

# Certified and Classified Evaluation Plan

Cumberland County Board of Education  
Burkesville, KY 42717



Revised June 12, 2020  
Board Approved  
April 19, 2018  
Revisions approved June 18, 2020

# **Professional Growth and Effectiveness Plan**

## **Professional Growth and Effectiveness System**

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

## **Roles and Definitions**

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator.
8. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in a measure or needs improvement in a specific as determined by their evaluator. .
  - b. Principals who are rated ineffective in a measure or needs improvement in a specific as determined by their evaluator.
2. **Job Category:** A group or class of certified school personnel positions with closely related functions.
3. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
4. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
5. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
6. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
7. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance measures and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator.
8. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
9. **Summative Evaluation:** the final evaluation rating.
10. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate.

<b>Certified Evaluation Committee June 2018</b>	
<b>Kirk Biggerstaff</b>	<b>Superintendent, Administrator</b>
<b>Michelle Cash</b>	<b>Instructional Supervisor, Administrator</b>
<b>Jason Dodson</b>	<b>DPP, DoSE, Administrator</b>
<b>Lisa Perdue</b>	<b>CCES Principal, Administrator</b>
<b>Jeanie Bandy</b>	<b>CCMS Principal, Administrator</b>
<b>Josh Henderson</b>	<b>CCHS Principal, Administrator</b>
<b>Tabatha Moons</b>	<b>CCHS Assistant Principal, Administrator</b>
<b>Nathan Britt</b>	<b>CCHS Counselor</b>
<b>Kassie Sewell</b>	<b>CCES Teacher</b>
<b>Kacey Duvall</b>	<b>CCES Teacher</b>
<b>Alonna Cyphers</b>	<b>CCES Teacher</b>
<b>Katie Sherrell</b>	<b>CCHS Teacher</b>
<b>Rodney Smith</b>	<b>CCMS Teacher</b>
<b>Patrick Crawley</b>	<b>CCMS Teacher</b>
<b>Tiffany Skeens</b>	<b>CCHS Teacher</b>
<b>Kara Wilbert</b>	<b>CCES Teacher</b>

The contact person for monitoring evaluation and training is the Certified Evaluation contact and/or Superintendent. Observation windows, timelines and other requirements of this may be adjusted by the evaluator in special circumstances where the evaluatee has been absent due to extenuating circumstances or late hiring. The superintendent or other designee will approve changes and notify the teacher within 10 days of returning to work. Teachers and Other Professionals will be notified of the evaluation process in the first 30 days of school. Employees serving in dual roles will be evaluated using both tools and combined to determine summative rating. District level administrators will be evaluated annually.

## **Minimum Requirements – Evaluations**

- The summative evaluation process will be explained and discussed with the evaluatee no later than the end of their first thirty (30) calendar days of reporting for employment each school year
- Evaluatees have the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record
- Teacher Interns/First Year Teachers – The intern shall be evaluated in accordance with the Kentucky Teacher Internship Program (KTIP). This guideline calls for a minimum of three (3) formal observations by the internship committee. Any changes to the KTIP program through EPSB will be followed by the intern and district regarding evaluations. All guidelines and forms contained within the KTIP program will be followed/used by the intern.

- Certified Non-Tenured – Teachers with one to four years (1-4) years of experience/or new certified teachers to the district will be observed a minimum of one full observation annually until continuing status is reached. Non-tenured teachers will also receive a minimum of one walkthrough or formative observation annually by their immediate supervisor and a peer observation annually.
- Certified Tenured – Certified employees will have a full observation a minimum of one time within a three year period, culminating with a summative evaluation at the end of the three-year cycle. Tenured teachers will also receive a minimum of one walkthrough or formative observation annually by their immediate supervisor and a peer observation annually.
- Other District Certified are certified employees who do not fall in any other category or framework. These certified employees will be evaluated using the “Other Certified” Measures and documents. They will follow the formative and summative evaluation timelines as Certified Non-Tenured/Certified Tenured depending on their years of service. Employees serving in dual roles will be evaluated using both tools and combined to determine summative rating. District level administrators will be evaluated annually. Principals and assistant principals will be evaluated annually until they have 3 or more years of administrative experience and then will move to a 2 year cycle.

## **Principals, Assistant Principals, and District Administrator Evaluations**

Principals and assistant principals will be evaluated annually until they have 3 or more years of administrative experience and then will move to a 2 year cycle.

- Principal’s immediate supervisor – Superintendent
- Assistant Principal’s immediate supervisor – School Principal
- District Administrator’s immediate supervisor – Superintendent

### **Superintendent Evaluations**

- Each superintendent shall be evaluated according to a policy and procedures developed and approved by the local board of education.
- The summative evaluation of the superintendent shall be in writing, discussed and adopted in an open meeting of the board, and reflected in the minutes, and made available to the public upon request.
- Any preliminary discussion relating to the evaluation of the superintendent by the board or between the board and the superintendent prior to the summative evaluation shall be conducted in a closed session.



# **District Professional Growth and Effectiveness Plan**

## ***The Kentucky Framework for Teachers and Specialist in Other Professions***

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the measures of:

### **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

### **Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

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

The use of professional judgment based on multiple sources of evidence promotes a 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 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.

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

### **Required Sources of Evidence**

- Professional Growth Planning
- Peer Observation
- Self-Reflection
- Observation

Other evidence to be determined by the primary evaluator may include:

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

All components and sources of evidence related supporting an educator's ratings will be completed and documented.

All Summative Ratings will be recorded on paper or in electronic records and kept in personnel records. This type of evaluation will occur for all personnel below the superintendent.

## **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her

professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

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

- **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**
- **All Teachers and Other Professionals will document self-reflection and professional growth planning in the state-using paper or electronic method determined by the evaluator.**
- **Professional Growth Plans will be developed by April 30. New staff will develop PGPs by September 30 each year.**
- **They will be approved by the Primary Evaluator by the end of the year. They will be revised in August/ September as the school year begins. The self-reflection will be completed by Teachers and Other Professionals during the mid-year review process in January.**
- **Late hires will complete the PGP and Self-Reflection on a timeline determined by the Primary Evaluator, within 30 days of hire if the normal timeline cannot be followed.**
- **New teachers in the KTIP program will follow the guidelines for evaluations in the KTIP program. New teachers not in the KTIP program will follow the guidelines set forth in the plan for non-tenured teachers. All formative data will be used in the evaluation of the intern/non-tenured teacher.**

## **Observation**

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection. Observation or site-visits will occur for all personnel below the superintendent.

## **Observation Model**

- **Teachers and Other Professionals will be observed a minimum of 3 observations (1 full observation and 2 mini observations) by their primary evaluator during a 3 year cycle for tenured staff and annually for non-tenured staff. Teachers and Other Professionals will be observed by a peer annually. Mini observations and peer observations will be a minimum of 20 minutes.**
- **The full observation may occur in the summative year and will be the final observation.**
- **Additional observations will occur from other trained district administrators assigned by the superintendent or designee. The superintendent or designee will consider requests made by primary evaluators.**
- **Mini observations may be unannounced.**

- In the event of a late hire or other extenuating circumstance (missing work for more than 60 consecutive school days), the primary evaluator may reduce the number of observations. If the observation window is closed, that observation may be waived. The full observation shall not be waived. If a tenured teacher misses more than 60 consecutive days in a non-summative year, then missed observations may be made up in a later year.
- Observations will be documented method approved by the Superintendent or designee.
- Walkthrough data may be used, as an additional source of data, to help determine overall ratings.

## **Observation Schedule**

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

### **Observation Schedule for Teachers and Other Professionals (1 Year Cycle)**

**Window 1 – August 30 – December 30 (Mini Observation)**

**Window 2 – September 15 – November 30 (Peer Observation)**

**Window 3 – November 15 – March 30 (Mini Observation)**

**Window 4 – January 1 – March 15 (Mini or Full Observation)**

**Additional Observations by assigned district staff may occur August 30 – December 30.**

### **Observation Schedule for Teachers and Other Professionals (3 Year Cycle)**

**Window 1 – August 30 – March 15 – Year 1 (Mini Observation)**

**Window 2 – September 15 – November 30 - (Annually Peer Observation)**

**Window 3 – August 30 – March 15 – Year 2 (Mini Observation)**

**Window 4 – December 1 – March 15 – Year 3 (Full Observation)**

**Additional Observations by assigned district staff may occur August 30 of year 1 – Nov. 30 of year 3.**

## **Observation Conferencing**

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- A post-conference after mini and full observations will be conducted within five working days following each observation (including peer observations).
- Pre-conferences are optional, at the discretion of the evaluator. If pre-observation occurs, pre-observation forms are due 3 days before the observation. Pre-observation required data will be determined by the evaluator.
- Summative evaluation conferences should be completed before April 15<sup>th</sup> each year. Ratings will be documented in the personnel file. Evaluatee will have the opportunity to provide a written statement to the the summative rating, also to be housed in the personnel file.

## **Observer Certification**

All administrators serving as a primary evaluator must complete the initial approved KDE training or update prior to conducting observations for the purpose of evaluation. Each year evaluators will complete 6 hours EILA approved evaluation training.

- Only supervisors who have completed initial certified provider training or update module can conduct mini and full observations for the purpose of evaluation. Annual update for evaluation will be provided prior to observations and continuing hours will be provided throughout the year (6 hours total). Observer training will be among those 6 hours and will focus on the following: observation procedures, rating accuracy, program growth, identifying trends, providing feedback.
- Evaluators will participate in 6 hours of EILA approved updates annually.
- Supervisors will become certified 30 days after hire.

## **Peer Observation**

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not score a teacher's practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel.

- All Teachers and Other Professionals will receive a peer observation annually.
- All Teachers and Other Professionals will serve as a peer observer annually.
- All Peer Observers participating will complete the department approved training once every three years.
- All peer observation documentation will be accessed only by the evaluatee unless permission is granted.
- Peer Observations will be documented on district approved documents, paper or electronically.
- Evaluators will assign peer observers before the peer observation window opens.
- New hires will complete the training within 30 dates of hire.

## **Performance Rating**

Ratings will be assigned to each of the four measures: Planning, Environment, Instruction, Professionalism. Evaluators may use the evidence sources listed below to determine the performance ratings.

## **Products of Practice/Other Sources of Evidence**

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• observations conducted by certified supervisor observer(s)</li> <li>• student survey(s)</li> <li>• self-reflection and professional growth plans</li> <li>• walkthrough data</li> <li>• student perception surveys</li> </ul> | <ul style="list-style-type: none"> <li>• lesson plans</li> <li>• formative/summative assessment data</li> <li>• PLC data</li> <li>• Conferencing data/reflection</li> <li>• Other data approved by the district</li> <li>• Evidence of Student Growth (local or state)</li> </ul> |
|--|---|

Teachers and other professionals will be notified of summative ratings by April 15<sup>th</sup> of their summative cycle. An educator's Overall Performance Category is determined by the individual measure ratings through the use of sources of evidence, professional growth and development, self-reflection, other sources of data, and professional judgment. Ratings will be documented in the personnel file. Evaluatee will have the opportunity to provide a written statement to the the summative rating, also to be housed in the personnel file.

A teacher/other professional's overall rating is determined by the evaluator based on the ratings on each measure. Using the sources of evidence for teachers and appropriate category, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Rating:

<b>Overall Rating</b>				
<b>Measure</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Planning and Preparation</b>	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Accomplished or Exemplary
<b>Classroom Environment</b>	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Exemplary
<b>Instruction</b>	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Exemplary
<b>Professional Responsibilities</b>	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Accomplished or Exemplary

## **Professional Growth Plan and Summative Cycle**

Based on the overall Professional Practice rating and additional evidence, the type of Professional Growth Plan is determined by the evaluator. Summative cycles for non-tenured staff will be annually and once every three years for tenured staff. District and school administrators will be evaluated annually. Principals and assistant principals will be moved to a 2 year cycle once they have completed 3 years of administrative experience, unless their evaluator determines a need for additional growth and may then keep them on 1 year summative cycles.

### **Principal Performance Measures**

Principals will review the certified evaluation plan within 30 day of reporting for their contract.

Principals will receive ratings in the areas of planning, environment, instruction and professionalism. Planning will be based on human resource management (standard 3) and organizational management (standard 4). Environment will be based on school climate (standard 2) and communication and community relations (standard 5). Instruction will be based on instructional leadership criteria (standard 3) and professionalism on professionalism criteria (standard 6). The Performance Measures 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 a principal's or assistant principal's professional practice will be situated within one or more of the four measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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

#### **Required Sources of Evidence**

- **Professional Growth Planning**
- **Self-Reflection**
- **Site-Visits**

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

- **Other Measures of Student Learning**
- **Products of Practice**
- **Other Sources**

### **Professional Growth Planning and Self-Reflection**

#### **Completed by principals & assistant principals**

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

#### **Required:**

- **All principals will participate in self-reflection and professional growth planning each year.**

- All assistant principals will participate in self-reflection and professional growth planning each year.
- Self-reflection will occur in January, during the mid year review. PGPs will be developed in April and approved by the evaluator by the end of school. The PGP will be revisited in August/September for revisions. The PGP will be used to help inform the overall summative rating in relation to progress made toward professional growth goals.
- Late hires will do a PGP and self-reflection either at the normal deadline or within 30 days of hire, if that deadline has passed.
- PGP and self-reflections will be documented in the method determined by the evaluator.
- Ratings will be documented in the personnel file. Evaluatee will have the opportunity to provide a written statement to the summative rating, also to be housed in the personnel file.

## **Site-Visits**

### **Completed by supervisor of principal and by principal of assistant principal.**

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

Principals will observe assistant principal(s) impact on school culture and climate. Assistant principals will reflect on school goals and progress toward those goals. Mid-year and end of year meetings will occur to discuss, determine progress and guide continuous improvement.

#### **Required:**

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- Site-visits will occur one per semester for the principal (mid-year and end of year).
- Conference expectations will include evaluation of various data points (survey results, goals, improvement plans, professional growth plans, survey results, etc.) Principal site visits are connected to all principal performance measures with evidence observed, collected and documented for each measure by the Superintendent or designee.
- All documentation for PPGES, except summative ratings, will be kept electronically or hard copy or other method approved by the evaluator.
- Summative ratings will be documented in personnel files. Evaluatee will have the opportunity to provide a written statement to the summative rating, also to be housed in the personnel file.

## **Products of Practice/Other Sources of Evidence**

Principals/Assistant principals may provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the principal's/assistant principal's practice within the measures.

#### **Additional Evidences may be:**

- |  |                                       |
|--|---------------------------------------|
| • SBDM Minutes                               | • Leadership Team Agendas and Minutes |
| • Faculty Meeting Agendas and Minutes        | • EILA Documentation                  |
| • Department/Grade Level Agendas and Minutes | • Budgets                             |

- Walkthrough data/Instructional Rounds Data
- Surveys
- Professional Organization Memberships
- Parent/Community Surveys and Events
- Professional Development Plan
- School Schedules
- Student Assessment Results
- Other

## Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. (Summative evaluations will be annually for administrators with less than 3 years of experience and every two years for administrators with more than 3 year of experience.) The Overall Performance Category is informed by the principal's ratings on the Professional Standards for Educational Leaders. (Standard 1: Mission, Vision, and Core Values; Standard 2: Ethics and Professional Norms; Standard 3: Equity and Cultural Responsiveness; Standard 4: Curriculum, Instruction, and Assessment; Standard 5: Community of Care and Support for Students; Standard 6: Professional Capacity of School Personnel; Standard 7: Professional Community for Teachers and Staff; Standard 8: Meaningful Engagement of Families and Communities; Standard 9: Operations and Management; Standard 10: School Improvement)

- **Record ratings electronically or in paper format and submitted to Central Office.**
- **Summative ratings will occur before June 15. Ratings will be documented in the personnel file. Evaluatee will have the opportunity to provide a written statement to the summative rating, also to be housed in the personnel file.**

## Rating Overall Professional Practice

A principal's/assistant principal's overall rating is determined by the evaluator based on the principal's ratings on each measure. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Rating:

Overall Rating				
Measure	Ineffective	Developing	Accomplished	Exemplary
Standard 1	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Developing or Accomplished or Exemplary
Standard 2	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Developing or Accomplished or Exemplary
Standard 3	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Developing or Accomplished or Exemplary
Standard 4	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Developing or Accomplished or Exemplary
Standard 5	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Developing or Accomplished or Exemplary
Standard 6	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Developing or Accomplished or Exemplary
Standard 7	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Developing or Accomplished or Exemplary

<b>Standard 8</b>	<b>Ineffective or Developing</b>	<b>Ineffective or Developing or Accomplished</b>	<b>Developing or Accomplished or Exemplary</b>	<b>Developing or Accomplished or Exemplary</b>
<b>Standard 9</b>	<b>Ineffective or Developing</b>	<b>Ineffective or Developing or Accomplished</b>	<b>Developing or Accomplished or Exemplary</b>	<b>Developing or Accomplished or Exemplary</b>
<b>Standard 10</b>	<b>Ineffective or Developing</b>	<b>Ineffective or Developing or Accomplished</b>	<b>Developing or Accomplished or Exemplary</b>	<b>Developing or Accomplished or Exemplary</b>

## Other District Personnel

District personnel will review the certified evaluation plan within 30 days of reporting for their contract. Other district certified staff will receive ratings in the areas of planning, environment, delivery of services, and professionalism. The Performance Measures 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 other district certified staff rating will be situated within one or more of the four measures. Performance will be rated for each measure according to the 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 measure.

Categories for other district professionals will be as follows:

Measure 1 Preparation and Planning
1.A Demonstrating Knowledge of current trends in specialty area and professional development.
1.B Demonstrating knowledge of the school's program and level of employee skill in delivering that program.
1.C Establishing goals for the support program appropriate to the setting and the teacher/students served.
1.D Demonstrating knowledge of resources both within and beyond the school and district.
1.E Planning the instructional, therapy, or support program integrated with the overall school program.
1.F Developing a plan to evaluate current program(s).
Measure 2 The Environment
2.A Creating and environment of trust and respect.
2.B Establishing a culture for ongoing instructional improvement.
2.C Establishing clear procedures for teachers, families, or students to gain access to programs.
2.D Establishing and maintaining norms of behavior for professional interactions.
2.E Organizing physical space for work, workshops, testing or trainings.
Measure 3 Delivery of Services
3.A Collaborating with teachers/colleagues/families to improve instruction/learning
3.B Engaging teachers in learning new instructional skills.
3.C. Communication with stakeholders
3.D Locating resources for teachers/families/students to support improvement.
3.E Demonstrating flexibility and responsiveness
Measure 4 Professional Responsibilities
4.A Reflecting on practice.
4.B Preparing and submitting budgets and reports.
4.C Coordinating/Collaborating work with others.
4.D Participating in a professional community.
4.E Engaging in professional development.
4.F Showing professionalism including integrity and confidentiality.

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

### Required Sources of Evidence

- **Professional Growth Planning**
- **Self-Reflection**

- **Observation/Conferencing**

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

- **Other Measures of Student Learning**
- **Products of Practice**
- **Other Sources**

## **Professional Growth Planning and Self-Reflection**

### **Completed by other district certified staff**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including observation/conferencing, data on program development, professional growth and/or achievement needs identified through self-assessment and reflection.

- **All other district certified staff in self-reflection and professional growth planning each year.**
- **Self-reflection will occur in January, during the mid-year review. PGPs will be developed in April and approved by the evaluator by the end of school. The PGP will be revisited in August/September for revisions. The PGP will be used to help inform the overall summative rating in relation to progress made toward professional growth goals.**
- **Late hires will do a PGP and self-reflection either at the normal deadline or within 30 days of hire, if that deadline has passed.**
- **PGP and self-reflections will be documented in the method determined by the evaluator.**

## **Observation/Conferencing**

- **Meetings will occur one per semester for the district certified staff (mid-year and end of year).**
- **Conference expectations will include evaluation of various data points (survey results, goals, improvement plans, professional growth plans, survey results, etc.) Mid-year and end of the year meetings will occur to examine progress toward goals and program development.**
- **All documentation, except summative ratings, will be kept electronically or hard copy or other method approved by the evaluator.**
- **Summative ratings will be documented in personnel files. Evaluatee will have the opportunity to provide a written statement to the summative rating, also to be housed in the personnel file.**

## **Other Sources of Evidence**

District certified staff may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to their practice within the measures.

Additional Evidences may be:

- |  |  |
|--|--|
| • SBDM Minutes                               | • Budgets                                    |
| • Faculty Meeting Agendas and Minutes        | • Walkthrough data/Instructional Rounds Data |
| • Department/Grade Level Agendas and Minutes | • Surveys                                    |
| • Leadership Team Agendas and Minutes        | • Professional Organization Memberships      |
| • EILA Documentation                         | • Parent/Community Surveys and Events        |

- Professional Development Plan
- School Schedules

- Student Assessment Results
- Other

## Determining the Overall Rating

Evaluators are responsible for determining an Overall Rating for each district administrator or other district certified staff at the conclusion of each year.

- **Record ratings electronically or in paper format to Central Office.**
- **Summative ratings will occur before June 15. Ratings will be documented in the personnel file. Evaluatee will have the opportunity to provide a written statement to the summative rating, also to be housed in the personnel file.**

Other district personnel's overall rating is determined by the evaluator based on their ratings on each measure. Using the sources of evidence for other district personnel, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Rating:

Overall Rating				
Measure	Ineffective	Developing	Accomplished	Exemplary
Planning and Preparation	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Accomplished or Exemplary
Classroom Environment	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Exemplary
Instruction	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Exemplary
Professional Responsibilities	Ineffective or Developing	Ineffective or Developing or Accomplished	Developing or Accomplished or Exemplary	Accomplished or Exemplary

## **APPEALS PROCESS FOR TEACHERS, OTHER PROFESSIONALS, DISTRICT STAFF AND ADMINISTRATORS**

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within five working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan. Upon receiving the request, the panel will schedule a preliminary hearing to provide documentation to all parties and the panel. Five copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluates shall be provided. The chairperson shall convene the preliminary hearing and explain the procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representatives. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluates, 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 appeals committee shall remain and review all documents and formulate questions for the hearing.

### **Appeals Process and Procedures**

- A. Employees who feel they have not been fairly evaluated may submit an appeal to the District Evaluation Appeals Panel via the Superintendent.
- B. An appeals panel established by the district will hear appeals pertaining to evaluations as required by KRS.156.557 within ten (10) working days of the summative evaluation date. The appeal must be submitted to the Superintendent in writing using the Evaluation Appeal Hearing Request Form (included in the Certified Evaluation Handbook).
- C. Within five (5) working days of receiving written notification of the appeal from the Superintendent, the chairperson of the appeals panel shall notify other members of the panel and schedule a meeting to hear the appeal. The hearing shall occur within twenty (20) working days of receipt of request by the appeals panel chairperson. Additionally, the chairperson will request documentation from the evaluator to support his/her evaluation decisions.
- D. Copies of all supporting documentation from the evaluator and the appealing employees shall be made available to all panel members, the evaluator, and the evaluatee for screening prior to the review. All documentation will be available for review by the evaluator and the evaluatee a minimum of 3 working days prior to the hearing. All documentation will be held in a secure location in the Central Office.
- E. The evaluatee has the right to the presence of a chosen representative.
- F. Information about specific guidelines to be followed by the appeals panel in the review process is available upon request from the chairperson of the appeals panel.
- G. As per KRS 156.557, a certified employee who feels that the local district is not properly implementing 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 appeals panel is made up of three members and three alternates, all being current certified employees. 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.) Once the two certified employees have been elected, the two persons receiving the next most number of votes will be designated as the alternates. One member and one alternate of the panel are appointed by the local Board of Education. The chairperson of the panel shall be the certified employee appointed by the Board. The length of term for an appeals panel member shall be two years. Panel members may be reelected 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, on person/one vote, with all certified employees given the opportunity to vote. Panel members may seek training through the District Contact Person. 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.

### Appeals Panel Hearing Request Form

I, \_\_\_\_\_, have been evaluated by \_\_\_\_\_ during the current evaluation cycle. My disagreement with the findings of the summative has been thoroughly discussed with my evaluator. I respectfully request the Cumberland County School District Evaluation Appeals panel to hear my appeal. The appeal challenges the summative findings on (substance, procedure, or both substance/procedure) \_\_\_\_\_.

\_\_\_\_\_  
Signature Date

Date of summative conference \_\_\_\_\_

Date evaluator was notified of intent to appeal \_\_\_\_\_

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

# Appendix

*Electronic Forms or Electronic Collection of Data (Observations, Self-Reflection, etc) may be collected and stored electronically.*

- Danielson Framework (overview)
- Performance Criteria and Expectations and Teacher/Other Professional Self-Reflection Performance Measures
- Paper Version of Observation Form, Formative Evaluation and Summative Evaluation
- Site-Visit Template
- Professional Growth Plan
- Corrective Action
- Principal Self-Reflection
- Classified Evaluation
- Employee Disciplinary Notice Form

# Charlotte Danielson's FRAMEWORK FOR TEACHING

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul> <p><b>1b Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul> <p><b>1c Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p><b>1d Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• For students</li> </ul> <p><b>1e Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p><b>1f Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with outcomes</li> <li>• Criteria and standards</li> <li>• Formative assessments</li> <li>• Use for planning</li> </ul>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul> <p><b>2c Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring behavior</li> <li>• Response to misbehavior</li> </ul> <p><b>2e Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p><b>4b Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p><b>4c Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• About instructional program</li> <li>• About individual students</li> <li>• Engagement of families in instructional program</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Participation in school projects</li> <li>• Involvement in culture of professional inquiry</li> <li>• Service to school</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul> <p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Student groups</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p><b>3d Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>

## Performance Criteria

The performance criteria by which certified employees shall be evaluated shall include but not limited to...

- Professional Growth Planning (Domain 4)
- Performance of professional responsibilities (Domain 4)
  - Attendance
  - Punctuality
  - Evaluating results
- Observation to measure professional effectiveness (Domains 1, 2 and 3)
  - Effective planning of curricula
  - Classroom instruction
  - Classroom management
  - Research-based instructional practices
  - School management skills/managerial practices
- Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques (Domain 1)
- Use of instructional strategies or management techniques that are fair, and respect diversity, and individual differences (Domain 3)
- Demonstration of effective interpersonal communication and collaboration skills among peers, students, parents, and others (Domain 4)
- Performance of duties consistent with goals for Kentucky students, the school's mission of the school, the local community, laws, and administrative regulations (Domain 4)
- Demonstrates effective use of resources, including technology (Domain 1)
- Demonstrates professional growth (Domain 4)
- Adherence to the professional code of ethics (Domain 4)
- Attainment of teacher standards or administrator standards as established by the Education Professional Standards Board that are not already referenced
- Evidence of Student Learning
- Other sources

## Professional Growth Planning Expectations

The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school's or the district's improvement plan and shall be reviewed annually.

The teacher:

- reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
- collaborates with his or her administrator to develop a professional growth plan and

action steps

- regularly reflects on the progress and impact of the plan on his or her professional practice
- implements the plan and modifies the plan as appropriate
- continues implementation and ongoing reflection
- conducts a summative reflection on the degree of goal attainment and the implications for next steps

## **Performance Measures for Teachers (Framework for Teaching)**

The following performance measures listed in which teachers are evaluated shall include but not be limited to...

- Planning
  - Demonstrating knowledge of content and pedagogy
  - Demonstrating knowledge of students
  - Setting instructional outcomes
  - Demonstrating knowledge of resources
  - Designing coherent instruction
  - Designing student assessments
- Environment
  - Creating an environment of respect and rapport
  - Establishing a culture for learning
  - Managing classroom procedures
  - Managing student behavior
  - Organizing physical space
- Instruction
  - Communicating with students
  - Using questioning and discussion techniques
  - Engaging students in learning
  - Using assessments in learning
  - Demonstrating flexibility and responsiveness
- Professionalism
  - Reflecting on teaching
  - Maintaining accurate records
  - Communicating with families
  - Participating in professional community
  - Growing and developing professionally
  - Showing professionalism

# Performance Measures Therapeutic Specialists

The following performance measures listed in which teachers are evaluated shall include but not be limited to...

- Planning
  - Demonstrating knowledge and skill in the specialist' therapy area, and holding the relevant certificate or license
  - Establishing goals for the therapy program appropriate to the setting and the students served
  - Demonstrating knowledge of district, state, and federal regulations and guidelines
  - Demonstrating knowledge of resources both within and beyond the school and district
  - Planning the therapy program integrated with the regular school program to meet the needs of individual students
  - Developing a plan to evaluate the therapy program
- Environment
  - Establishing rapport with students
  - Organizing time effectively
  - Establishing and maintaining clear procedures for referrals
  - Establishing standards of conduct in the treatment center
  - Organizing physical space for testing of students and providing therapy
- Delivery of Services
  - Responding to referrals and evaluating student needs
  - Developing and implementing treatment plans to maximize students success
  - Communicating with families
  - Collecting information and writing reports
  - Demonstrating flexibility and responsiveness
- Professionalism
  - Reflecting on practice
  - Collaborating with teachers and administrators
  - Maintaining an effective data management system
  - Participating in a professional community
  - Engaging in professional development
  - Showing professionalism including integrity, advocacy, and maintaining confidentiality

# Performance Measures School Counselors

The following performance measures listed in which teachers are evaluated shall include but not be limited to...

- Planning
  - Demonstrating knowledge of counseling theories and techniques
  - Demonstrating knowledge of child and adolescent development
  - Establishing goals for the counseling program appropriate to the setting and the students served
  - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
  - Plan in the counseling program integrated with the regular school program
  - Developing a plan to evaluate the counseling program
- Environment
  - Creating an environment of respect and rapport
  - Establishing a culture for productive communication
  - Managing routines and procedures
  - Establishing standards of conduct and contributing to the culture for student behavior throughout the school
  - Organizing physical space
- Delivery of Service
  - Assessing student needs
  - Assisting students and teachers in the formulation of academic, personal, social and career plans based on knowledge of student's needs
  - Using counseling techniques in individual and classroom programs
  - Brokering resources to meet needs
  - Demonstrating flexibility and responsiveness
- Professionalism
  - Reflecting on practice
  - Maintaining records and submitting them in a timely fashion
  - Communicating with families
  - Participating in a professional community
  - Engaging in professional development
  - Showing professionalism

# Performance Measures Library Media Specialist

The following performance measures listed in which teachers are evaluated shall include but not be limited to...

- Planning
  - Demonstrating knowledge of content curriculum and process
  - Demonstrating knowledge of students
  - Supporting instructional goals
  - Demonstrating knowledge and use of resources
  - Demonstrating a knowledge of literature and lifelong learning
  - Collaborating in the design of instructional experiences
- Environment
  - Creating an environment of respect and rapport
  - Establishing a culture for learning
  - Managing library procedures
  - Managing student behavior
  - Organizing physical space
- Delivery of Service
  - Communicating clearly and accurately
  - Using questioning and research techniques
  - Engaging students in learning
  - Assessment in instruction (whole class, one-on-one and small group)
  - Demonstrating flexibility and responsiveness
- Professionalism
  - Reflecting on practice
  - Maintaining accurate records
  - Communicating with school staff and community
  - Participating in a professional community
  - Growing and developing professionally
  - Collection development and maintenance
  - Managing the library budget
  - Managing personnel
  - Professional ethics

# Performance Measures Instructional Specialists

The following performance measures listed in which teachers are evaluated shall include but not be limited to...

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

# Performance Measures School Psychologist

The following performance measures listed in which teachers are evaluated shall include but not be limited to...

- Planning
  - Demonstrating knowledge and skill in using assessment instruments to evaluate students
  - Demonstrating knowledge of child and adolescent development and psychopathology
  - Establishing goals for the psychology program appropriate to the setting and the students served
  - Demonstrating knowledge of state and federal regulations and resources both within and beyond the school and district
  - Planning the psychology and prevention program integrated with the regular school program to meet the needs of individual students
  - Developing a plan to evaluate the psychology program
- Environment
  - Establishing rapport with students
  - Establishing a culture for positive mental health throughout the school
  - Establishing and maintaining clear procedures for referrals
  - Establishing standards of conduct in the testing center
  - Organizing physical space for testing the students and storage of materials
- Delivery of Service
  - Responding to referrals by consulting with teachers and administrators
  - Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines
  - Leading evaluation team
  - Planning interventions to maximize student's likelihood of success
  - Maintaining contact with physicians and community mental health service providers
  - Demonstrating flexibility and responsiveness
- Professionalism
  - Reflecting on practice
  - Communicating with families
  - Maintaining accurate records
  - Participating in a professional community
  - Engaging in professional development
  - Showing professionalism

## Performance Ratings

Each performance measure will receive a rating of ...

- Exemplary
- Accomplished

- Developing
- Ineffective

# PRINCIPAL SELF-REFLECTION FEEDBACK

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Please describe your experience and contribution to the development/improvement you have made in the following areas. Please include your thoughts around progress that you have made in the last year, as well as areas of concern. Areas of concern and growth can be based on the IMPACT survey results, other survey results, data analysis, or other forms of evidence.*

## **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 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 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 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 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 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 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 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 9. OPERATIONS AND MANAGEMENT**

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

**STANDARD 10. SCHOOL IMPROVEMENT**

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

**PROFESSIONAL GROWTH PLAN**

Certified Employee Name \_\_\_\_\_ School \_\_\_\_\_  
Date \_\_\_\_\_

*Please complete and turn in to your immediate supervisor by **April 30th** of the current school year. Final review with any necessary revisions or additions of PGP will be done by September 30<sup>th</sup> of the following year. The **original copy** of PGP will be sent to your evaluator by **April 30<sup>th</sup>** to be kept on file.*

*Each goal and action plan together should answer the following questions:*

1. What do I want to change about my practice that will effectively impact student learning? (Goal)
2. How can I develop a plan of action to address my professional learning? (Procedures/Activities)
3. How will I know if I accomplished my objective? (Expected Impact)
4. How does this relate or align to your school or the district's Comprehensive Improvement Plan?(Expected Impact)

Professional Growth Goal(s):

Procedures and Activities for Achieving Goal:

Expected Impact:

Comments:

Initial PGP:

<input type="checkbox"/>	<b>Approved</b>	<input type="checkbox"/>	<b>Not Approved</b>
--------------------------	-----------------	--------------------------	---------------------

**Certified Employee's Signature** \_\_\_\_\_ **Date**  
\_\_\_\_\_

**Supervisor's Signature** \_\_\_\_\_ **Date**  
\_\_\_\_\_

# TEACHER WALKTHROUGH/FORMATIVE EVALUATION

**Tenured**

**Non-Tenured**

**School/Level**

**Date of Observation**

<b>Domain 2 Classroom Environment</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	<b>N/O</b>	<b>Evidences</b>
2a. Creating an environment of respect and rapport						
2b. Establishing a culture for learning						
2c. Managing classroom procedures						
2d. Managing student behavior						
2e. Organizing physical space						
Comments:						

<b>Domain 3 Instruction</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>	<b>N/O</b>	<b>Evidences</b>
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:						

**Immediate Supervisor's Signature**  
**Signature**

**Date**  
**Date**

**Certified Employee's**

\*Denotes sharing of results, not necessarily agreement with the rating. N/O = Not Observed

# PRE-OBSERVATION DOCUMENT FULL OBSERVATION

(Optional – Supervisor will determine use.)

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

☐ Check here if you would like a face-to-face pre-conference meeting with your immediate supervisor; otherwise, this document can be emailed or given to your immediate supervisor for review prior to full observation.

\* Please attach your lesson plan

<b>Questions for Discussion</b>	<b>Notes</b> <i>(if lesson plan includes answers to these questions please note)</i>
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate? (Unit, Lesson, Curriculum Guide, Pacing Guide)	
Briefly describe the students in this class, including those with special needs.	
What will you do to engage the students in the learning? What will the students be doing? (i.e. work in groups, or individually, or as a large group) Provide copies of any relevant documents.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	

Is there anything that you would like me to specifically observe during the lesson?

# POST-OBSERVATION DOCUMENT – Full Observation

Certified Employee \_\_\_\_\_ Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Evaluator's Observation Rating: Observable Domains

Domain 2: The Classroom Environment		Rating				Domain 3: Instruction		Rating			
A: Creating an Environment of Respect & Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E		
Comments:					Comments:						
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E		
Comments:					Comments:						
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E		
Comments:					Comments:						
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E		
Comments:					Comments:						
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E		

<b>Comments:</b>	<b>Comments:</b>
------------------	------------------

**Evaluator's Ratings for Domains 1 and 4 (May come from other sources of evidence)**

Domain 1: Planning and Preparation	Rating:				Domain 4: Professional Responsibilities	Rating:			
A: Knowledge of Content and Pedagogy	I	D	A	E	A: Reflecting on Teaching	I	D	A	E
Comments:					Comments:				
B: Demonstrating Knowledge of Students	I	D	A	E	B: Maintaining Accurate Records	I	D	A	E
Comments:					Comments:				
C: Setting Instructional Outcomes	I	D	A	E	C: Communicating with Families	I	D	A	E
Comments:					Comments:				
D: Demonstrating Knowledge of Resources	I	D	A	E	D: Participating in a Professional Community	I	D	A	E
Comments:					Comments:				
E: Designing Coherent Instruction	I	D	A	E	E: Growing and Developing Professionally	I	D	A	E
Comments:					Comments:				
F: Designing Student Assessments	I	D	A	E	F: Showing Professionalism	I	D	A	E
Comments:					Comments:				

**Overall Lesson Comments:**

Strengths Observed:	
Suggestions:	

Overall Ratings	Ineffective	Developing	Accomplished	Exemplary	Certified Employee's Signature*	Date
Domain 1					*Denotes sharing of results, not necessarily agreement with the formative rating.	
Domain 2						
Domain 3						
					Immediate Supervisor's Signature	Date

Domain 4						
----------	--	--	--	--	--	--

Observation Notes		
Teacher Name:		Physical Classroom Layout:
Date:		
Beginning Time		
Ending Time		
Number of Students:		
Other General Information:		
Type of Observation:		

[illegible]


Page: \_\_\_\_\_/

# CUMBERLAND COUNTY SCHOOLS CERTIFIED EDUCATOR

## OVERALL PERFORMANCE SUMMATIVE EVALUATION

To be completed by the Immediate Supervisor and reviewed with the Certified Employee prior to closing day.

Certified Employee: \_\_\_\_\_ School Year: \_\_\_\_\_ School: \_\_\_\_\_

### Domain 1: Planning and Preparation

*Ineffective Developing Accomplished Exemplary*

### Domain 2: Classroom Environment

*Ineffective Developing Accomplished Exemplary*

### Domain 3: Instruction

*Ineffective Developing Accomplished Exemplary*

### Domain 4: Professional Responsibilities

*Ineffective Developing Accomplished Exemplary*



*Professional Growth Plan has been reviewed.*

"Summative evaluation" means the summary of, and conclusions from the evaluation data, including formative evaluation data

**Overall Performance Category:** *Ineffective Developing Accomplished Exemplary*

**Comments:**

\_\_\_\_\_  
Immediate Supervisor's Signature  
Signature\*

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

\_\_\_\_\_  
Certified Employee's

\*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

# CUMBERLAND COUNTY SCHOOLS

## FORMATIVE EVALUATION - INSTRUCTIONAL SPECIALIST

<b>Certified Employee:</b>	<b>Position:</b>			
<b>Immediate Supervisor:</b>	<input type="checkbox"/> <b>Tenured</b> <input type="checkbox"/> <b>Non-Tenured</b>			
<b>Date of Formative Observation:</b>				
<b>Framework</b>	<b>Ratings</b>			
	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Domain 1 Preparation and Planning</b>				
1.A Demonstrating knowledge of current trends in specialty area and professional development				
1.B Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
1.C Establishing goals for the instructional support program appropriate to the setting and the teachers served				
1.D. Demonstrating knowledge of resources both within and beyond the school and district				
1.E Planning the instructional program integrated with the overall school program				
1.F Developing a plan to evaluate the instructional support program				
<b>Overall Rating Domain 1</b>				
<b>Domain 2 The Environment</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
2.A Creating and environment of trust and respect				
2.B Establishing a culture for ongoing instructional improvement				
2.C Establishing clear procedures for teachers to gain access to instructional programs				
2.D Establishing and maintaining norms of behavior for professional interactions.				
2.E Organizing physical space for workshops or training				
<b>Overall Rating Domain 2</b>				
<b>Domain 3 Delivery of Services</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
3.A Collaborating with teachers in the design of instructional units and lessons				
3.B Engaging teachers in learning new instructional skills				
3.C. Sharing expertise with staff				
3.D Locating resources for teachers to support instructional improvement				
3.E Demonstrating flexibility and responsiveness				
<b>Overall Rating Domain 3</b>				
<b>Domain 4 Professional Responsibilities</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
4.A Reflecting on practice				
4.B Preparing and submitting budgets and reports				
4.C Coordinating/Collaborating work with other instructional specialists				
4.D Participating in a professional community				
4.E Engaging in professional development				
4.F Showing professionalism including integrity and confidentiality				
<b>Overall Rating Domain 4</b>				
<b>Comments:</b>				

# CUMBERLAND COUNTY SCHOOLS

## FORMATIVE EVALUATION - THERAPEUTIC SPECIALIST

<b>Certified Employee:</b>	<b>Position:</b>			
<b>Immediate Supervisor:</b>	<input type="checkbox"/> <b>Tenured</b> <input type="checkbox"/> <b>Non-Tenured</b>			
<b>Date of Formative Observation:</b>				
<b>Framework</b>	<b>Ratings</b>			
	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Domain 1 Preparation and Planning</b>				
1.A Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license				
1.B Establishing goals for the therapy program appropriate to the setting and the students served				
1.C Demonstrating knowledge of district, state, and federal regulations and guidelines				
1.D. Demonstrating knowledge of resources both within and beyond the school and district				
1.E Planning the therapy program integrated with the regular school program to meet the needs of individual students				
1.F Developing a plan to evaluate the therapy program				
<b>Overall Rating Domain 1</b>				
<b>Domain 2 The Environment</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
2.A Establishing rapport with students				
2.B Organizing time effectively				
2.C Following established procedures for referrals				
2.D Establishing standards of conduct in the treatment center				
2.E Organizing physical space for testing of students and providing therapy				
<b>Overall Rating Domain 2</b>				
<b>Domain 3 Delivery of Services</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
3.A Responding to referrals and evaluating student needs				
3.B Developing and implementing treatment plans to maximize students success				
3.C. Communicating with families				
3.D Collecting information; writing reports				
3.E Demonstrating flexibility and responsiveness				
<b>Overall Rating Domain 3</b>				
<b>Domain 4 Professional Responsibilities</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
4.A Reflecting on practice				
4.B Collaborating with teachers and administrators				
4.C Maintaining an effective data management system				
4.D Participating in a professional community				
4.E Engaging in professional development				
4.F Showing professionalism including integrity, advocacy, and maintaining confidentiality				
<b>Overall Rating Domain 4</b>				
<b>Comments:</b>				

# CUMBERLAND COUNTY SCHOOLS

## FORMATIVE EVALUATION – SCHOOL PSYCHOLOGIST

<b>Certified Employee:</b>	<b>Position:</b>			
<b>Immediate Supervisor:</b>	<input type="checkbox"/> <b>Tenured</b> <input type="checkbox"/> <b>Non-Tenured</b>			
<b>Date of Formative Observation:</b>				
<b>Framework</b>	<b>Ratings</b>			
Domain 1 Preparation and Planning	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
1.A Demonstrating knowledge and skill in using psychological instruments to evaluate students				
1.B Demonstrating knowledge of child and adolescent development and psychopathology				
1.C Establishing goals for the psychology program appropriate to the setting and the students served				
1.D. Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district				
1.E Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention				
1.F Developing a plan to evaluate the psychology program				
<b>Overall Rating Domain 1</b>				
Domain 2 The Environment	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
2.A Establishing rapport with students				
2.B Establishing a culture for positive mental health throughout the school/district				
2.C Following established procedures for referrals				
2.D Establishing standards of conduct in the testing center				
2.E Organizing physical space for testing the students and storage of materials				
<b>Overall Rating Domain 2</b>				
Domain 3 Delivery of Services	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
3.A Responding to referrals consulting with teachers and administrators				
3.B Evaluating student needs and compliance with National Association of School Psychologists NASP guidelines				
3.C. Chairing evaluation team				
3.D Planning interventions to maximize student's likelihood of success				
3.E Maintaining contact with physician and community mental health service providers				
3.F Demonstrating flexibility and responsiveness				
<b>Overall Rating Domain 3</b>				
Domain 4 Professional Responsibilities	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
4.A Reflecting on practice				
4.B Communicating with families				
4.C Maintaining accurate records				
4.D Participating in a professional community				
4.E Engaging in professional development				
4.F Showing professionalism including integrity and confidentiality				
<b>Overall Rating Domain 4</b>				
<b>Comments:</b>				

**Evaluatee's Signature\*** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator's Signature**\_\_\_\_\_ **Date**

\*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

# CUMBERLAND COUNTY SCHOOLS

## FORMATIVE EVALUATION – SCHOOL COUNSELOR

<b>Certified Employee:</b>	<b>Position:</b>			
<b>Immediate Supervisor:</b>	<input type="checkbox"/> <b>Tenured</b> <input type="checkbox"/> <b>Non-Tenured</b>			
<b>Date of Formative Observation:</b>				
<b>Framework</b>	<b>Ratings</b>			
Domain 1 Preparation and Planning	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
1.A Demonstrating knowledge of co-counseling theory and techniques				
1.B Demonstrating knowledge of child and adolescent development				
1.C Establishing goals for the counseling program appropriate to the setting and the students served				
1.D. Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district				
1.E Planning the counseling program integrated with the regular school program				
1.F Developing a plan to evaluate the counseling program				
<b>Overall Rating Domain 1</b>				
Domain 2 The Environment	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
2.A Creating and environment of respect and rapport				
2.B Establishing a culture for productive communication				
2.C Managing routines and procedures				
2.D Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
2.E Organizing physical space				
<b>Overall Rating Domain 2</b>				
Domain 3 Delivery of Services	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
3.A Assessing student needs				
3.B Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs				
3.C. Using counseling techniques in individual and classroom programs				
3.D Brokering resources to meet needs				
3.F Demonstrating flexibility and responsiveness				
<b>Overall Rating Domain 3</b>				
Domain 4 Professional Responsibilities	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
4.A Reflecting on practice				
4.B Maintaining accurate records and submitting them in a timely fashion				
4.C Communicating with families				
4.D Participating in a professional community				
4.E Engaging in professional development				
4.F Showing professionalism including integrity and confidentiality				
<b>Overall Rating Domain 4</b>				
<b>Comments:</b>				

**Evaluatee's Signature\*** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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# CUMBERLAND COUNTY SCHOOLS

## FORMATIVE EVALUATION – LIBRARY MEDIA SPECIALIST

<b>Certified Employee:</b>	<b>Position:</b>			
<b>Immediate Supervisor:</b>	<input type="checkbox"/> <b>Tenured</b> <input type="checkbox"/> <b>Non-Tenured</b>			
<b>Date of Formative Observation:</b>				
<b>Framework</b>	<b>Ratings</b>			
Domain 1 Preparation and Planning	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
1.A Demonstrating knowledge of content, curriculum, and process				
1.B Demonstrating knowledge of students				
1.C Supporting instructional goals				
1.D. Demonstrating knowledge and use of resources				
1.E Demonstrating knowledge of literature and lifelong learning				
1.F Collaborating in the design of instructional experiences				
<b>Overall Rating Domain 1</b>				
Domain 2 The Environment	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
2.A Creating and environment of respect and rapport				
2.B Establishing a culture for learning				
2.C Managing library procedures				
2.D Managing student behavior				
2.E Organizing physical space				
<b>Overall Rating Domain 2</b>				
Domain 3 Delivery of Services	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
3.A Communicating clearly and accurately				
3.B Using questioning and research techniques				
3.C. Engaging students in learning				
3.D Assessment in instruction (whole class, one-on-one, and small group)				
3.F Demonstrating flexibility and responsiveness				
<b>Overall Rating Domain 3</b>				
Domain 4 Professional Responsibilities	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
4.A Reflecting on practice				
4.B Maintaining accurate records				
4.C Communicating with school staff and community				
4.D Participating in a professional community				
4.E Growing and developing professionally				
4.F Collection development and maintenance				
4.G Managing the library budget				
4.H Managing personnel				
4. I Professional ethics				
<b>Overall Rating Domain 4</b>				
<b>Comments:</b>				

**Evaluatee's Signature\*** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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# CUMBERLAND COUNTY SCHOOLS OTHER \_ PROFESSIONAL

## OVERALL PERFORMANCE SUMMATIVE EVALUATION

To be completed by the Immediate Supervisor and reviewed with the Certified Employee prior to closing day.

Other  
Professional:

School:

School Year:

### Domain 1: Planning and Preparation

*Ineffective Developing Accomplished Exemplary*

### Domain 2: The Environment

*Ineffective Developing Accomplished Exemplary*

### Domain 3: Delivery of Service

*Ineffective Developing Accomplished Exemplary*

### Domain 4: Professional Responsibility

*Ineffective Developing Accomplished Exemplary*



*Professional Growth Plan has been reviewed.*

**Overall Performance Category:** *Ineffective Developing Accomplished Exemplary*

Comments:

Immediate Supervisor's Signature

\*

Date  
Date

Certified Employee Signature

\*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

# CUMBERLAND COUNTY SCHOOLS

## OTHER DISTRICT CERTIFIED - FORMATIVE EVALUATION

<b>Certified Employee:</b>	<b>Position:</b>			
<b>Immediate Supervisor:</b>	<input type="checkbox"/> <b>Tenured</b> <input type="checkbox"/> <b>Non-Tenured</b>			
<b>Date of Formative Observation:</b>				
<b>Framework</b>	<b>Ratings</b>			
	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>Domain 1 Preparation and Planning</b>				
1.A Demonstrating Knowledge of current trends in specialty area and professional development.				
1.B Demonstrating knowledge of the school's program and level of employee skill in delivering that program.				
1.C Establishing goals for the support program appropriate to the setting and the teacher/students served.				
1.D Demonstrating knowledge of resources both within and beyond the school and district.				
1.E Planning the instructional, therapy, or support program integrated with the overall school program.				
1.F Developing a plan to evaluate current program(s).				
<b>Overall Rating Domain 1</b>				
<b>Domain 2 The Environment</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
2.A Creating and environment of trust and respect.				
2.B Establishing a culture for ongoing instructional improvement.				
2.C Establishing clear procedures for teachers, families, or students to gain access to programs.				
2.D Establishing and maintaining norms of behavior for professional interactions.				
2.E Organizing physical space for work, workshops, testing or trainings.				
<b>Overall Rating Domain 2</b>				
<b>Domain 3 Delivery of Services</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
3.A Collaborating with teachers/colleagues/families to improve instruction/learning				
3.B Engaging teachers in learning new instructional skills.				
3.C. Communication with stakeholders				
3.D Locating resources for teachers/families/students to support improvement.				
3.E Demonstrating flexibility and responsiveness				
<b>Overall Rating Domain 3</b>				
<b>Domain 4 Professional Responsibilities</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
4.A Reflecting on practice.				
4.B Preparing and submitting budgets and reports.				
4.C Coordinating/Collaborating work with others.				
4.D Participating in a professional community.				
4.E Engaging in professional development.				
4.F Showing professionalism including integrity and confidentiality.				
<b>Overall Rating Domain 4</b>				
<b>Comments:</b>				

**Evaluatee's Signature\*** \_\_\_\_\_

**Date**

**Evaluator's Signature**\_\_\_\_\_ **Date**

\*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

# CUMBERLAND COUNTY SCHOOLS

## OTHER DISTRICT CERTIFIED

### SUMMATIVE EVALUATION FORM

*This summative evaluation form summarizes the holistic evaluation of all data collected including formative data, products and performances, professional development activities, conferences, formal and informal observations, and other documentation.*

Certified Employee \_\_\_\_\_ Position \_\_\_\_\_ Today's Date \_\_\_\_\_

Immediate Supervisor \_\_\_\_\_ Position \_\_\_\_\_ School/Location \_\_\_\_\_

Check One :      Intern                                      Non-Tenured                                      Tenured

Observation Date(s) \_\_\_\_\_ Post Conference Date \_\_\_\_\_

Framework	Ratings			
	Ineffective	Developing	Accomplished	Exemplary
Domain 1: Planning and Preparation				
Domain 2 : The Environment				
Domain 3: Delivery of Service				
Domain 4: Professional Responsibilities				
Overall Rating				

\*Any rating in the "ineffective" column requires the development of an Individualized Corrective Growth Plan.

NOTE: To be eligible for a continuing contract (i.e. tenure) an employee must meet the District's Standards in all categories.

The professional Growth Plan reflects a need to acquire further skills/knowledge in the standard number(s) checked:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**Evaluatee's Comments**

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**Evaluator's Comments**

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**Employment Recommendation to Superintendent:**

\_\_\_\_\_ Recommended for re-employment

\_\_\_\_\_ Recommended for re-employment with conditions (Must attach Directed Growth Plan)

\_\_\_\_\_ Not Recommended for re-employment

This section to be completed and signed after all information above has been completed and discussed.

**Evaluatee Signature\*** \_\_\_\_\_

**Date** \_\_\_\_\_

**Evaluator Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

\*Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

# CUMBERLAND COUNTY SCHOOLS

## ASSISTANT PRINCIPAL - SUMMATIVE EVALUATION SUMMARY

*Any rating of "Growth Required" must be accompanied by a written plan for improvement*

<b>Name:</b>	<b>Date:</b>
<b>Location:</b>	<b>Job Title:</b>
<b>Standard 1: Mission, Vision, and Core Values</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 2: Ethics and Professional Norms</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 3: Equity and Professional Norms</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 4: Curriculum, Instruction, and Assessment</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 5: Community of Care and Support for Students</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 6: Professional Capacity of School Personnel</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 7: Professional Community for Teachers and Staff</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 8: Meaningful Engagement of Families and Communities</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 9: Operations and Management</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 10: School Improvement</b>	Exemplary Accomplished Developing Growth Required

Individual Growth Plan "standard (s) for focus" - Standard(s) # \_\_\_\_\_

I have reviewed and discussed this evaluation with my evaluator  
and have received a copy.

\_\_\_\_\_  
**Principal's Signature\***

\*Signature denotes receipt of the summative evaluation, not necessarily agreement

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date**

## Overall Rating:

## Comments:

## RECOMMENDATION TO SUPERINTENDENT:

Recommended assistant principal for continued employment

Recommended assistant principal for placement on a Corrective Action Plan (One or more standards are required growth or two or more standards are developing.)

Recommended for Dismissal / Non-Renewal (The assistant principal has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

### Commendations:

### Areas Noted for Improvement:

Overall			
Summative		Evaluation Rating	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth Required	Developing	Accomplished	Exemplary

Assistant Principal's Signature\*

Date

\*Signature denotes receipt of the summative evaluation, not necessarily agreement

Principal's Signature

Date

# CUMBERLAND COUNTY SCHOOLS

## PRINCIPAL - EVALUATION FORM

*Any rating of "Growth Required" must be accompanied by a written plan for improvement*

<b>Name:</b>	<b>Date:</b>
<b>Location:</b>	<b>Job Title:</b>
<b>Standard 1: Mission, Vision, and Core Values</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 2: Ethics and Professional Norms</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 3: Equity and Professional Norms</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 4: Curriculum, Instruction, and Assessment</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 5: Community of Care and Support for Students</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 6: Professional Capacity of School Personnel</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 7: Professional Community for Teachers and Staff</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 8: Meaningful Engagement of Families and Communities</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 9: Operations and Management</b>	Exemplary Accomplished Developing Growth Required
<b>Standard 10: School Improvement</b>	Exemplary Accomplished Developing Growth Required

**Individual Growth Plan "standard (s) for focus" - Standard(s) # \_\_\_\_\_**

**I have reviewed and discussed this evaluation with my evaluator  
and have received a copy.**

\_\_\_\_\_  
**Principal's Signature\***

\*Signature denotes receipt of the summative evaluation, not necessarily agreement

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date**

**CUMBERLAND COUNTY SCHOOLS**  
**PRINCIPAL - SUMMATIVE EVALUATION SUMMARY**

**Overall Rating:**

**Comments:**

**RECOMMENDATION:**

Recommended for continued employment

Recommended for placement on a Corrective Action Plan (One or more standards are growth required or two or more standards are developing.)

Recommended for Dismissal / Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

**Overall Summative Evaluation Rating**

<input type="checkbox"/>	Growth Required	Developing	Accomplished	Exemplary
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Principal's Signature\* \_\_\_\_\_ Date\_

\*Signature denotes receipt of the summative evaluation, not necessarily agreement

Superintendent's Signature \_\_\_\_\_ Date

# CUMBERLAND COUNTY SCHOOLS

## DISTRICT ADMINISTRATOR - EVALUATION FORM

*Any rating of "Growth Required" must be accompanied by a written plan for improvement*

<b>Name:</b>	<b>Date:</b>
<b>Location:</b>	<b>Job Title:</b>
<b>Standard 1: Strategic Leadership</b> The administrator supports the superintendent in creating conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century.	Exemplary Accomplished Developing Growth Required
<b>Standard 2: Instructional Leadership</b> The administrator supports and builds programs committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.	Exemplary Accomplished Developing Growth Required
<b>Standard 3: Cultural Leadership</b> The administrator understands and acts on the important role of each building and works to help maintain a positive culture through support services that support exemplary performance in each school.	Exemplary Accomplished Developing Growth Required
<b>Standard 4: Human Resource Leadership</b> The administrator ensures the programs and employees he/she supervises is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff.	Exemplary Accomplished Developing Growth Required
<b>Standard 5: Managerial Leadership</b> The administrator ensures his/her programs, processes, and systems are in place to include budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety.	Exemplary Accomplished Developing Growth Required
<b>Standard 6: Collaborative Leadership</b> The administrator in accord with the superintendent and other central office staff, designs structures and processes that result in broad community engagement with support for and ownership of the district ' s vision.	Exemplary Accomplished Developing Growth Required
<b>Standard 7: Influential Leadership</b> The administrator promotes the success of learning and teaching by understanding, responding to, communicating, working to reduce barriers and work to influence to ensure academic success for all students and influencing the larger political, social, economic, legal, ethical, and cultural context.	Exemplary Accomplished Developing Growth Required

**Individual Growth Plan "standard (s) for focus"- Standard(s) # \_\_\_\_\_**

**I have reviewed and discussed this evaluation with my evaluator  
and have received a copy.**

\_\_\_\_\_  
**Administrator's Signature\***

\*Signature denotes receipt of the summative evaluation, not necessarily agreement

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date**

**CUMBERLAND COUNTY SCHOOLS  
DISTRICT ADMINISTRATOR  
SUMMATIVE EVALUATION SUMMARY**

**Overall Rating:**

**Comments:**

**RECOMMENDATION TO SUPERINTENDENT:**

Recommended for continued employment

Recommended for placement on a Corrective Action Plan (One or more standards are growth required or two or more standards are developing.)

Recommended for Dismissal / Non-Renewal (The administrator has failed to make progress on a Corrective Action Plan, or consistently performs below the established standards or in a manner that is inconsistent with the district's mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

				<b>Overall</b>
	<b>Summative</b>	<b>Evaluation Rating</b>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<div>Growth Required    Developing    Accomplished    Exemplary</div>				

District Administrator's Signature\* \_\_\_\_\_

Date\_\_\_\_\_

\*Signature denotes receipt of the summative evaluation, not necessarily agreement

## **CORRECTIVE ACTION**

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the District Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with additional assistance and supervision to help him/her make the necessary changes in his/her performance to meet District standards. After an employee is on an assistance plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the district standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standard, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures will be initiated.

- Evaluator conferences with the employee and indicates the desire to form an assistance team. (If the employee refuses assistance, the evaluator has few options available)
- In collaboration with said employee, a team is mutually selected.
- Evaluator/employee/and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator, makes progress with the team's assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team the evaluator must take the necessary steps toward cancellation of the contract.

**CUMBERLAND COUNTY SCHOOLS (Certified or Classified)**  
**INDIVIDUAL CORRECTIVE ACTION PLAN**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Work Site:** \_\_\_\_\_

<b>Standard No.</b>	<b>Growth Objective/Goals</b> (Describe desired outcomes)	<b>Procedures &amp; Activities for Achieving Goals &amp; Objectives</b> (Including support personnel)	<b>Target Dates</b>

(Attach more pages if necessary)

**EVALUATEE'S COMMENTS:**

**INDIVIDUAL CORRECTIVE ACTION PLAN DEVELOPED:**

\_\_\_\_\_  
Evaluatee's Signature                      Date

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

**STATUS:**                      **ACHIEVED**                      **REVISED**                      **CONTINUED**

\_\_\_\_\_  
Evaluatee's Signature                      Date

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

**PROGRESS REVIEW MEETINGS:**

<b>Date</b>	<b>Comments</b>	<b>Initials</b>

(Attach more pages if necessary)

## EMPLOYEE ASSISTANCE RECORD

Dates				
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Evaluated/Team Meeting to explain assistance				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

<b>Signatures</b>		
<b>Principal:</b>		
<b>Team Members:</b>		

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## EMPLOYEE ASSISTANCE LOG OF ACTIVITIES

Employee:			
Date of Meeting:			
Persons Present:			
1.	3.	5.	7.
2	4.	6.	8.

### Summary of Meeting:

### Recommendations:

Next Meeting Date:	
Signature of Immediate Supervisor of Employee:	Date


## Classified Personnel Evaluation

Employee's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Worksite/School: \_\_\_\_\_ Supervisor: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

### Explanation of the Scale

Exceeds Expectations (EE)

Improvement Needed (IN)

Meets Expectations (ME)

Not

Applicable (NA) (\*) = Critical

Performance Dimension

#### Job Knowledge:

Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc., required for the position.

		EE	ME	IN	NA
*	(a) Has necessary skills to complete tasks required in current job.				
	(b) Understands and completes all required records, reports, and documents.				
*	(c) Has working knowledge of equipment/material that is necessary for completion of assigned task.				
	(d) Attends appropriate in-service programs.				
*	(e) Adheres to Board policies.				

Comments:

#### Productivity and Quality of Work:

Rate the completion, accuracy, timelines, and volume of work.

		EE	ME	IN	NA
	(a) Completes the required tasks.				
*	(b) Completes tasks accurately.				
	(c) Completes tasks in a timely manner.				
*	(d) Uses proper safety measures when working.				
*	(e) Takes initiative in seeking and completing tasks without supervision.				

**Comments:**

## Classified Personnel Evaluation

### **Responsibility, Dependability, and Attendance:**

Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability and general assistance.

		EE	ME	IN	NA
*	(a) Uses discretion with confidential or privileged information.				
*	(b) Follows direction.				
	(c) Uses good judgment in performing responsibilities.				
	(d) Organizes work responsibilities and sets priorities.				
*	(e) Has a good attendance record.				
*	(f) Reports to work punctually.				
	(g) Returns to work from break and/or lunch punctually.				
Comments:					

### **a. Interpersonal Relations:**

Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks.

		EE	ME	IN	NA
	(a) Deals with students and parents in a positive, constructive manner.				
*	(b) Deals with colleagues and supervisors in a positive, constructive manner.				
*	(c) Cooperates in accomplishing school and District goals and objectives.				
	(d) Handles problems in a constructive and fair manner.				
	(e) Works through line/staff relationships when addressing problems.				
	(f) Offers differing opinions in a constructive and helpful manner.				
*	(g) Demonstrates effective written and verbal communication skills.				
Comments:					

## Summary

	EE	ME	IN	NA
Overall job performance on applicable items				

## Classified Personnel Evaluation

Overall, does the employee meet the designated performance standards: ☐ Yes  
☐ No

The evaluation is not the sole factor taken into consideration in determining continued employment.

**Comments:**

**Growth and Development:** Activities in which the employee has participated which could increase job effectiveness.

**Comments:**

Improvement in the areas noted on this evaluation can be achieved by the following:

This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.

\_\_\_\_\_  
Employee's Signature      Date

\_\_\_\_\_  
Supervisor's Signature      Date

**Employee's Comments:**

# **CLASSIFIED EVALUATION OVERALL PERFORMANCE DIMENSIONS**

## **EXCEEDS EXPECTATIONS (EE)**

For an employee to receive an overall rating of “Exceeds Expectations”, the majority of the critical performance dimensions should have been evaluated at this level, with no performance dimensions rated below “Meets Expectations”. Any additional or specific performance goals and objectives should have been achieved, at least at the “Meets Expectations” level.

## **MEETS EXPECTATIONS (ME)**

An employee’s overall performance will generally be considered as “Meets Expectations” when the majority of the critical performance dimensions are evaluated at “Meets Expectations”, and no more than two of the remaining performance dimensions are evaluated at “Improvement Needed”. Most of the additional or specific performance goals and objectives should have been achieved at the “Meets Expectations” level of achievement.

## **IMPROVEMENT NEEDED (IN)**

The “Improvement Needed” rating indicates that one or more of the critical performance ratings were below the “Meets Expectations” standard, and several of the additional or specific performance goals and objectives were not realized at a fully satisfactory level. Any single “Improvement Needed” rating on a critical dimension or performance objective should generally result in an “Improvement Needed” overall rating.

## **NOT APPLICABLE (NA)**

Indicates that this particular performance dimension does not apply to this particular individual’s duties or job classification.

## Classified Evaluation Appeal Form

### INSTRUCTIONS:

This form is to be used by classified employees who wish to appeal their current evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Superintendent by completing this form and returning it to the Superintendent *within ten (10) working days of the receipt of your evaluation.*

Employee's Name: \_\_\_\_\_

Home Address \_\_\_\_\_ Zip Code \_\_\_\_\_

Work Site/School: \_\_\_\_\_

What specifically do you object to or why do you feel you were not fairly evaluated? If additional space is needed, attach additional sheet(s).

---

---

---

Date you received date evaluation: \_\_\_\_\_

Name of evaluator: \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

## EMPLOYEE DISCIPLINARY NOTICE FORM

\_\_\_\_\_  
Employee's Name

\_\_\_\_\_  
Job Title/Position

\_\_\_\_\_  
Department/School

\_\_\_\_\_  
Date of Infraction

\_\_\_\_\_  
Date & Time of Notice to Employee

### NATURE OF INFRACTION

**(Check/Complete as Applicable)**

**Comments**

☐ Attendance  
☐ Safety  
☐ Department/School Rules  
☐ Conduct  
☐ Work Performance  
☐ Other (specify)

=====  
☐ Violation of Personnel Policies  
for Certified

Section Number(s)

### **DISCIPLINE OR CORRECTIVE ACTION TAKEN / RECOMMENDED**

☐ Letter of Private Reprimand    ☐ Suspension with pay    ☐ Termination  
☐ Letter of Public Reprimand    ☐ Suspension without pay    Notes: \_\_\_\_\_

\_\_\_\_\_  
Acknowledged by Personnel Director  
Distribution:

\_\_\_\_\_  
Date

Personnel

Employee

Principal/Supervisor

**ECORD SECTION**

Yes\_\_\_\_

No

If yes, how and when?

Oral\_\_\_\_

Written\_\_\_\_

Date(s)\_\_\_\_

\_\_\_\_\_  
Signature of Administrator/Principal\_\_\_\_\_  
Signature of Supervisor/Witness**Signature of Employee Acknowledging Receipt of Notice**\_\_\_\_\_  
Employee Signature\_\_\_\_\_  
Date**ASSURANCES****CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN***The Cumberland County School District 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:**

<b>Kirk Biggerstaff</b>	<b>Superintendent, Administrator</b>
<b>Michelle Cash</b>	<b>Instructional Supervisor, Administrator</b>
<b>Jason Dodson</b>	<b>DPP, DoSE, Administrator</b>
<b>Lisa Perdue</b>	<b>CCES Principal, Administrator</b>
<b>Jeanie Bandy</b>	<b>CCMS Principal, Administrator</b>
<b>Josh Henderson</b>	<b>CCHS Principal, Administrator</b>
<b>Tabatha Moons</b>	<b>CCHS Assistant Principal, Administrator</b>
<b>Nathan Britt</b>	<b>CCHS Counselor</b>
<b>Kassie Sewell</b>	<b>CCES Teacher</b>
<b>Kacey Duvall</b>	<b>CCES Teacher</b>
<b>Alonna Cyphers</b>	<b>CCES Teacher</b>
<b>Katie Sherrell</b>	<b>CCHS Teacher</b>
<b>Rodney Smith</b>	<b>CCMS Teacher</b>
<b>Patrick Crawley</b>	<b>CCMS Teacher</b>
<b>Tiffany Skeens</b>	<b>CCHS Teacher</b>
<b>Kara Wilbert</b>	<b>CCES Teacher</b>

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 <date>. (704 KAR 3:370)



\_\_\_\_\_  
Signature of District Superintendent

6/18/2020  
\_\_\_\_\_  
Date



\_\_\_\_\_  
Signature of Chairperson, Board of Education

6/18/2020  
\_\_\_\_\_  
Date