knowledge of Literature and Lifelong Learning 1F - Collaborating in the Design of Instructional Experiences	2A- Creating an environment of respect and rapport 2B - Establishing a Culture for Learning 2C - Managing Library Procedures 2D - Managing student behavior 2E - Organizing physical space
Domain 3: Instruction/Delivery of Service	Domain 4: Professional Responsibilities
3A - Communicating Clearly and Accurately 3B - Using Questioning and Research Techniques 3C - Engaging Students in Learning 3D - Assessment in Instruction (whole class, one-on-one and small group) 3E - Demonstrating Flexibility and Responsiveness	4A - Reflecting on Practice 4B - Maintaining Accurate Records 4C - Communicating with School Staff and Community 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F Collection Development and Maintenance 4G- Managing the Library Budget 4H- Managing Personnel 4I- Professional ethics

KY FRAMEWORK FOR THERAPEUTIC SPECIALISTS

Adapted from the Charlotte Danielson's Framework for Teaching, 2011

Domain 1 - Planning & Preparation	Domain 2: The Environment
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license 1B - Establishing goals for the therapy program appropriate to the setting and the students served 1C - Demonstrating knowledge of District state and federal regulations and guidelines 1D - Demonstrating knowledge of resources both within and beyond the school and district	2A- Establishing rapport with students 2B - Organizing time effectively 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the treatment center 2E - Organizing physical space for testing of students and providing therapy
Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
3A - Responding to referrals and evaluating student needs 3B - Developing and implementing treatment plans to maximize student s success 3C - Communicating with families 3D - Collecting information; writing reports 3E - Demonstrating flexibility and responsiveness	4A - Reflecting on Practice 4B - Collaborating with teachers and administrators 4C - Maintaining an effective data management system 4D - Participating in a Professional Community 4E - Engaging and professional development 4F - Showing professionalism including integrity advocacy and maintaining confidentiality

KY FRAMEWORK FOR SCHOOL PSYCHOLOGISTS

Adapted from the Charlotte Danielson's Framework for Teaching, 2011

Domain 1 - Planning & Preparation	Domain 2: The Environment
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students 1B - Demonstrating knowledge of child and adolescent development and psychopathology 1C - Establishing goals for the psychology program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention 1F - Developing a plan to evaluate the psychology program	2A- Establishing rapport with students 2B - Establishing a culture for positive mental health throughout the school 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the testing center 2E - Organizing physical space for testing the students and storage of materials
Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
3A - Responding to referrals consulting with teachers and administrators 3B - Evaluating student needs and compliance with National Association of School psychologists NASP guidelines 3C - Chairing evaluation team 3D - Planning interventions to maximize student's likelihood of success 3E - Maintaining contact with physicians and community mental health service providers 3F - Demonstrating flexibility and responsiveness	4A - Reflecting on practice 4B - Communicating with families 4C - Maintaining accurate records 4D - Participating in a professional community 4E - Engaging and professional development 4F - Showing professionalism

KY FRAMEWORK FOR ADMINISTRATORS (District-level, Principal, Asst Principal)

Standard 1: Mission, Vision and Core Values	Standard 2: Ethics and Professional Norms
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
Standard 3: Equity and Cultural Responsiveness	Standard 4: Curriculum, Instruction, and Assessment
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's
Standard 5: Community of Care and Support for Students	Standard 6: Professional Capacity of School Personnel
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
Standard 7: Professional community for Teachers and Staff	Standard 8: 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 educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
Standard 9: Operations and Management	Standard 10: School Improvement
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

BARREN COUNTY SCHOOLS **CERTIFIED SELF-REFLECTION DOCUMENTATION**

School Year _____

Due September 15

Employee _____

Position _____

School Name _____

Supervisor's Name _____

The purpose of the Self-Reflection is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Plan. Before completing the Self-Reflection, review last year's evaluation and any prior feedback from your supervisor.

Steps to complete your Self-Reflection:

1. Use the appropriate KY Framework for your position (summaries found on pages 31-34 of Barren Co CEP).
2. Identify at least one component as a strength and at least one as an area for growth.
3. After marking your selections below, describe the indicator in the right column. (*example – 1A – Knowledge of Content*)
4. In the summarize location, explain more about the growth areas selected.

Framework for: <input type="checkbox"/> Teaching <input type="checkbox"/> Speech <input type="checkbox"/> Counselor <input type="checkbox"/> Library/Media <input type="checkbox"/> Instructional Specialist <input type="checkbox"/> Therapeutic <input type="checkbox"/> School Psychologist		
Domain/Measure:	Indicator:	Areas of Strength
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I	
Domain/Measure:	Indicator:	Areas of Growth
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I	

Summarize Self-Reflection Growth Areas:

Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. This will prepare you for Professional Growth Plan development.

Evaluatee Signature & Date_____
Evaluator Signature & Date

The employee and the supervisor shall review and sign this document. Employee should keep one and a copy should be submitted to the primary evaluator.

BARREN COUNTY SCHOOLS ADMINISTRATOR SELF-REFLECTION DOCUMENTATION

School Year _____

Due September 15

Employee _____

Position _____

School Name _____

Supervisor's Name _____

The purpose of the Self-Reflection is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Plan. Before completing the Self-Reflection, review last year's evaluation and any prior feedback from your supervisor.

Steps to complete your Self-Reflection:

1. Use the KY Administrator Framework for your position (or use Administrator Observation Form for more details).
2. Reflect on the effectiveness and adequacy of your practice in each of the performance standards.
3. Provide a rating on each performance standard and list your strengths and areas for growth.
(ex. – 5.2 – *Communicates the mission & shared vision*)
4. In the summarize location, explain more about the growth areas selected.

Standard	Self-Assessment				Strengths and areas for growth
1. Mission, Vision and Core Values <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
2. Ethics and Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
3. Equity and Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
4. Curriculum, Instruction and Assessment <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
6. Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
8. Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	I	D	A	E	
9. Operations and Management <i>The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	
10. School Improvement <i>The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

continued on next page

**BARREN COUNTY SCHOOLS
ADMINISTRATOR SELF-REFLECTION DOCUMENTATION**

Summarize Self-Reflection Growth Areas:

Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. This will prepare you for Professional Growth Plan development.

Evaluatee Signature & Date

Evaluator Signature & Date

The employee and the supervisor shall review and sign this document. Employee should keep one and a copy should be submitted to the primary evaluator.

**BARREN COUNTY SCHOOLS
CERTIFIED PROFESSIONAL GROWTH PLAN**

School Year _____

Due October 15*

Employee _____

Position _____

School Name _____

Supervisor's Name _____

Consider the following to develop your Professional Growth Plan:

- | | |
|---|---|
| 1. What do I want to change about my practice that will positively impact student learning? | 3. What do I need to learn in order to create a workable and meaningful plan for professional growth? |
| 2. What do I need to learn in order to create a workable and meaningful plan for professional growth? | 4. How will I know if/when I have accomplished my goal? |

KY Framework/Performance Measures to be addressed:

Goal(s):

Activities (may include PD)	Date/Timeline	Resources/Support

Measure of Success:

Examples: Artifacts, Self-Assessment, On-Going Self-Reflection, Certificate of Completion, Teaming with Colleague, Observation Data, etc.

_____ Evaluatee Signature & Date	_____ Evaluator Signature & Date
-------------------------------------	-------------------------------------

Employee Reflection:

(completed AFTER implementation)

_____ Evaluatee Signature & Date	_____ Evaluator Signature & Date
-------------------------------------	-------------------------------------

The employee and the supervisor shall review and sign this document. Employee should keep one and a copy should be submitted to the primary evaluator.

** Principals may submit 30 days after test score release*

PRE-OBSERVATION DOCUMENT

-For Teacher and Other Professionals-

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

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)? (Domains 2/3)	
To which part of your curriculum does this lesson relate? (Domain 1)	
How does this learning fit in the sequence of learning for this class? (Domain 1 (1e))	
Briefly describe the students in this class, including those with special needs. (Domain 1 (1b))	
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. (Domains 2/3)	
How will you differentiate instruction for individuals or groups of students? (Domain 3)	
How and when will you know whether the students have achieved the learning target(s)? (Domains 1/3)	
Is there anything that you would like me to specifically observe during the lesson? (Domain 3)	
Describe how you communicate with families other than district parent/teacher conference days? (Domain 4)	

Preconference meeting requested? ☐ No ☐ Yes By: _____

Evaluator Observation – Notes & Evidence Collection

Teacher/Other Professional Name:		Physical Classroom Layout:
Date:		
Beginning Time:		
Ending Time:		
Number of Students:		
Other general info:		

[illegible]

**BARREN COUNTY SCHOOLS
TEACHER FORMATIVE EVALUATION**

Tenured___ Non-Tenured___ New Employee ___ School/Level_____

Evaluatee/Observee_____ Position_____

Evaluator/Observer_____ Position_____

Date of Observation_____ Date of Post-Observation Conference_____

Measure 1 – Planning and Preparation	I	D	A	E	Evidences
1a: Demonstrating Knowledge of Content and Pedagogy					
1b: Demonstrating Knowledge of Students					
1c: Setting Instructional Outcomes					
1d: Demonstrating Knowledge of Resources					
1e: Designing Coherent Instruction					
1f: Designing Student Assessment					
Comments					

Measure 2– Classroom Environment	I	D	A	E	Evidences
2a. Creating an environment of respect/rapport					
2b. Establishing a culture for learning					
2c. Managing classroom procedures					
2d. Managing student behavior					
2e. Organizing physical space					
Comments					

Measure 3 - Instruction	I	D	A	E	Evidences
3a: Communicating with Students					
3b: Using Questioning and Discussion Techniques					
3c: Engaging Students in Learning					
3d: Using Assessment in Instruction					
3e: Demonstrating Flexibility and Responsiveness					
Comments					

Measure 4 - Professional Responsibilities	I	D	A	E	Evidences
4a: Reflecting on Teaching					
4b: Maintaining Accurate Records					
4c: Communicating with Families					
4d: Contributing to the Professional Community					
4e: Growing and Developing Professionally					
4f: Demonstrating Professionalism					
Comments					

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature & Date

Evaluatee Signature & Date

The evaluatee is provided with a copy of the completed evaluation at the close of the conference.

Teacher Summative Evaluation

Evaluatee: _____ School Year: _____ School/Location: _____

Directions: Completed by Principal/Supervisor. The Overall Summative Rating is based on Professional Practice and accompanying decision rules.

Professional Practice Ratings

Measure 1: Planning and Preparation

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 2: Classroom Environment

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 3: Instruction

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 4: Professional Responsibilities

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

<u>IF...</u>	<u>THEN...</u>
If Measure 2 & 3 are rated "Ineffective"	Summative Rating shall be <u>Ineffective</u>
If Measure 2 <u>OR</u> 3 are rated "Ineffective"	Summative Rating shall be <u>Developing or Ineffective</u>
If Measure 1 <u>OR</u> 4 are rated "Ineffective"	Summative Rating shall <u>NOT</u> be <u>Exemplary</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Accomplished"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Accomplished" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Exemplary</u>

Overall Summative Rating: ☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Employment Recommendation to Superintendent:

- ☐ Recommended for reemployment (with the provisional status based on position availability and/or funding)
☐ Recommended for reemployment with conditions (Attach Directed Growth Plan)
☐ Not Recommended for re-employment

Evaluatee's Name _____ Principal's Name _____

Evaluatee's Signature _____ Principal's Signature _____

Date _____ Date _____

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

BARREN COUNTY SCHOOLS
GUIDANCE COUNSELOR FORMATIVE EVALUATION

Tenured___ Non-Tenured___ New Employee ___ School/Level_____

Evaluatee/Observee_____ Position_____

Evaluator/Observer_____ Position_____

Date of Observation_____ Date of Post-Observation Conference_____

Measure 1: Planning and Preparation	I	D	A	E	Evidences
1A - Demonstrating knowledge of counseling theory and techniques					
1B - Demonstrating knowledge of child and adolescent development					
1C - Establishing goals for the counseling program appropriate to the setting and the students served					
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district					
1E - Plan in the counseling program integrated with the regular school program					
1F - Developing a plan to evaluate the counseling program					
Comments					

Measure 2: The Environment	I	D	A	E	Evidences
2A - Creating an environment of respect and rapport					
2B - Establishing a culture for productive communication					
2C - Managing routines and procedures					
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school					
2E - Organizing physical space					
Comments					

Measure 3: Delivery of Service	I	D	A	E	Evidences
3A - Assessing student needs					
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs					
3C - Using counseling text makes an individual and classroom programs					
3D - Brokering resources to meet needs					
3E - Demonstrating flexibility and responsiveness					
Comments					

Measure 4: Professional Responsibilities	I	D	A	E	Evidences
4A - Reflecting on practice					
4B - Maintaining records and submitting them in a timely fashion					
4C - Communicating with families					
4D - Participating in a professional community					
4E - Engaging in professional development					
4F - Showing professionalism					
Comments					

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature & Date

Evaluatee Signature & Date

The evaluatee is provided with a copy of the completed evaluation at the close of the conference.

Counselor Summative Evaluation

Evaluatee: _____ School Year: _____ School/Location: _____

Directions: Completed by Principal/Supervisor. The Overall Summative Rating is based on Professional Practice and accompanying decision rules.

Professional Practice Ratings

Measure 1: Planning and Preparation

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 2: The Environment

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 3: Delivery of Service

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 4: Professional Responsibilities

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

IF...	THEN...
If Measure 2 & 3 are rated "Ineffective"	Summative Rating shall be <u>Ineffective</u>
If Measure 2 <u>OR</u> 3 are rated "Ineffective"	Summative Rating shall be <u>Developing or Ineffective</u>
If Measure 1 <u>OR</u> 4 are rated "Ineffective"	Summative Rating shall NOT be <u>Exemplary</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Accomplished"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Accomplished" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Exemplary</u>

Overall Summative Rating: ☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Employment Recommendation to Superintendent:

- ☐ Recommended for reemployment (with the provisional status based on position availability and/or funding)
☐ Recommended for reemployment with conditions (Attach Directed Growth Plan)
☐ Not Recommended for re-employment

Evaluatee's Name _____ Principal's Name _____

Evaluatee's Signature _____ Principal's Signature _____

Date _____ Date _____

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

BARREN COUNTY SCHOOLS
LIBRARY MEDIA SPECIALIST FORMATIVE EVALUATION

Tenured____ Non-Tenured____ New Employee ____ School/Level_____

Evaluatee/Observee_____ Position_____

Evaluator/Observer_____ Position_____

Date of Observation_____ Date of Post-Observation Conference_____

Measure1: Planning and Preparation	I	D	A	E	Evidences
1A - Demonstrating Knowledge of Content Curriculum and Process					
1B - Demonstrating Knowledge of Students					
1C - Supporting Instructional Goals					
1D - Demonstrating Knowledge and Use of Resources					
1E - Demonstrating a Knowledge of Literature and Lifelong Learning					
1F - Collaborating in the Design of Instructional Experiences					
Comments					

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

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

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

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature & Date

Evaluatee Signature & Date

The evaluatee is provided with a copy of the completed evaluation at the close of the conference.

Library Media Summative Evaluation

Evaluatee: _____ School Year: _____ School/Location: _____

Directions: Completed by Principal/Supervisor. Overall Summative Rating is based on Professional Practice and accompanying decision rules.

Professional Practice Ratings

Measure 1: Planning and Preparation

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Domain 2: Library Environment

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Domain 3: Instruction/Delivery of Service

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Domain 4: Professional Responsibilities

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

IF...	THEN...
If Measure 2 & 3 are rated "Ineffective"	Summative Rating shall be <u>Ineffective</u>
If Measure 2 OR 3 are rated "Ineffective"	Summative Rating shall be <u>Developing or Ineffective</u>
If Measure 1 OR 4 are rated "Ineffective"	Summative Rating shall NOT be <u>Exemplary</u>
If 2 Measures are rated "Developing" and 2 are rated "Accomplished"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Developing" and 2 are rated "Exemplary"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Accomplished" and 2 are rated "Exemplary"	Summative Rating shall be <u>Exemplary</u>

Overall Summative Rating: ☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Employment Recommendation to Superintendent:

_____ Recommended for reemployment (with the provisional status based on position availability and/or funding)

_____ Recommended for reemployment with conditions (Attach Directed Growth Plan)

_____ Not Recommended for re-employment

Evaluatee's Name _____ Principal's Name _____

Evaluatee's Signature _____ Principal's Signature _____

Date _____ Date _____

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

BARREN COUNTY SCHOOLS
INSTRUCTIONAL SPECIALIST FORMATIVE EVALUATION

Tenured____ **Non-Tenured**____ **New Employee** ____ **School/Level**_____

Evaluatee/Observee_____ **Position**_____

Evaluator/Observer_____ **Position**_____

Date of Observation_____ **Date of Post-Observation Conference**_____

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

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

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

Domain – 4: Professional Responsibilities	I	D	A	E	Evidences
4A - Reflecting on practice					
4B - Preparing and submitting budgets and reports					
4C - Coordinating work with other instructional specialists					
4D - Participating in a professional community					
4E - Engaging in professional development					
4F - Showing professionalism including integrity and confidentiality					
Comments					

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature & Date

Evaluatee Signature & Date

The evaluatee is provided with a copy of the completed evaluation at the close of the conference.

Instructional Specialist Summative Evaluation

Evaluatee: _____ School Year: _____ School/Location: _____

Directions: Completed by Principal/Supervisor. The Overall Summative Rating is based on Professional Practice and accompanying decision rules.

Professional Practice Ratings

Measure 1: Planning and Preparation

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 2: The Environment

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 3: Delivery of Service

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 4: Professional Responsibilities

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

<u>IF...</u>	<u>THEN...</u>
If Measure 2 & 3 are rated "Ineffective"	Summative Rating shall be <u>Ineffective</u>
If Measure 2 <u>OR</u> 3 are rated "Ineffective"	Summative Rating shall be <u>Developing or Ineffective</u>
If Measure 1 <u>OR</u> 4 are rated "Ineffective"	Summative Rating shall <u>NOT</u> be <u>Exemplary</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Accomplished"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Accomplished" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Exemplary</u>

Overall Summative Rating: ☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Employment Recommendation to Superintendent:

_____ Recommended for reemployment (with the provisional status based on position availability and/or funding)

_____ Recommended for reemployment with conditions (Attach Directed Growth Plan)

_____ Not Recommended for re-employment

Evaluatee's Name _____ Principal's Name _____

Evaluatee's Signature _____ Principal's Signature _____

Date _____ Date _____

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

**BARREN COUNTY SCHOOLS
THERAPEUTIC SPECIALIST FORMATIVE EVALUATION**

Tenured____ **Non-Tenured**____ **New Employee** ____ **School/Level**_____

Evaluatee/Observee_____ **Position**_____

Evaluator/Observer_____ **Position**_____

Date of Observation_____ **Date of Post-Observation Conference**_____

Measure 1: Planning and Preparation	I	D	A	E	Evidences
1A - Demonstrating knowledge and skill in the therapy area and holds relevant certificate or license					
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program					
1C - Establishing goals for the instructional support program appropriate to the setting and the students served					
1D - Demonstrating knowledge of resources both within and beyond the school and district					
1E - Planning the therapy program integrated with the overall school program to meet individual needs					
1F - Developing a plan to evaluate the therapy program					
Comments					

Measure 2: The Environment	I	D	A	E	Evidences
2A - Creating an environment of trust and respect					
2B - Organizing time effectively					
2C - Establishing clear procedures for referrals and instructional support					
2D - Establishing standards of conduct during therapy					
2E - Organizing physical space for instruction and testing of students					
Comments					

Measure 3: Delivery of Service	I	D	A	E	Evidences
3A - Responding to referrals and evaluating student needs					
3B - Developing and monitoring treatment plans					
3C - Sharing expertise with staff and parents					
3D - Locating resources/identifying strategies to support instructional improvement					
3E - Demonstrating flexibility and responsiveness					
Comments					

Measure 4: Professional Responsibilities	I	D	A	E	Evidences
4A - Reflecting on practice					
4B - Collaborating with teachers and administrators					
4C - Maintaining effective data management system					
4D - Participating in a professional community					
4E - Engaging in professional development					
4F - Showing professionalism including integrity and confidentiality					
Comments					

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature & Date

Evaluatee Signature & Date

The evaluatee is provided with a copy of the completed evaluation at the close of the conference.

Therapeutic Specialist Summative Evaluation

Evaluatee: _____ School Year: _____ School/Location: _____

Directions: Completed by Principal/Supervisor. Overall Summative Rating is based on Professional Practice and accompanying decision rules.

Professional Practice Ratings

Measure 1: Planning and Preparation

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 2: The Environment

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 3: Delivery of Service

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 4: Professional Responsibilities

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

IF...	THEN...
If Measures 2 & 3 are rated "Ineffective"	Summative Rating shall be <u>Ineffective</u>
If Measures 2 <u>OR</u> 3 are rated "Ineffective"	Summative Rating shall be <u>Developing or Ineffective</u>
If Measures 1 <u>OR</u> 4 are rated "Ineffective"	Summative Rating shall <u>NOT be Exemplary</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Accomplished"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Accomplished" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Exemplary</u>

Overall Summative Rating: ☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Employment Recommendation to Superintendent:

_____ Recommended for reemployment (with the provisional status based on position availability and/or funding)

_____ Recommended for reemployment with conditions (Attach Directed Growth Plan)

_____ Not Recommended for re-employment

Evaluatee's Name _____ Principal's Name _____

Evaluatee's Signature _____ Principal's Signature _____

Date _____ Date _____

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

**BARREN COUNTY SCHOOLS
SCHOOL PSYCHOLOGIST FORMATIVE EVALUATION**

Tenured____ **Non-Tenured**____ **New Employee** ____ **School/Level**_____

Evaluatee/Observee_____ **Position**_____

Evaluator/Observer_____ **Position**_____

Date of Observation_____ **Date of Post-Observation Conference**_____

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

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

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

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

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature & Date

Evaluatee Signature & Date

The evaluatee is provided with a copy of the completed evaluation at the close of the conference.

School Psychologist Summative Evaluation

Evaluatee: _____ School Year: _____ School/Location: _____

Directions: Completed by Principal/Supervisor. Overall Summative Rating is based on Professional Practice and accompanying decision rules.

Professional Practice Ratings

Measure 1: Planning and Preparation

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 2: The Environment

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 3: Delivery of Service

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 4: Professional Responsibilities

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

IF...	THEN...
If Measure 2 & 3 are rated "Ineffective"	Summative Rating shall be <u>Ineffective</u>
If Measure 2 <u>OR</u> 3 are rated "Ineffective"	Summative Rating shall be <u>Developing or Ineffective</u>
If Measure 1 <u>OR</u> 4 are rated "Ineffective"	Summative Rating shall <u>NOT</u> be <u>Exemplary</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Accomplished"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Developing" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Accomplished" <u>and</u> 2 are rated "Exemplary"	Summative Rating shall be <u>Exemplary</u>

Overall Summative Rating: ☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Employment Recommendation to Superintendent:

_____ Recommended for reemployment (with the provisional status based on position availability and/or funding)

_____ Recommended for reemployment with conditions (Attach Directed Growth Plan)

_____ Not Recommended for re-employment

Evaluatee's Name _____ Principal's Name _____

Evaluatee's Signature _____ Principal's Signature _____

Date _____ Date _____

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

Administrators Evidence Collection Worksheet

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance 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.

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance Standard 9: Operations and Management

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

Standard Rating ☐ E ☐ A ☐ D ☐ I

Performance Standard 10: School Improvement

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

Standard Rating ☐ E ☐ A ☐ D ☐ I

Administration Documentation Template – Observation

Recommended Practice:

1. When conducting an observation or preparing to provide feedback to an administrator during any phase of the Administrator Certified Evaluation Plan system, refer to the performance indicators for each administrator 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 administrators 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: ____/____/____

Administrator: _____

Evaluator: _____

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

☐ Observation ☐ Mid-Year Conference ☐ Other (Specify) _____

Date: _____

Administrator: _____

Performance 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.

Sample Performance Indicators : Examples may include, but are not limited to:

Effective leaders:

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

Sample evidence may include:

- *Collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the school (e.g. Sources of communication – meeting agendas, social media, agendas, newsletter; documented community partnerships that align to mission, vision and core values; Evidence of collaborative stakeholder engagement)*
- *Communicates the vision and core values in order to establish high expectations for student performance and well-being (e.g. School mission, vision, and core values statements; back to school night presentations)*
- *Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the school (e.g. Data and root cause analysis documents; School Improvement Plan)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____

Performance 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.

Sample Performance Indicators : Examples may include, but are not limited to:**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.

Sample evidence may include:

- *Places children at the center of education and accepts appropriate responsibility for each student's academic success and well-being. (e.g. Climate surveys – questions related to student success and well-being, Observation - principal interaction with students)*
- *Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior. (e.g. Communications; Climate surveys – interaction with staff and students; Data protocol)*
- *Treats others with dignity and respect. (e. g. review climate survey - data related to cultural responsiveness)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____

Performance 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.

Sample Performance Indicators : Examples may include, but are not limited to:

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.

Sample evidence may include:

- *Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning. (e.g. Outreach efforts; Discussion with community members)*
- *Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. (e.g. Student Handbook – list of clubs, activities, sporting events, resources available to students; Climate Survey – Questions related to student's academic success and well-being)*
- *Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students. (e.g. Student handbook – course listing and support services, Observation of classrooms; Teacher questions)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____ Admin Observe

Performance 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.

Sample Performance Indicators : Examples may include, but are not limited to:

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.

Sample evidence may include:

- *Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs. (e.g. curriculum maps, sample assessments)*
- *Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum. (e.g. Walk through data, formal and informal observations)*
- *Holds self and staff accountable for the growth of student achievement across the curriculum. (e.g. data related to teacher evaluation and improvement)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____

Performance 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.

Sample Performance Indicators : Examples may include, but are not limited to:

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.

Sample evidence may include:

- *Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner (e.g. Student handbook – student conduct code, climate survey data-questions related to appropriate consequences for behavior, discipline data)*
- *Purposefully engages in an ongoing and collaborative assessment of the school climate and culture to ensure the needs of all students are being met. (e.g. School Climate data – student involvement in leadership, School culture data, School Improvement Plan. Student achievement data, Student Support Team, Positive Behavior Intervention System)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____

Performance 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.

Sample Performance Indicators : Examples may include, but are not limited to:

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.

Sample evidence may include:

- *Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. (e.g. New teacher mentor program)*
- *Provides job-embedded professional learning and continuous learning experiences that are differentiated, data informed and result in improvements to professional practice, student learning and work life balance for faculty and staff. (e.g. long range professional learning plan, Needs assessment)*
- *Provides an effective system of academic and social supports and accommodations to meet student learning needs. (e.g. 504 plans, Peer tutoring)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____

Admin Observe

Performance 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.

Sample Performance Indicators : Examples may include, but are not limited to:

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.

Sample evidence may include:

- *Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning. (e.g. Professional Learning Communities meeting agendas, Walk through data; mentoring programs)*
- ☒ *Creates a collaborative team culture that encourages continuous individual growth and leadership development (e.g. Professional Learning Community meeting agendas)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____

Performance 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.

Admin Observe

Sample Performance Indicators : Examples may include, but are not limited to:

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.

Sample evidence may include:

- *Is highly approachable, accessible, and welcoming to families and members of the community. (e.g. school climate survey, newsletter)*
- *Fosters an environment of respect and understanding within the school and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity. (e.g. school climate survey, parent engagement data)*
- *Encourages active family and community participation in the learning process, develops programs and activities that foster such participation, and builds a school and community focus on increasing student academic success and well-being. (e.g. parent engagement data, attendance data from school/community events)*
- *Employs a wide variety of effective communication strategies to keep students, staff, families, and the community informed and involved in the life of the school and to seek their perspectives on issues affecting the school. (e.g. social media to leverage engagement and awareness)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____ Admin Observe

Performance Standard 9: OPERATIONS AND MANAGEMENT

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

Sample Performance Indicators : Examples may include, but are not limited to:

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 nonmonetary 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.

Sample evidence may include:

- *Allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement. (e.g. School budget, School Improvement Plan activities, grants and partnerships, student, staff, and community climate survey data)*
- *Ensures compliance with local, state, and federal mandates. (Safety Drill logs, Emergency Response team plans)*
- *Develops procedures for the effective use of technology within the school. (e.g. Technology use plan, staff handbook)*

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

Evaluator's Feedback:

Date: _____

Administrator: _____

Performance Standard 10: SCHOOL IMPROVEMENT

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

Sample Performance Indicators : Examples may include, but are not limited to:

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.

Sample evidence may include:

- *Systematically collects and routinely analyzes multiple sources of data to identify targeted improvement efforts and inform decision making. Sources may include norm and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information. (e.g. Climate survey, walk-through data, norm and reference data)*
- *Collaborates systematically with staff, students, parents, and community members to set goals, develop, implement, and monitor School Improvement Plan designed to improve student achievement and enhance student well-being.*
- *Aligns professional learning experiences with the school improvement plan, and focuses on changing adult behaviors that lead to higher levels of student learning. (e.g. faculty meeting agendas, PLC agendas)*
- *Continuously monitors and analyzes progress on the improvement plan and makes appropriate adjustments. (e.g. results of student performance, Committee updates on school improvement plan items)*

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

Evaluator's Feedback:

Administrator Summative Performance Report

Admin-Sum

Directions: Evaluators use this form prior to provide the administrator with an assessment of performance. The administrator should be given a copy of the form at the end of each evaluation cycle.

Administrator: _____ **School Year(s):** _____

School: _____

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.

Exemplary In addition to meeting the requirements for	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school's vision, mission, and core values. Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values. 	<ul style="list-style-type: none"> Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of all student groups. (a, f) Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) Articulates and advocates a core set of values that defines the school's culture, vision and mission and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. (d, e) Models and pursues the school's mission, vision, and core values in all aspects of leadership. (g) 	<ul style="list-style-type: none"> Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) Identifies a set of core values that recognizes the importance of student-centered education. (c, f) Initiates continuous improvement efforts. (c, d) Uses data to inform school actions that promote student success in alignment with school's vision, mission, or core values. (d, e) 	<p>Inconsistently...</p> <ul style="list-style-type: none"> Develops and communicates the school's vision, mission, and core values. (a, b) Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) Evaluates actions to achieve the school's vision. (d)
<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments

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.

Exemplary In addition to meeting the requirements for	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Informs the development or revision of school system and/or state policies focused on ethics or professional norms. • Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators. 	<ul style="list-style-type: none"> • Makes the well-being of students the fundamental value in all decision making & actions¹. (a, c) • Places students at the center of education and accepts responsibility for each student's academic success and well-being. (c) • Fulfills all professional duties with honesty, transparency and integrity¹. (b) • Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. (a) • Promotes ethical and professional behavior among faculty and staff aligned with the school system's code of conduct and professional norms. (f) • Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. (d, f). • Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social-emotional well-being, disabilities and cultures. (e) 	<ul style="list-style-type: none"> • Implements local, state, and federal laws, regulations, and policies. (a) • Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. (d, f) • Implements professional norms to promote a collaborative work culture. (f) • Demonstrates understanding of student and staff backgrounds and culture. (e) 	Inconsistently.... <ul style="list-style-type: none"> • Applies local, state, and federal laws, regulations, and policies. (a, b) • Communicates expectations of professional norms and ethical practices to school staff. (f) • Applies professional norms and ethical practices. (b, c, d) • Demonstrates understanding of school demographics including student and staff backgrounds and culture. (e)
<div>□</div> Comments	<div>□</div> Comments	<div>□</div> Comments	<div>□</div> Comments

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.

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Informs school system, state or, professional organizations on matters related to equity³ and/or cultural responsiveness². • Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices. 	<ul style="list-style-type: none"> • Implements and expects equity and cultural responsiveness² initiatives. (h) • Collaboratively establishes specific and measurable goals for equity³ that are informed by data and are in alignment with student needs. (a, b) • Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e) • Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f) • Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness² and equitable practices. (c, e) • Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f) • Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g) • Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c) • Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d) 	<ul style="list-style-type: none"> • Communicates equity and cultural responsiveness as a priority. (h) • Demonstrates understanding of data related to equity such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b) • Uses data to identify achievement gaps among student groups. (c, f) • Identifies institutional and school biases. (e) • Improves student policies based on his/her perspective. (d) • Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h) 	<p>Inconsistently....</p> <ul style="list-style-type: none"> • Demonstrates equitable and culturally responsive practices. (h) • Provides student access to learning experiences that promote equity and cultural responsiveness. (a, b) • Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. (c, f) • Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. (g, h)
<div> <input type="checkbox"/> </div> Comments	<div> <input type="checkbox"/> </div> Comments	<div> <input type="checkbox"/> </div> Comments	<div> <input type="checkbox"/> </div> Comments

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.

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> ● Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations. ● Serves as a mentor or coach to other school leaders. ● Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements. 	<ul style="list-style-type: none"> ● Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. (a) ● Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners. (c, d) ● Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment. (a, b) ● Implements a formative assessment process to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (e.g. growth targets). (f, g) ● Leads school educators on effective practices that are evidence based to improve instruction (e.g. differentiation, universal design, personalized learning, and specialized instruction). (a, c, d) ● Works collaboratively with teachers to collect and share data in an understandable way to monitor and inform improvements in instructional practices for all student groups. (c) ● Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity). (e) 	<ul style="list-style-type: none"> ● Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) ● Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. (a, b) ● Reviews data to monitor student progress. (g) ● Implements assessments in alignment with school system and state requirements. (f) ● Implements curriculum in alignment with school system requirements. (b) ● Promotes appropriate technology use in and out of the classroom. (e) 	<ul style="list-style-type: none"> ● Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) ● Requires teachers to collaborate within grade levels and/or disciplines. (a, b) ● Reviews student data to monitor student progress. (g) ● Uses assessments to inform instruction. (f) ● Implements curriculum in alignment with school system requirements. (b) ● Provides technology for student learning. (e)
<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments

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.

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level. • Facilitates professional learning experiences on school culture and climate for the school system, state, or professional organizations. • Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school. 	<ul style="list-style-type: none"> • Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group (e.g. ensuring that students with disabilities and English language learners have opportunities to learn with their non-disabled and English proficient peers). (c) • Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socio-emotional supports to students. (c) • Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student. (b, d) • Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies. (a, e) • Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system's policies. (e) • Infuses the school environment with students' cultures and languages. (f) • Communicates directly with students celebrating success and affirming student value. (b, d) • Establishes trusting relationships with school staff and community members. (f) 	<ul style="list-style-type: none"> • Reviews school data (e.g. school climate, suspension, attendance). (e) • Implements academic and socio-emotional resources provided by the school system. (c) • Shares student handbook in compliance with school system requirements. (a, e) • Implements school security and safety procedures (e.g. visitor sign-in, emergency preparedness drills) in alignment with school system requirements. (a, e) • Demonstrates an understanding of students' cultures and languages. (f) 	<p>Inconsistently....</p> <ul style="list-style-type: none"> • Reviews school data. (e) • Adheres to school system policies regarding safety and security. (a, c) • Demonstrates mutual respect and trust in working with students, teachers, and/or stakeholder groups (e.g. parents, community members) (d). • Demonstrates an understanding of students' cultures and languages. (f)
<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments

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.

Exemplary In addition to meeting the requirements for	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Informs professional learning experiences at the school system or state level to build the capacity of school personnel. • Advances the professional growth of assistant principals and teachers as evidenced by evaluation records, student academic performance, and promotion to leadership positions. • Provides evidence of assistant principals, teacher leaders, or other staff facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations. 	<ul style="list-style-type: none"> • Develops explicit criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. (a) • Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. (d, e, f) • Creates, implements and evaluates plan for staff turnover and succession. (b, g) • Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs (e.g. provides high quality professional learning experiences with follow up coaching). (b, g) • Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning, and work life balance of faculty and staff. (c, d, h) • Communicates feedback to assistant principals, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice. (d, e,) • Collaboratively develops and uses data to inform a plan to foster professional growth of self. (i) 	<ul style="list-style-type: none"> • Conducts hiring processes in accordance with school system practices. (a) • Responds to staff turnover as it occurs. (b, g) • Provides data-informed professional learning experiences. (c, d, h) • Conducts evaluation of teachers in accordance with school system policies. (d, e, f) • Identifies and participates in professional learning opportunities to enhance professional practice of self. (i) 	<p>Inconsistently....</p> <ul style="list-style-type: none"> • Demonstrates effective hiring practices. (a) • Conducts evaluation of assistant principals and teachers. (d, e, f) • Provides feedback to assistant principals and teachers that inform improvement to their professional practice. (e) • Participates in professional learning opportunities to enhance professional practice of self. (i)
<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments

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.

Exemplary In addition to meeting the requirements for	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals. • Implements one or more faculty-initiated improvement efforts successfully. • Demonstrates evidence of assistant principals, teachers, counselors, and/or other staff members actively participating and contributing to professional organizations and/or communities of practice in alignment with school goals. 	<ul style="list-style-type: none"> • Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. (a, b) • Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. (c) • Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. (b, c, h) • Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. (c, e, f, g) • Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff is responsible for. (c, d) • Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice. (e) 	<ul style="list-style-type: none"> • Adheres to the professional learning processes of the school system. (e, f, g) • Provides professional learning experiences for staff. (e, f, g) • Creates a school leadership team that works in isolation with limited input from other staff members. (b, h) • Reviews staff perception data. (c) 	Inconsistently..... <ul style="list-style-type: none"> • Provides professional learning experiences to staff. (e, f, g) • Includes staff input to inform school decisions. (b) • Reviews staff perception data. (c)
<div> <input type="checkbox"/> </div> Comments	<div> <input type="checkbox"/> </div> Comments	<div> <input type="checkbox"/> </div> Comments	<div> <input type="checkbox"/> </div> Comments

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.

Exemplary In addition to meeting the requirements for	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Demonstrates sustained partnerships with positive results on student achievement. • Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members. • Establishes partnerships that positively affect the school system. 	<ul style="list-style-type: none"> • Establishes a network of partners and community resources to promote student achievement and family and community well-being. (b, e, f, g, j) • Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being (e.g. working with families of students with disabilities to be able to fully communicate the student's needs to teachers and appropriate staff). (a, b) • Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. (c) • Holds self and staff accountable for regularly engaging with families and community members to support student learning. (e, f) • Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. (d) • Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. (b, e, f, g, j). • Builds and sustains productive partnerships to promote school improvement and student learning. (j). • Advocates publically on behalf of the school system for the need for family and community support of schools (h, i) 	<ul style="list-style-type: none"> • Creates limited partnerships to support school goals. (b, e, f, g, j) • Communicates to families and community members. (c) • Participates in community events. (d) • Communicates to staff the need for engaging families but does not hold staff accountable for engagement. (c) • Provides the school as a resource for families and the community. (g) 	Inconsistently..... <ul style="list-style-type: none"> • Communicates with families and community members. (c) • Partners with families and community members to address school needs. (b, e, f, g, j) • Participates
<div>□</div> Comments	<div>□</div> Comments	<div>□</div> Comments	<div>□</div> Comments

Standard 9: Operations and Management

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

Exemplary In addition to meeting the requirements for	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Demonstrates sustained improved operational efficiencies resulting from strategic implementation of targeted strategies. • Improves teaching and learning outcomes resulting from implementation of targeted operational and management strategies. • Provides professional learning experiences to other leaders in the school system, state, and/or professional organizations that focus on effective operations and management. 	<ul style="list-style-type: none"> • Advocates for and seeks to acquire resources that meet the needs of staff and students. (c) • Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school's vision, mission, and core values (e.g. ensuring that all student groups' academic needs are being met). (a, c) • Assigns and schedules staff to roles and responsibilities that optimizes their professional capacity to address the learning needs of students (e.g. school schedule is created with all student groups in mind, meeting accommodation needs for students with disabilities). (b) • Protects student learning time and teacher professional learning time from disruptions. (e) • Establishes systems and processes for fair and equitable conflict resolution. (k) • Demonstrates ethical and responsible budgeting and accounting practices. (d) • Employs technology to improve operational efficiency which includes but is not limited to data and communication systems that monitor and improve school outcomes. (f, g) • Builds school community understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). (h, i) • Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. (l, j) 	<ul style="list-style-type: none"> • Manages resources to meet staff and student needs. (a, c) • Demonstrates fiscal responsibility. (d) • Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) • Applies technology to support school operations. (f, g) • Implements conflict resolution strategies. (k) • Communicates with central office staff and colleges within 	<p>Inconsistently....</p> <ul style="list-style-type: none"> • Manages resources. (a, c) • Demonstrates fiscal responsibility. (d) • Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) • Resolves conflicts. (k) • Implements technological solutions for operational management. (f, g) • Communicates with colleagues or central office staff. (l, j)
<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments	<input type="checkbox"/> Comments

Standard 10: School Improvement

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

Exemplary In addition to meeting the requirements for	Accomplished is the expected level of performance.	Developing	Ineffective
<ul style="list-style-type: none"> • Demonstrates significant and sustained gains in school improvement. • Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement. • Serves as a mentor or coach to school leaders. 	<ul style="list-style-type: none"> • Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). (c, d, i) • Establishes high expectations for student achievement (e.g. all student groups' needs are identified and met). (c) • Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school's mission, vision, and core values. (b, d) • Collaborates with stakeholders throughout the cycle of continuous improvement. (d) • Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i) • Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a) • Establishes and implements a process to diagnose and respond to student learning needs. (b) • Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g) • Unifies improvement strategies and resources to align with identified needs. (h, i) • Establishes and implements a system to monitor progress towards meeting identified improvement goals. (c, d) • Adjusts improvement strategies as necessary to meet established improvement goals. (d, e) • Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j) • Demonstrates significant gains in student achievement. (a) 	<ul style="list-style-type: none"> • Uses data to inform school improvement. (g) • Applies research to inform improvement strategies. (d, f, g) • Creates and implements a school improvement plan. (b, d) • Informs stakeholders of school improvement goals. (d, g) • Establishes coherence across initiatives in support of school improvement goals. (h, i) • Reviews data to monitor school improvement progress. (b, d, g) 	<p>Inconsistently.....</p> <ul style="list-style-type: none"> • Uses research to inform school improvement strategies. (d, f, g) • Implements a school improvement plan. (b, d) • Reviews data to monitor school improvement progress. (b, d, g) • Communicates with stakeholders. (c, d, i)
<div>□</div> <p>Comments</p>	<div>□</div> <p>Comments</p>	<div>□</div> <p>Comments</p>	<div>□</div> <p>Comments</p>

Evaluation Summary

Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Observations
- Other district determined evidence sources

Performance Criteria	Performance Measures			
	Planning	Environment	Instruction	Professionalism
Administrator Principals, Assistant Principals, District Administrators <i>Professional Standards for Educational Leaders (PSEL)</i>	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community

Professional Practice Ratings

Measure 1: Planning

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 2: Environment

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 3: Instruction

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

Measure 4: Professionalism

☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

IF...	THEN...
If Measure 2 & 3 are rated "Ineffective"	Summative Rating shall be <u>Ineffective</u>
If Measure 2 OR 3 are rated "Ineffective"	Summative Rating shall be <u>Developing or Ineffective</u>
If Measure 1 OR 4 are rated "Ineffective"	Summative Rating shall NOT be <u>Exemplary</u>
If 2 Measures are rated "Developing" and 2 are rated "Accomplished"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Developing" and 2 are rated "Exemplary"	Summative Rating shall be <u>Accomplished</u>
If 2 Measures are rated "Accomplished" and 2 are rated "Exemplary"	Summative Rating shall be <u>Exemplary</u>

Overall Summative Rating: ☐ Ineffective ☐ Developing ☐ Accomplished ☐ Exemplary

- ☐ Recommended for continued employment (with the provisional status based on position availability and/or funding)
- ☐ Recommended for placement on a Directed Growth Plan (One or more standards are ineffective or two or more standards are developing.)
- ☐ Recommended for Dismissal/Non-Renewal (The administrator has failed to make progress on a Directed Growth Plan, or the administrator consistently performs below the established standards or in a manner that is inconsistent with the district/school's mission and goals.)

Evaluatee's Name _____ Evaluator's Name _____

Evaluatee's Signature _____ Evaluator's Signature _____

Date _____ Date _____

Superintendent's Signature _____ Date _____

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

BARREN COUNTY SCHOOLS

Directed Growth Plan

The performance of all certified personnel is to be evaluated annually for all non-tenured personnel and administrators, and once every three years for tenured personnel.

Persons who need improvement in one or more performance areas may be required to complete a Directed Growth Plan. The Directed Growth Plan is developed when an evaluatee receives an “INEFFECTIVE” rating on the Summative Evaluation OR when an immediate change is required in behavior.

When a Directed Growth Plan is required, the following process will be used by the evaluator to assist the evaluatee in improving performance:

1. The primary evaluator notifies the evaluatee that his or her performance is not meeting district standards. The Directed Growth Plan documentation form shall be initiated. This form will be completed and signed by all parties at each meeting.
2. Specific data is shared with the evaluatee that identifies the deficiencies.
3. A Directed Growth Plan is developed by the evaluator and evaluatee. This plan shall address the performance area(s), goals and activities that achieve desired performance (workshops, classroom assistance, etc.) and target dates for follow-up observations.
4. Evaluations will become more frequent and formal.
5. The Directed Growth Plan should give the evaluatee sufficient support and time to show satisfactory progress and improvement.

BARREN COUNTY SCHOOLS DIRECTED GROWTH PLAN

Employee _____

Work Location _____

School Year _____

Date _____

The Directed Growth Plan is developed when an evaluatee receives a “INEFFECTIVE” rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

<u>Domain/ Standard</u>	<u>Needs Assessment:</u> “What evidence do I have which tells me improvement is needed?”	<u>Growth Objective(s)/Goal(s)</u> “What exactly do I need to do to improve?”	<u>Procedures and Activities for Achieving Objective(s) and Goal(s)</u> “How can I reach my goal?”	<u>Assistance from Evaluator:</u> “What assistance will be provided by the administration?”	<u>Target Date for Completion:</u> “What is the date?” (month/day/year)

Evaluatee’s Comments: _____

Evaluator’s Comments: _____

Date Directed Growth Plan Developed:

(Evaluatee’s Signature)

(Date)

(Evaluator’s Signature)

(Date)

BARREN COUNTY SCHOOLS CERTIFIED EVALUATION PLAN APPENDIX

Glossary of Terms

Professional Code of Ethics for Kentucky Schools -
Certified Personnel

Appeals Process



Glossary of Evaluation Terms and Definitions

(As applied to the certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in **KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) (c).**

Administrator: is any person who devotes the majority of his/her employed time to service in a **position for which** administration certification is required by the Education Professional Standards Board in 704 KAR Chapter

20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KRS 160.345. The administrator assumes the role of primary evaluator for all certified school personnel whom he/she immediately supervises.

Appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

Conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

Danielson Framework for Teaching (The Kentucky Framework for Teaching- KFT): the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.

Directed Growth Plan: a plan developed by the evaluator when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation **OR** when an immediate change is required in behavior.

Evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

Evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

Evaluation committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Department of Education.

Evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

Evidence: documents or demonstrations that indicate proof of a particular descriptor.

Formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Indicators: measurable or observable behaviors and outcomes that demonstrate performance criteria.

Job category: the term used to signify a group or class of positions with closely related functions such as: principal, coordinator, or director.

Kentucky Framework for Teaching: The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement.

Monitoring: to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers' lesson plans, units of study, and interactions with students, parents, and each other.)

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

Observer certification: the process of certifying observers who have demonstrated proficiency in rating teachers for the purposes of feedback and evaluation

Observee: one who is observed by the observer.

Observer: one who sees and reports behaviors. This is usually the primary evaluator, but may be another administrator or another teacher trained in the teacher's content area or a curriculum content specialist.

Openly: with full knowledge of others (evaluatee).

Other support staff: any certified staff other than teacher or administrator.

Performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

Performance rating: means the summative description of an evaluatee's performance and includes the following for teachers, principals and assistant principals.

- Exemplary: means the rating for performance that consistently exceeds expectations for effective performance within professional practice and overall.
- Accomplished performance rating: means the rating for performance that consistently meets the expectations for effective performance within professional practice and overall.
- Developing performance rating: the rating for performance that inconsistently meets expectations for effective performance within professional practice and overall.
- Ineffective performance rating: the rating for performance that consistently fails to meet expectations for effective performance within professional practice and overall.

Position: a professional role in the school district such as: teacher, secondary principal, supervisor of instruction, etc.

Primary evaluator: the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.).

Professional growth: increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.

Professional growth plan (PGP): An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.

Professional growth goal (PGG): The goals written as part of the PGP.

Professional Standards for Educational Leaders (2015) (PSEL) – The ten (10) administrator standards organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Beginning in 2020-2021 school year, these standards will be used as the performance criteria to for the performance measures of planning, environment, instruction, and professionalism.

Post-conference: a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

Self-reflection: the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

Standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

Summative evaluation: the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

Teacher: any certified staff person who directly instructs students.

Walk-Thru Observation: A walk through observation consists of an administrator, making an informal, unscheduled, yet focused visit to a classroom for three to ten minutes.

Professional Code of Ethics for Kentucky School Certified Personnel

16 KAR 1:020

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585.

BARREN COUNTY SCHOOLS

Appeals

Appeals Panel Hearing Procedures

Any certified employee who believes that he or she was unfairly evaluated on the summative evaluation may file an appeal with the district appeals panel utilizing the request form provided in the plan. The appeal must be filed within five working days of receipt of the summative evaluation. Confidentiality and fairness shall be the primary concerns of the panel.

Upon receiving the request, the panel will schedule a preliminary hearing within three working days after the appeal is filed, and a chairperson for the panel shall be elected by the panel for the appeal. Upon request, the evaluatee may review any evaluation material related to him/her prior to the preliminary hearing. On or before the day of the preliminary hearing, the evaluator and evaluatee shall provide four (4) copies of all documentation to be considered in the appeal (one copy for each of the committee members and one for the evaluator/evaluatee). The chairperson shall convene the preliminary hearing and explain procedures for the process.

The evaluatee and evaluator may be represented by legal counsel or their chosen representative during both the preliminary hearing and the appeals panel hearing. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing process is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony.

After the evaluatee and evaluator leave the preliminary hearing, the appeals committee shall remain and review all documents and formulate questions for the hearing.

An appeals panel hearing will convene not less than nine working days and not more than 12 working days after the appeal is filed to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party and witness shall be provided. The panel will also have the right to question the evaluatee, the evaluator, and the witnesses. After an opportunity for closing remarks has been provided, the evaluatee and evaluator will be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within 3 working days of the appeals panel hearing.

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

- a. A new evaluation by a second certified evaluator *in which case the schedule of evaluations need not be met*
- b. Uphold the original evaluation
- c. Remove the summative or any part of the summative from the personnel file

The evaluatee may withdraw his/her appeal at any time during the appeals process. At any time during the appeals process, the evaluator may make adjustments to the evaluatee's summative form if these adjustments are acceptable to the evaluatee.

Any certified employee who feels that the local district did not properly implement the evaluation plan according to the way it was approved by the State Department of Education shall have the opportunity to appeal to the Kentucky Board of Education in accordance with the procedures set forth below.

Composition of the Appeals Panel

All members of the appeals panel shall be current certified employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship) One member of the panel is appointed by the Board of Education. (Reference: KRS 156.101 & 704 KAR 3:345.)

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates and shall serve in the event an elected member cannot serve. The Board shall also appoint an alternate member. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The panel shall elect its chairperson for each appeal.

The length of term for an appeals panel member shall be one year and run from July 1 to June 30. Panel members may be re-elected and reappointed for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination

- Secret Ballot

- One person /one vote

- All certified employees given the opportunity to vote

Appeals to the Kentucky Board of Education

Any certified employee who feels that the local district failed to properly implement the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

The appeal procedures shall be as follows:

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel or the district's failure to implement an evaluation plan as approved by the Kentucky Department of Education. The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level and any documentation submitted pursuant to paragraph (c) of this subsection.
- (b) No later than thirty (30) calendar days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
- (c) A brief, written statement, or other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
- (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- (e) A determination of noncompliance with the local district's evaluation plan or absence of a district local evaluation plan shall render the evaluation void, and the employee shall have the right to be reevaluated.

BARREN COUNTY SCHOOLS
APPEALS PANEL HEARING REQUEST FORM

I _____, have been evaluated by _____

during the current evaluative cycle. My disagreement with the findings of the summative has been thoroughly discussed with my evaluator. The attached letter includes my rationale and suggested resolution for the appeal in detail.

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

This appeal challenges the summative findings on:

- ☐ Substance
- ☐ Procedure
- ☐ Both substance & procedure

Signature

Date

Date of Summative Conference _____

Date evaluator notified of intent to appeal _____

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