CERTIFIED EVALUATION PLAN

Magoffin County Schools

2018-2019
CEP

The Magoffin County Public School district is committed to utilizing a certified professional growth and effectiveness plan that is based on the belief that successful learning and effective teaching are supported by a meaningful system of professional learning and growth. In keeping with this philosophy, the Magoffin County Certified Professional Growth and Effectiveness Committee have developed the Professional Growth and Effectiveness Plan. Teachers and administrators make up the committee of dedicated professionals with an equal representation.

The members of the committee are:

Names of the 50/50 Committee and their role (teacher or administrator)

Administrators

Christopher Meadows-High School Principal

Willie Cole- Herald Whitaker Middle School Assistant Principal

Keith Isaac-North Magoffin Elementary Principal

Gary Helton-Salyersville Grade School Principal

Angela Skaggs-Instructional Supervisor

Teachers

Robbie Hoskins- Herald Whitaker Middle School

Margie McCoy- South Magoffin Elementary

Melinda Owens- North Magoffin Elementary

Adrienne Howard-Salyersville Grade School

Justin Bailey-Magoffin County High School

CEP Contact-Angela Skaggs-Instructional Supervisor

Superintendent: Scott Helton

District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System – Certified Teacher

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

Roles and Definitions:

Definitions. (1) "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(2) "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(3) "Certified evaluation plan" means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.

(4) "Certified school personnel" means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

(5) "Conference" means 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" means the certified school personnel who is being evaluated.

(7) "Evaluation committee" means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).

(8) "Evaluator" means the primary evaluator pursuant to KRS 156.557(5)(c)2.

(9) "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

(10) "Formative evaluation" is defined by KRS 156.557(1)(a).

(11) "Job category" means a group or class of certified school personnel positions with closely related functions.

(12) "Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified school personnel evaluation system.

(13) "Observation" means a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

(14) "Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(15) "Peer observation" means observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.

(16) "Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).

(17) "Performance measure" means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.

(18) "Performance rating" means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

(19) "Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.

(20) "Principal" means a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(21) "Sources of evidence" or "source of evidence" means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.

(22) "Summative evaluation" is defined by KRS 156.557(1)(d).

(23) "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

(24) "Teacher" means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

(25) "Formative evaluation" means a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance; and

(26) "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data that:

> 1. Occur at the end of an evaluation cycle; and
> 2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.

The Kentucky Framework for Teaching

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

Framework for Teaching	**Specialist Frameworks for Other Professionals**
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	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 that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a 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, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence
- o Professional Growth Planning and Self-Reflection
- o Observation

Additional Evidence to Support Assessment of Professional Practice
- ✓ Team-developed curriculum units
- ✓ Lesson plans
- ✓ Communication logs
- ✓ Timely, targeted feedback from mini or informal observations
- ✓ Student data
- ✓ Student work samples
- ✓ Student formative and/or summative course evaluations/feedback
- ✓ Minutes from PLCs
- ✓ Teacher interviews
- ✓ Parent engagement surveys
- ✓ Records of student attendance
- ✓ Records of teacher attendance
- ✓ Video lessons
- ✓ Student Voice
- ✓ Professional development certificates/agendas
- ✓ Action research projects
- ✓ Other Measures of Student Learning
- ✓ Products of Practice
- ✓ Other Sources

All components and sources of evidence related supporting an educator's professional practice ratings would be completed and documented to inform performance measure ratings (Planning, Environment, Instruction, and Professionalism). All Summative Ratings will be recorded in the department-approved platform.

Sources of Evidence/Framework for Teaching Alignment

Sources of Evidence/Framework for Teaching Alignment

	Measure	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities					
Framework for Teaching (FfT)	Component	1a - Knowledge of Content/Pedagogy	1b - Demonstrate Knowledge of Students	1c - Setting Instructional Outcomes	1d - Demonstrates Knowledge of Resources	1e - Designing Coherent Instruction	1f - Designing Student Assessment	2a - Creating Env. of Respect & Rapport	2b - Establish Culture of Learning	2c - Maintaining Classroom Procedures	2d - Managing Student Behavior	2e - Organizing Physical Space	3a - Communicating with Students	3b - Questioning & Discussion Techniques	3c - Engaging Students in Learning	3d - Using Assessment in Learning	3e - Demonstrating Flexibility & Responsiv	4a - Reflecting on Teaching	4b - Maintaining Accurate Records	4c - Communicating with Families	4d - Participating in Profess. Learning Com	4e - Growing & Developing Professionally	4f - Showing Professionalism
Sources of Evidence (To Inform Professional Practice)	Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)					
	Professional Growth	Professional Growth Planning and Self-Reflection																					
	Self-Reflection																						

Professional Practice
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.

Required
- **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**

District will utilize state approved platform for documentation or district-approved forms, which are included in the Appendix. All documentation will be kept on file electronically.
- All teachers and other professionals will document self-reflection and professional growth in state approved platform or use district approved forms.
- Self-Reflections and Professional Growth Plans should be rooted in evidence/data collected from observations, student voice, peer observations, etc.

Timeline and Monitoring for Self-Reflection---Teachers and Other Professionals
- **Will utilize state approved platform or district approved forms to record self-reflections.**

- **Will complete their self-reflection within 30 days of the first student attendance day each year or within the first 30 instructional days if hired during the school year.**
- **May reflect more often based on their professional decision and/or that of their supervisor.**

Timeline and Monitoring for Professional Growth Planning---Teachers and Other Professionals

- **Will utilize state approved platform or district approved forms to record growth goals and planning.**
- **Will complete their professional growth goal and action plan (PGP) and receive principal approval by the 45th day of student attendance (or within a 45 instructional day window if hired during the school year).**
- **Should update their implementation plan and strategies around their PGP as necessary (e.g. development of student growth goals and action plan, observations, student voice survey and other times based on tier professional judgment and/or that of their supervisor). Modification to the PGP shall be reviewed and approved by the supervisor.**

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. The peer observer gives no ratings. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

- **If funding permits, KTIP Teacher observations will be conducted according to criteria set forth by EPSB. If funding is not available, first year teachers will follow non-tenured observation cycle.**
- **Requires documentation in writing and in official personal record for summative evaluation (KTIP included)**
- **Ensures that evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record**

Observer Certification

Required

- All administrators serving as a primary evaluator must complete a minimum of six (6) hours annually of the personnel evaluation system, approved by the Effective Instructional Leadership Act (EILA) and provided by Kentucky Department of Education for Certified Evaluator Training. First year evaluators will complete the two (2) day initial certified evaluation training, also provided by KDE.
- All administrators serving as a primary evaluator will receive district support and resources necessary to ensure consistent and reliable ratings (calibration) using district provided/department approved vendors/resources to evaluators conducting observations.

Observation Schedule

- **Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.**
- **The Magoffin County observation schedule is determined by the type and length of educator plan and cycle for teachers and other professionals. One year or non-tenured teachers and three year or tenured teachers will follow the schedule below.**

One Year Educator Plan Schedule (Non-tenured)

Teachers that are on a one year cycle, will adhere to the following schedule:

- Two observations will be conducted (may begin after the evaluation training takes place with the first 45 days of reporting for employment).
  - **One Formal observation in the Fall and one Formal in the Spring**
  - **The two observations will be conducted by a supervisor. However, an additional mini or full peer observation may occur if requested by the teacher.**
  - **The final observation will be conducted during the second semester but before April 30th.**
  - **Additional observations may be conducted if the supervisor chooses to do so.**

Three Year Educator Plan Schedule (Tenured)

Teachers that are on a three year cycle, will adhere to the following schedule, which will occur during their final year of the cycle:

- A minimum of 1 observation conducted by the supervisor will occur during the third year. If requested by the teacher, an observation may be conducted by the peer.
- Additional observations may be conducted during the three-year cycle if the administrator chooses to do so.

All observations will be documented in state approved platform or district approved documents.

Late Hires

Teachers and other professionals who are hired after the beginning of school:

- District may reduce the number of minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle for teacher or other professional evaluatees who do not report for work sixty (60) or more consecutive school days.
- If a teacher or other professional evaluate does not report to work for 60 or more consecutive school days the minimum observations for that evaluate will be one full observation conducted by the evaluator of that evaluate.

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 may ask to receive a peer observation in their summative year.**

- **All Peer Observers participating during the summative year observations will complete the department approved training once every three years.**
- **Only the evaluatee will access all peer observation documentation.**

District Decision
- Thirty-three percent of certified staff will complete the state developed training once every three (3) years.
- Peer observations, if requested, will be documented in state approved platform or use district approved forms.
- All trained teachers will be placed in a pool for Principals to select as peer observers. This pool will utilize peer observers to serve within or across departments in school, district or virtually. The principal may also decide to utilize peer observers in more of a mentoring capacity where teachers with identified weaknesses observe other teachers who are strong in those areas.
- The building level administrator will assign peer observers at the school level. The maximum caseload that can be assigned to one peer is five (5).

Observation Conferencing

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

Pre-Observation Conferencing is not a requirement. However, the principal or teacher may request a Pre-Observation Conference in writing.
- It is recommended prior to a peer observation, the two teachers discuss 'look fors' during the observation to guide the observation.
- Pre-Observation Document will be used for observation and is included in **Appendix**.

Post Observation Conferencing
- Post conferences must be face to face and take place within five (5) working days of each observation.
- Post conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. **Appendix:** Post Observation Conference Document.
- Post observation conferencing, after a mini observation, may target particular area(s) of focus for future walkthroughs, observations, professional growth goals, etc.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle prior to May 15th.

Observation Schedule:
- Orientation: The criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than 30 days of reporting for employment of the school year.
- Observations must be completed by April 30th of the school year.

MAGOFFIN COUNTY SCHOOLS FIRST SEMESTER IMPLEMENTATION/CONFERENCING TIMELINE **	
Procedure	**Dates**
Orientation to the evaluation plan, including standards and performance criteria.	No later than 30 calendar days of employees reporting for work.
All certified staff will begin self-reflection reflecting on his/her current growth needs based on data and identifies an area of focus. (Using state approved platform or district approved forms.)	August/September
Self-reflections completed.	Within the first 30 instructional days.
Develop individual professional growth plan.	September/October
Individual professional growth plan completed.	Within the first 45 instructional days.
Conduct observations and conferences for collecting data regarding performance of non-tenured teacher interns.	Three observations and post observation conferences per school year following KTIP requirements.
Pre-observation document for all observations.	Document will be due One (1) to Three (3) instructional days prior to 1st observation.
First observation (Principal-Full)	First Semester
Post observation conference and document.	Within 5 working days of observation.
Peer pre-observation document.(Requested)	One (1) to Three (3) instructional days prior to observation.
Post observation conference and document.	Within 5 working days of observation.

MAGOFFIN COUNTY SCHOOLS SECOND SEMESTER IMPLEMENTATION/CONFERENCING TIMELINE**	
Procedure	**Dates**
Pre-observation document.	One (1) to Three (3) working days Prior to Observation.
Second observation window (Principal-Full for 1 year teachers).	Second Semester
Post observation conference and document.	Within 5 working days of observation.
Pre-observation conference.	One (1) to Three (3) working days Prior to Observation.
Post observation conference and document.	Within 5 working days of observation.
Conduct observations and conferences for collecting data regarding performance of 1 year certified staff every year.	
Conduct observations and conferences for 3-year teachers- every 3 years. When an "Ineffective" determination is made, multiple observations may be deemed necessary.	
All administrators receive summative evaluations annually.	

**Observations will adhere to 1-year and 3-year evaluation cycle as noted in the Observation section.

Student Voice

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

- **If requested by the teacher, he/she will participate in district approved Student Voice Survey with a minimum of one identified group of students.**
- **Results may be used as a source of evidence for Professional Practice.**
- **Formative years' data may be used to inform Professional Practice in the summative year.**
- **All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement in Appendix.**
- **The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.**
- **The survey will be administered in the school.**
- **Survey data will be considered only when ten or more students are respondents.**

District Decision

- District CEP Coordinator will serve as Student Voice Survey Point-of-Contact. In the event the CEP Coordinator is unable to serve in this capacity, the superintendent will appoint another individual.
- At the elementary level, students will take the survey for their assigned homeroom teachers.
  - In the event the teacher does not have a homeroom, the principal will assign a class period in which the SV will occur (e.g. art teacher).
  - In some circumstances, classes may be combined in order to gather at least 10 data points (e.g. special education across multiple grades).
- In Middle school and high school, principals and teacher will agree upon a class period in which the survey will be administered. If no agreement can be determined, the CEP Coordinator will make the final decision.
  - In some circumstances, classes may be combined or shifted in order to gather at least 10 data points (e.g. special education, AP course, Duel Credit courses).
- Surveys, at the teachers request, may be completed during the school year.
- In some circumstances, classes may be combined in order to gather at least 10 data points (e.g.
  special education across multiple grades).
- Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the student voice survey.

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 performance measures.

Required
- **observations conducted by certified supervisor observer(s)**
- **self-reflection and professional growth plans**

District Decision

Certified Staff 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 performance measures.

- ✓ Team-developed curriculum units
- ✓ Lesson plans
- ✓ Communication logs
- ✓ Timely, targeted feedback from mini or informal observations
- ✓ Student data records
- ✓ Student work
- ✓ Student formative and/or summative course evaluations/feedback
- ✓ Minutes from PLCs
- ✓ Teacher reflections and/or self-reflections
- ✓ Teacher interviews
- ✓ Teacher committee or team contributions
- ✓ Student Voice Surveys
- ✓ Parent engagement surveys
- ✓ Classroom schedules
- ✓ Records of student and/or teacher attendance
- ✓ Video lessons
- ✓ Engagement in professional organizations
- ✓ Action research projects
- ✓ Other

Teacher Professional Growth and Effectiveness System & Others Professional Growth and Effectiveness System

The following categories have been identified by KDE as Other Professionals:
- Library Media Specialist
- Therapeutic Specialist/Speech
- School Guidance Counselor
- School Psychologist

Other Professionals who work with classes of students on a daily, weekly, or other recurring schedule must follow the protocols of the TPGES. This is a collaborative process. During the pre- or post-observation conferences, further profession specific visit types of questions may be asked of the Other Professional if some areas are not clear.

Performance Measures

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

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle.

Required
- **Provide a rating for each performance measure based on evidence.**
- **All ratings must be recorded in the state approved platform or use district approved documents.**

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on each performance measure.

SOURCES OF EVIDENCE TO INFORM SUMMATIVE RATING

PERFORMANCE RATINGS

PROFESSIONAL PRACTICE

REQUIRED
Observation
Professional
Growth Plans
Self-Reflection
Other: multiple
sources of evidence
identified in the CEP

PROFESSIONAL JUDGMENT

Performance Measure 1:PLANNING [I,D,A,E]

Performance Measure 2: ENVIRONMENT [I,D,A,E]

Performance Measure 3: INSTRUCTION [I,D,A,E]

Performance Measure 4: PROFESSIONALISM [I,D,A,E]

The evaluator determines the Overall Performance Category (Summative Rating) based on professional judgment informed by evidence that demonstrates the educator's performance against the measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

An educator's Overall Performance Category is determined using the following steps:
- **Determine the individual Performance Measure ratings through the use of sources of evidence and professional judgment.**
- **Apply District Decisions Rules for determining an educator's summative rating.**

CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL SUMMATIVE RATING

IF . . .	THEN . . .
Performance Measures 2 **AND** 3 rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 **OR** 3 rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures 2 **OR** 3 rated DEVELOPING	Summative Rating Shall **NOT** be EXEMPLARY
Performance Measures 1 **OR** 4 rated INEFFECTIVE	Summative Rating Shall **NOT** be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

District Decision

The following steps will determine an educator's Overall Performance Category:
- When determining the teacher's professional practice rating, the principal will use district required sources of evidence during the cycle and determine a rating for each measure. Other sources of evidence may include –Additional Observations, Student Voice Survey(when requested by teacher), Self -Reflection, Professional Growth Plans, evidences listed on previous pages and any other relevant information.
- Peer observations are not listed as a source of evidence unless requested by the observed teacher. The peer observations are only for formative purposes between teachers. The principal in determining ratings of teachers does not use that data.
- Once the principal has determined a rating based upon the sources of evidence for each of the four performance measures at the end of an evaluation cycle, he/she must provide one summative rating that is inclusive of all measures.

- The principal may complete the chart below with the letter that stands for the level the teacher was rated in each measure: I = Ineffective, D = Developing, A= Accomplished, E= Exemplary

	Teacher Professional Practice Ratings
Performance Measure 1: Planning	
Performance Measure 2: Environment	
Performance Measure 3: Instruction	
Performance Measure 4: Professionalism	

- Once the chart above is completed, the principal will apply the District Decisions Rules *(see CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL SUMMATIVE RATING)* for determining an educator's summative rating. If none of the situations apply, then it is left up to the principal to use his/her professional judgment to determine the overall rating. The principal will have a full body of knowledge to help in their final decision making process.

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Professional Growth and Effectiveness System – Principal and Assistant Principal

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

Roles and Definitions

1. **Administrator:** means an administrator 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

2. **Certified Teachers** – All certified teachers assigned to a specific school should complete the online survey designed specifically for teacher input. Teacher's surveys are anonymous and the district/principal does not have access to individual teacher responses. This is supported by the use of individual access codes distributed in a random manner by district personnel - not the school principal.

3. **District Administrator** – The role of the district CEP Coordinator is to oversee and monitor the implementation of the VAL-ED 360 process, including the distribution of teacher "letters" in hard copy to each principal and the superintendent/designee and the school teacher letters to each school VAL-ED Coordinator. This letter will contain an anonymous code for access to the online survey. Participants will be surveyed at three levels . . . supervisor(s), principal, certified teachers. The district administrator will establish and communicate the VAL-ED window of administration and individual school

will choose a teacher to organizing the method for teachers to complete the survey. Anyone absent during the survey will be required to complete the survey as soon as possible to meet the deadline.

4. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
5. **Evaluatee:** District/School personnel that is being evaluated
6. **Principals** – Each principal will also complete a survey specifically designed for principals. The District Administrator will distribute a letter containing an access code to each principal. The principal will also receive an email with access information to the final report.
7. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
8. **School VAL-Ed Coordinator-**The school Val-Ed Coordinator serves as a liaison between district and school in administrator to train, identify how the school will organize for the teacher survey and to distribution teacher codes. Each school will develop and publish the process for taking the VAL-ED that accommodates teacher schedules and assures all teachers participate in the survey.
9. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
10. **Superintendent** - The superintendent will receive an access code to be able to monitor the survey process and reports. Individuals completing the survey remain anonymous through an access code process but the superintendent, as well as the District Administrator, will be able to see the response rates and reports. The reports are not final until the survey window is closed. For this reason, it is imperative that the superintendent waits until this time before printing/using the report data. The individual principal data/report is personnel sensitive and should not be shared with anyone not designated as the primary supervisor.
11. **Supervisors** – The district may elect to have up to three district staff completed the survey for an individual principal. This will include the primary supervisor, who makes final decisions regarding employment and recommendations for growth. One to two additional supervisors (district office staff who also work closely with the principal, such as assistant superintendents, instructional supervisors, Title I coordinators, special education directors, etc.) may also complete a survey for individual principals. This is a district level decision made by the primary supervisor.
12. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
13. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
14. **Other**: anything that is different from something already mentioned, listed or defined.

Principal Professional Growth and Effectiveness System Components

Overview and Summative Model

The following graphic outlines the summative model for Principal Professional Growth and Effectiveness:

SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
Standards		The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
SOURCES OF EVIDENCE To Inform Professional Practice	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	Working Conditions Goal	*TELL Kentucky & Other District Identified Feedback*					
		Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support
	Val-Ed360 Survey	*Superintendent & Teacher Feedback*					
		High Standards for Student Learning; Rigorous Curriculum; Quality Instruction	Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior

Principal Professional Growth and Effectiveness System Components

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards. All administrators receive summative evaluations annually.

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the measures of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence for each

of the four measures(Planning, Environment, Instruction, and Professionalism). The four 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 six standards. Performance will be rated for each measure according to the four performance levels: **I**neffective, **D**eveloping, **A**ccomplished, and **E**xemplary. 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.

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

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

Required Sources of Evidence
- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**
- **Val-Ed 360°/TELL or Other district approved surveys**
- **Working Conditions Goal**

Evaluators may use the following categories of evidence in determining overall ratings:
- **Other Measures of Student Learning**
- **Products of Practice**
- **Other Sources**

Professional Practice

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

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 and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

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.**

District Decision:
- All principals/assistant principals will participate in self-reflection and professional growth planning each year.
- By September 30th of each school year, all Principals/Assistant Principals will have conducted their self-reflection on survey results and performance standard, developed their Professional Growth Plan (PGP).
- The self-reflection and professional growth plan will be developed with input from the superintendent and approved by the superintendent. These will be completed in state approved platform or use district approved documents by September 30th.
- Principals and assistant principals hired after the school year starts shall complete self-reflection and professional growth plan prior to the 45th day of instruction after employment.
- Principals and assistant principals hired late will develop the self-reflection and professional growth plan with input from the superintendent and approved by the superintendent. These will be completed in state approved platform or use district approved documents.
- Requires documentation in writing and in official personal record for summative evaluation
- Ensures that evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record

Site-Visits

Completed by supervisor of principal – *formal site visits are not required for assistant principals*

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

Required:
- **Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)**

District Decision:
- Site visits will be conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will occur prior December 15th.
- The second site visit will occur prior to May 15th of each school year.
- Site visits at least two per year; minimum duration of one hour.
- Timeline for site visits:
  - Fall
  - Winter/Spring
- Post conference shall be conducted after each site visits with the superintendent providing feedback to the principal.
- Site visits range from watching how principals interact with others, to observing programs and shadowing. Principals will refer to the crosswalk between the VAL-ED Core

Components and Key Processes and the Principal Performance Standards. This will help a principal to identify the performance standards in which he/she needs to grow and will be used as a data source in the development of the Principal Professional Growth Plan.

- Classroom visits, discussions with personnel and students, parent involvement, review of survey data, may occur during visits.
- If a principal is hired with 45 or fewer instructional days left in the first semester, both site visits will occur, during the second semester. If more than 45 instructional days remain in the first semester, two site visits will occur, one prior to January 30th, the other prior to May 31st.
- Site visits may include formal interview or less structured discussion of job.
- Site visits will be documented in state approved platform or on district approved documents.

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

Beginning of the Year Conference
- Establish purpose of the Meeting
- Discuss reflections of data
- **Discuss reflections of the Principal Performance Measures**
- Discuss and come to agreement on the Professional Growth Goal and Action Plan
- Questions/Concerns/Comments
- Set tentative date for Mid-Year Review

Mid-Year Review (Conference)
- Establish purpose of the Meeting
- Discuss first observation/site visit and provide feedback
- Share progress toward Professional Growth Goal
- **Discuss documentation of each measure– determine if any other documentation is needed**
- Questions/Concerns/Comments
- Set tentative date for End- of- Year Review

End-Of -Year Review (Conference)
- Establish purpose of the meeting
- Discuss second observation/site visit and provide feedback
- Share progress toward Professional Growth Goal
- **Discuss progress of each measure – determine if any other documentation is needed**
- Discuss overall rating based on Professional Practice
- Questions/Concerns/Comments

Val-Ed 360•

Completed for principals *(when funding permits)– not completed for assistant principals*

The VAL-ED 360° is an assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

Required:
- **Conducted at least once every two years in the school year that TELL Kentucky is not administered.**

District Decision:
- The **Val-Ed 360°** will be conducted in a two-week period during the spring semester at least once every two years in the school year that **TELL Kentucky** is not administered.
  - ➢ **Val-Ed 360°** point-of-contact will be the District CEP Coordinator. If the CEP coordinator is unable to fulfill his or her duties, the superintendent will designate someone.

- **Rotating years for Survey Administration:**

VAL ED Administration	TELL KY
2016	2015
2018	2017
2020	2019
2022	2021
2024	2023
2026	2025

- **Val-Ed 360°** results (along with other data sources) will be used to inform principals' Professional Growth Goals.
- Due to confidentiality, **Val-Ed 360°** results will be accessible to district administrators and respective principals only.
- The Superintendent/designee will ensure all teachers and appropriate administrative staff are provided training on the completion of Val-Ed 360°.
- The Superintendent/designee will ensure that all Val-Ed 360° survey letters are distributed prior to or at the beginning of the administration window in March/April of the alternating year that The TELL Kentucky survey is administered.
- The Superintendent/designee will ensure that results from the Val-Ed 360° are used to inform principal growth and that the results are connected to the Principal Performance Standards. The intended use of Val-Ed 360° results is to inform and develop Principal Professional Growth Planning, Mid-Year Review, Site-Visit conferencing, Working Conditions Growth Goal support, etc.
- Principals hired after the date of December 15, will not have the Val-Ed 360° survey completed for that school year, principals hired after the first beginning of the school year but prior to December 15th will participate in the Val-Ed 360° survey.

Working Conditions Goal

Goal inherited by Assistant Principal

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

Required:
- **Developed by August 30, following the completion of the TELL Kentucky Survey.**

- **A minimum of one Working Condition Goal for each 2-year period.**
- **Utilizing the TELL Survey Results the Principal and Superintendent in collaboration will develop the Working Conditions Goal rubric.**
- **A mid-point review will be conducted in conjunction with the superintendent following the guidance of the Magoffin County Professional Growth Planning document at the mid-year site visit 2.**
- **Additional Teacher/staff surveys and/or reflection may be used to inform the Working Conditions Goal(s).**
- **Principals will write one local Working Conditions Growth Goal in collaboration with the Superintendent.**

District Decision:

Principals are responsible for setting a (one) 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey. The Goal will be recorded on the district *Reflective Practice, TELL KY Working Conditions Growth and Professional Growth Planning Template.* The Principal, in collaboration with their superintendents/designee, will review the results from the TELL Kentucky Survey.

1. Principals will identify a **TELL** survey question that indicates a need for growth and will then identify additional **TELL** survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Principal **Performance Measures**.
3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
4. A rubric will be completed, by the principal and superintendent that will set the goal target for **Accomplished**. The rubric will also establish what will constitute reaching **Exemplary.**
5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
6. Ongoing reflection will occur and modification of the strategies as necessary and determined by the superintendent or designee.

Additional Data Sources to Inform TELL Goal to be determined by Principal and Superintendent/Designee and could include:

VAL-ED and other Surveys:
- Documentation
- School Comprehensive Plan
- Discipline Reports
- Teacher and Student Absenteeism
- Parent Communications
- Other

DEVELOPMENT OF THE WORKING CONDITION RUBRIC and MID-POINT REVIEW

The Principal and the Superintendent/designee in collaboration will develop the Working Conditions Goal. The goal will be accompanied by a Rubric and/or Criteria for assessing the

goal that they have created. This rubric will contain the following categories of Ineffective, Developing, Accomplished, and Exemplary.

Accomplished = + or-5 %

Exemplary= above the goal

Developing= between the baseline and the goal

Ineffective= At or below the baseline

In the example below a principal has identified a WCG area and set a goal of an increase from 21% to 50% agreement on an identified question (s). The rubric with a built in range of + or-5% would be

Ineffective	Developing	Accomplished	Exemplar
21% or below Agreement	22%-44% Agreement	45%-55% Agreement	Above 55% Agreement

Products of Practice/Other Sources of Evidence

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

Local District Decision:

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the four performance measures.

These evidences include but are not limited to:
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules

Determining the Overall Summative Rating

Superintendents are responsible for determining an Overall Performance Rating for each principal at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the principal's ratings on performance measures.

Rating Overall Professional Practice

Required:
- **Use decision rules to determine an overall rating.**
- **Record ratings in the district-approved technology platform.**

Local District Decision:
- Record ratings in district approved forms

- A minimum of two reviews will be conducted annually

TIMELINE FOR RATING PRINCIPAL SUMMATIVE RATING

Determining the Overall Performance Category for Principals and Assistant Principals

A principal's/assistant principal's Overall Performance Category is determined by the evaluator

Timeline*	Activity	Task or Document	Responsibility of	
			Evaluator	*Evaluatee*
By August 1	• Superintendent reviews expectations of PPGES	• *Fulfills the 30 day requirement for evaluation*	✓	
By September 30th	• Principals/Assistant Principal conduct self-reflection on survey results and performance standards • Evaluator and Evaluatee collaboratively develop PGP	• *Reflective Practice, and Professional Growth, Working Conditions Planning Template*	✓ ✓	✓ ✓
Prior to mid-year review	Superintendents conduct observation/site visit	• *Observation/Site Visit Form*	✓	
By January 30	Mid-Year Conference with the principal including review of PGP, and documentation	• *Reflective Practice, and Professional Growth Planning Template* • *Documentation Form* • *Principal Mid-Year Performance Review*	✓ ✓ ✓	✓ ✓
March	Teachers, principals and superintendents complete VAL-ED/TELL KENTUCKY or Other district approved surveys	*Complete on-line working conditions and principal effectiveness surveys.*	✓	✓
By May 15	Superintendents conduct observation/site visit	• *Observation/Site Visit Form*	✓	
By June 30	End-of-Year Review of all evaluatees including review PGP, and other documentation.	• *Reflective Practice and Professional Growth Planning Template* • *Principal Summative Performance Report*	✓ ✓	
	All administrators receive summative evaluations annually.			

based on the principal's ratings on each standard. Using the sources of evidence for

principals/assistant principals, evaluators will use professional judgment to determine a rating for each measure.

CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S OVERALL PROFESSIONAL PRACTICE RATING

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED

Professional Growth Plans
Self-Reflection
Site-Visit
Val-Ed 360°/Working Conditions
Other: Multiple sources of evidence identified in the CEP

PROFESSIONAL JUDGMENT

PERFORMANCE MEASURES

MEASURE 1:Planning (Standards 3 & 4) [I,D,A,E]

MEASURE 2: Environment (Standards 2 & 5) [I,D,A,E]

MEASURE 3: Instruction (Standard 1) [I,D,A,E]

MEASURE 4 : Professionalism (Standard 6) [I,D,A,E]

IF…	THEN…
Performance Measures 2 **AND** 3 rated INEFFECTIVE	**Summative Rating shall be INEFFECTIVE**
Performance Measures 2 **OR** 3 rated INEFFECTIVE	**Summative Rating shall be DEVELOPING OR INEFFECTIVE**
Performance Measures 2 **OR** 3 rated DEVELOPING	**Summative Rating Shall NOT be EXEMPLARY**
Performance Measures 1 **OR** 4 rated INEFFECTIVE	**Summative Rating Shall NOT be EXEMPLARY**
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	**Summative Rating shall be ACCOMPLISHED**
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	**Summative Rating shall be ACCOMPLISHED**
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	**Summative Rating shall be EXEMPLARY**

*See timelines for late hires under Late Hire Section

District Certified Administrator Evaluation

The following chart list the four Performance Measures required by the state and connections to standards and performance criteria listed in the Interstate School Leaders Licensure Consortium (ISLL) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky. The Magoffin County School District expects administrators to meet these same standards and performance measures.

All evaluations must be completed after August 1st and before June 30th annually. Evaluators use evidences in combination with professional judgment to inform the evaluatee's rating for each measure.

All administrators must complete:

Required:
- · Self-reflection
- · Observation/Evaluation/Conference

Beginning of the Year Conference (After August 1st)
- Establish purpose of the Meeting
- Discuss self-reflections and observation/evaluation/conference schedules
- Questions/Concerns/Comments
- Set tentative date for Formative and Summative Observation/Evaluation

Formative Observation/Evaluation (By Jan 30th)
- Establish purpose of the Meeting
- Discuss first observation/evaluation and provide feedback
- Share progress on Performance Measures
- **Discuss documentation of each measure– determine if any other documentation or observation/evaluation is needed**
- Questions/Concerns/Comments
- Set tentative date for Summative Evaluation

If necessary and according to professional judgement and evidence, additional Formative Observation/Evaluations may be conducted (Before May 15th)
- Discuss second observation/evaluation and provide feedback
- **Discuss progress of each measure – determine if any other documentation or observation/evaluation is needed**
- Questions/Concerns/Comments

Summative Rating Assigned (Before June 30th)
- Summative Rating assigned based on professional judgment and evidence
- Any rating of Ineffective requires the development of a Professional Growth Goal
- Discuss expectations/requirements for appropriate Professional Growth Goal, if necessary
- Questions/Concerns/Comments

Optional:
Other district level Job embedded materials:
- · Documentation of professional learning
- · Agendas
- · Procedural guidance
- · PLC minutes

All evaluations requires documentation in writing and in official personal record for summative evaluation. All evaluations ensure that evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

All administrators will receive at least one Formative and one Summative Conference/Evaluation per year.

Using the appropriate evaluation form (A or B), the Superintendent will evaluate district personnel and use evidence and professional judgement to assign a rating to the four performance measures and then arrive at the summative rating. Summative Rating will be recorded on Form C. Any rating of Ineffective requires the development of a Professional Growth Goal.

Superintendents are responsible for determining an Overall Performance Rating for each administrator at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the administrator's ratings on performance measures.

CRITERIA FOR DETERMINING DISTRICT ADMINISTRATOR'S OVERALL SUMMATIVE RATING

IF . . .	THEN . . .
Performance Measures 2 AND 3 rated INEFFECTIVE	**Summative Rating shall be INEFFECTIVE**
Performance Measures 2 OR 3 rated INEFFECTIVE	**Summative Rating shall be DEVELOPING OR INEFFECTIVE**
Performance Measures 2 OR 3 rated DEVELOPING	**Summative Rating Shall NOT be EXEMPLARY**
Performance Measures 1 OR 4 rated INEFFECTIVE	**Summative Rating Shall NOT be EXEMPLARY**
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	**Summative Rating shall be ACCOMPLISHED**
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	**Summative Rating shall be ACCOMPLISHED**
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	**Summative Rating shall be EXEMPLARY**

*Any rating of Ineffective requires the development of a Professional Growth Goal.

District Administration Evaluation

Performances and Sources of Evidence listed below will be used in determining the Overall Summative Rating. See Chart A for ratings for each measure.

Performance Measure 1: Planning (Standard 1-Vision and Standard 6-Political, Economic, Legal)
*An educational leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.** An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.***

PERFORMANCES and SOURCES OF EVIDENCE – The administrator facilitates processes and engages in activities that:

- Collaboratively develop and implement a shared vision and mission.
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- Create and implement plans to achieve goals.
- Promote continuous and sustainable improvement.
- Monitor and evaluate progress and revise plans.
- Advocate for children, families, and caregivers.
- Act to influence local, district, state, and national decisions affecting student learning.
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

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Performance Measure 2: Environment (Standard 2-School Culture & Learning)
*An educational leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.***

PERFORMANCES and SOURCES OF EVIDENCE —The administrator facilitates processes and engages in activities that:

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- Create a comprehensive, rigorous, and coherent curricular program.
- Create a personalized and motivating learning environment for students.
- Supervise instruction.
- Develop assessment and accountability systems to monitor student progress.
- Develop the instructional and leadership capacity of staff.
- Maximize time spent on quality instruction.
- Promote the use of the most effective and appropriate technologies to support teaching and learning.
- Monitor and evaluate the impact of the instructional program.

Performance Measure 3: Instruction (Standard 3-Management)
*An education leader promotes the success of every student **by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.***

PERFORMANCES and SOURCES OF EVIDENCE —The administrator facilitates processes and engages in activities that:

- Monitor and evaluate the management and operational systems.
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- Promote and protect the welfare and safety of students and staff.
- Develop the capacity for distributed leadership.
- Ensure teacher and organizational time is focused to support quality instruction and student learning.

Performance Measure 4: Professionalism (Standard 4-Collaboration and Standard 5-Integrity, Fairness, Ethics))
*An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.** An education leader promotes the success of every student by **acting with integrity, fairness, and in an ethical manner.***

PERFORMANCES and SOURCES OF EVIDENCE —The administrator facilitates processes and engages in activities that:

- Collect and analyze data and information pertinent to the educational environment.
- Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
- Build and sustain positive relationships with families and caregivers.
- Build and sustain productive relationships with community partners.

	- Ensure a system of accountability for every student's academic and social success. - Model principles of self-awareness, reflective practice, transparency, and ethical behavior. - Safeguard the values of democracy, equity, and diversity. - Consider and evaluate the potential moral and legal consequences of decision-making. - Promote social justice and ensure that individual student needs inform all aspects of schooling. - Is punctual for all duties and regular in attendance - Adheres to the professional code of ethics - Demonstrates continuous professional growth

MAGOFFIN COUNTY SCHOOLS: FORMATIVE EVALUATION

_____   _____
Evaluatee   Position

_____   _____
Evaluator   Position

Date(s) of Observation(s) 1st _____   2nd _____
Date(s) of Conference(s)   1st _____   2nd _____

Chart A

Formative Evaluation Measure One	Score
District Administrator effectively facilitates 8 of the 8 process/activities from Measure 1	Exemplary
District Administrator effectively facilitates 7 of the 8 process/activities from Measure 1	Accomplished
District Administrator effectively facilitates 6 of the 8 process/activities from Measure 1	Developing
District Administrator effectively facilitates 5 or less of the 8 process/activities from Measure 1	Ineffective

Any rating of Ineffective requires the development of a Professional Growth Goal.

Formative Evaluation Measure Two	Score
District Administrator effectively facilitates 9 of the 9 process/activities from Measure 2	Exemplary
District Administrator effectively facilitates 8 of the 9 process/activities from Measure 2	Accomplished
District Administrator effectively facilitates 7 of the 9 process/activities from Measure 2	Developing
District Administrator effectively facilitates 6 or less of the 9 process/activities from Measure 2	Ineffective

Any rating of Ineffective requires the development of a Professional Growth Goal.

Formative Evaluation Measure Three	Score
District Administrator effectively facilitates 5 of the 5 process/activities from Measure 3	Exemplary
District Administrator effectively facilitates 4 of the 5 process/activities from Measure 3	Accomplished
District Administrator effectively facilitates 3 of the 5 process/activities from Measure 3	Developing
District Administrator effectively facilitates 2 or less of the 5 process/activities from Measure 3	Ineffective

Any rating of Ineffective requires the development of a Professional Growth Goal.

Formative Evaluation Measure Four	Score
District Administrator effectively facilitates 11 or 12 of the 12 process/activities from Measure 4	Exemplary
District Administrator effectively facilitates 10 of the 12 process/activities from Measure 4	Accomplished
District Administrator effectively facilitates 9 of the 12 process/activities from Measure 4	Developing
District Administrator effectively facilitates 8 or less of the 12 process/activities from Measure 4	Ineffective

Any rating of Ineffective requires the development of a Professional Growth Goal.

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

Evaluatee: ____ Agree with this formative evaluation
                           ____ Disagree with this formative evaluation

_____   _____
Evaluatee Signature   Date

_____   _____
Evaluator Signature   Date

MAGOFFIN COUNTY SCHOOLS
SUMMATIVE EVALUATION

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, progress on personal professional growth goals, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____**Position** _____**Date_____**

Evaluator _____**Position** _____**Date_____**

School/Work Site _____

Formative Observation Date	**Formative Observation Score**
	• **Exemplary** • **Accomplished** • **Developing** • **Ineffective**
	• **Exemplary** • **Accomplished** • **Developing** • **Ineffective**

District Administrator Measures: **Ineffective, Developing, Accomplished, Exemplary**
  1. **Measure 1: Planning**   _____
  2. **Measure 2: Environment**   _____
  3. **Measure 3: Instruction**   _____
  4. **Measure 4: Professionalism**   _____

Overall Summative Rating   _____

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

Evaluatee: _____ Agree with this summative evaluation

              _____ Disagree with this summative evaluation

_____   _____
Evaluatee Signature   Date

_____   _____
Evaluator Signature   Date

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan. By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

Employment Recommendation: _____ Meets administrator standards for re-employment
                                _____ Does not meet administrator standards for re-employment

Administrator Professional Reflection

Administrator Name	
Position	

Part A: Reflection on the four Performance Measures required by the state and connections to standards and performance criteria listed in the Interstate School Leaders Licensure Consortium (ISLL) Standards for School Leaders.

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

Measure	Self-Assessment				Strengths and areas for growth
1. Performance Measure 1: Planning (Standard 1-Vision and Standard 6-Political, Economic, Legal) *An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*	I	D	A	E	
2. Performance Measure 2: Environment (Standard 2-School Culture & Learning) *An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*	I	D	A	E	
3. Performance Measure 3: Instruction (Standard 3- Management) *An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*	I	D	A	E	
4. Performance Measure 4: Professionalism (Standard 4-Collaboration and Standard 5-Integrity, Fairness, Ethics) *An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*	I	D	A	E	

Appeals

EVALUATION APPEAL PROCESS:

The evaluation appeal shall be made to the Superintendent in writing. If the Superintendent cannot satisfactorily work out the disagreement on the evaluation, the matter shall be presented to the appeal committee to hear the appeal.

SELECTION AND TERMS OF MEMBERS FOR THE APPEAL COMMITTEE:

The appeals committee member terms shall be for three (3) years run from July 1 to June 30.

Each Evaluation Committee shall be made up of the following:

a. One certified employee and one alternate appointed by the Magoffin County Board of Education.

b. Two certified staff members and two alternates elected by the certified staff.

The chairperson of the panel shall be the certified employee appointed by the Magoffin County Board.

The LEAP members that were elected to serve 3 years (2018-19, 2019-20, 2020-21) are as follows:

> a. Angela Skaggs, alternate-Terry Watson
> b. Jason Arnett
> Veronica Watson
> Alternate-Tiffany Risner
> Steve Cole

APPEAL TO PANEL:

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five *(5)* working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing. Each party may have representation of their choosing.

The duties of the committee shall be to hear the appeal and render a majority opinion.

The purpose of the hearing is to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and the evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. The members of the appeals committee and Superintendent will be the only persons to review the documentation. All documentation will be locked in a secure place in the central office except during appeal panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties and opportunities will be provided to review all documentation reasonably in advance.

The panel will meet, review all documents, discuss and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may he posed by panel members during the hearing.

Chosen representation maybe present during the hearing:

For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing. Only panel members, the evaluatee and evaluator, and chosen representation will be present at the hearing. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

The following procedures will be implemented:
- The chairperson of the appeals panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
- Each party will be allowed to make a statement of claim. The evaluatee will begin.
- The panel may question the evaluatee and evaluator.
- The chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.
- Each party (evaluator and evaluatee) will he asked to make closing remarks. The chairperson of the panel will make closing remarks.

The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
- Upholding all parts of the original evaluation.
- Voiding the original evaluation or parts of it
- Ordering a new evaluation by a second certified employee.
- Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file.

The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator, and the superintendent within fifteen (15) working days from the date the appeal is filed.
The superintendent shall act on the recommendation(s) of the panel.
The superintendent's decision, the panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the ease of a new evaluation, both evaluations shall be included in the employee's personnel file.
The panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in the statute and regulation.
Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

According to 156.557 Section 9, Section 9. (1) 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.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

NOTICE: *This Local Evaluation Appeals Procedure is merely a **sample** that districts may consider as they develop their own PGES system plan. Districts are responsible for developing procedures for a local evaluation appeals panel that are consistent with the requirements of KRS 156.557 and 704 KAR 3:370. Districts are advised to review the requirements of KRS 156.557 and 704 KAR 3:370 as they develop procedures for evaluation appeals. KDE reserves the right to revise or amend this sample Local Evaluation Appeals Procedure at any time.*

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. The certified employees of the District shall elect Two (2) members of the LEAP committee. Each school may nominate two (2) certified employees by majority vote. These two (2) certified employee names will be submitted to the CEP coordinator to be placed on a ballot. All certified employees will vote for 2 names from the ballot. The two names receiving the most votes will serve on the LEAP and the next 2 highest will serve as alternates. The Board shall appoint One (1) member, and that person shall be a certified employee of the District. After the three members are selected, the Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of each school year. The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:
1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.
1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:
    - If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
    - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
    - If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
    - The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
    - If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
3. The hearing will adhere to the following format:
    - Reading of the written appeal by the LEAP Chairperson.
    - Questioning of the evaluatee and/or evaluator by the panel.
    - Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
    - Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
    - Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
    - Dismissal of hearing.
4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation

plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

- Rule in favor of the appellant, either in whole or in part;
- Uphold the evaluation; or
- Call for a second evaluation by a trained evaluator.

7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.
9. The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

- Rule in favor of the appellant, either in whole or in part;
- Uphold the evaluation; or
- Call for a second evaluation by a trained evaluator.

4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file. An evaluation appeals form is included in Appendix.

Forms included in Appendix will also be available for electronic download.

Appendix

TEACHER REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	

Measure:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		

Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Current Level of Performance for Selected Component:							I	D	A	E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	

Action Plan		
Professional Learning	**Resources/Support**	**Targeted Completion Date**
Measures of Goal Attainment (Tools/Instruments):		
Demonstrable: *Identify the documentation intended to demonstrate your professional growth.*		
□ Artifacts	□ Self-Assessment	□ Ongoing Self-Reflection
□ Certificate of Completion	□ Teaming with Colleague	□ Observation Data
□ Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

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

Date:	**Status of Professional Growth Goal:**	**Revisions/Modifications:**

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	**End of Year Reflection:**

Next Steps:

Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

PRE-OBSERVATION DOCUMENT

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

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

POST-OBSERVATION DOCUMENT

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

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

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

_____   _____   _____   _____
Teacher's Signature*   **Date**   **Observer's/Evaluator's Signature**   **Date**

SUMMATIVE EVALUATION FORM----CERTIFIED TEACHER

Educator Name_____   Date:_____

Supervisor _____

Final Score for Measure 1:_____
Final Score for Measure 2:_____
Final Score for Measure 3:_____
Final Score for Measure 4:_____

OVERALL Final Summative Rating:_____

CRITERIA FOR DETERMINING AN EDUCATOR'S
PROFESSIONAL PRACTICE RATING

IF . . .	THEN . . .
Measure 2 AND 3 rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 OR 3 rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Measure 2 OR 3 rated DEVELOPING	Summative Rating Shall NOT be EXEMPLARY
Measure 1 OR 4 rated INEFFECTIVE	Summative Rating Shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

This chart does not apply to non-tenured teachers. Non-tenured teachers must continue on a one year (or more intense) cycle.

___ Non-tenured educator will be on a on a one year cycle

___ Non-tenured teacher will be on a less than one year more intensive cycle.

        Please describe plan below.

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Evaluator's Signature _____ Date _____

Educator Signature _____ Date _____

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan. By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee

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

Principal	
EPSB ID#	
School	
Level	

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

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

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

Part B: Principal's TELL Kentucky Working Conditions Goal
Target Question(s) from TELL Kentucky Results:

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

Target Performance Standard:

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

Working Conditions Growth Goal Statement:

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

Working Conditions Growth Goal Rubric:

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

Ineffective	Developing	Accomplished	Exemplary
21% below Agreement	22%-44% Agreement	45%-55% Agreement	55% and above Agreement

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

Part C: Professional Growth & Effectiveness Data Reflection

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

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360 ☐ Other: _____

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

 Questions to Consider:

 What did teachers/staff perceive as major strengths?

 What did teachers/staff perceive as major weaknesses?

 List factors that might have influenced the results.

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

Data Selected	Results

Questions to Consider:

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

Part D: Connecting Priority Growth Needs to Professional Growth Planning

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

Professional Growth Goal: ● **What do I want to change about my practices that will effectively impact student learning?** ● **How can I develop a plan of action to address my professional learning?** ● **How will I know if I accomplished my objective?**	

Connection to Measures			
The Principal should connect the PGP Goal to the appropriate performance measure and list that measure below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

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

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

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

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

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

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

Date:	End of Year TELL KY Working Conditions Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	☐ Data attached
Date:	End of Year Professional Growth Reflection:

Next Steps:

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

Principal Professional Performance Standards

Performance Standard 1. Instructional Leadership (Measure 3)
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

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

1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Demonstrates knowledge of research-based instructional best practices

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*

1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.

1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Suggested Guiding Questions/Prompts:

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

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

Evaluator's Feedback:

Performance Standard 2: School Climate (Measure 2)
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

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

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Promotes a culture of collaboration, trust and shared leadership.

2.5 Supports the staff through continuous improvement efforts.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.

2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.

2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Suggested Guiding Questions/Prompts:

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*

- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*

- *What are the strategies you use to nurture and sustain a climate of trust in your school?*

- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*

- *What are the internal and external factors that you perceive are affecting your school?*

- *How have you strived this year to make the school environment more academically rigorous?*

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

Evaluator's Feedback:

Performance Standard 3: Human Resources Management (Measure 1)
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

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

3.1 Actively participates in an effective and efficient selection process in consultation with the school council.

3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.

3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.4 Provides a mentoring process for all new and targeted instructional personnel.

3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.

3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.

3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.

3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.

3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Suggested Guiding Questions/Prompts:

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*

- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*

- *In what ways do you support the achievements of high-performing teachers?*

- *How do you ensure new teachers and staff receive the support they need during their first year?*

- *How do you foster an atmosphere of professional learning among staff?*

- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

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

Evaluator's Feedback:

Performance Standard 4: Organizational Management (Measure 1)
The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

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

4.1   Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.

4.2   Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3   Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.

4.4   Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.

4.5   Reviews fiscal records regularly to ensure accountability for all funds.

4.6   In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.

4.7   Follows state and local policies with regard to finances, school accountability, and reporting.

4.8   Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*

- *Please provide an example of how you have been able to maximize your available resources.*

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*

- *What information is used to inform the decisions related to organizational management?*

- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*

- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

-

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

Evaluator's Feedback:

Performance Standard 5: Communication and Community Relations (Measure 2)
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

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

 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.

 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

 5.7 Provides a variety of opportunities for parent and family involvement in school activities.

 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.

 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Suggested Guiding Questions/Prompts:

- *Please describe how you promote the success of all students through communication.*

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*

- *How do you involve parents and families in student learning?*

- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*

- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

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

Evaluator's Feedback:

Performance Standard 6: Professionalism (Measure 4)
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

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

6.1   Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2   Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.

6.3   Maintains a professional appearance and demeanor.

6.4   Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5   Maintains confidentiality.

6.6   Maintains a positive, optimistic, and straight-forward attitude.

6.7   Provides leadership in the exchange of ideas and information with staff and other professionals.

6.8   Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.

6.9   Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.

6.10   Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.

6.11   Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Suggested Guiding Questions/Prompts:

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*

- *How do you communicate professional beliefs and values to all stakeholders?*

- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*

- *What professional learning have you sought out this year?*

- *In what ways have you observed a change in your role as a school leader and your leadership style?*

- *In what ways do you take an active role in professional organizations?*

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

Evaluator's Feedback:

Principal Mid-Year Performance Review

Directions*:* Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the "Evident" or "Not Evident" boxes provided under each standard to assist with documenting the principal's progress towards meeting the standard. The evaluator should maintain this form during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

Performance Standard 1: Instructional Leadership (Measure 3)
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

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

1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Demonstrates knowledge of research-based instructional best practices

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.

1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.

1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Comments   ☐ Evident   ☐ Not Evident

Performance Standard 2: School Climate (Measure 2)
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

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

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Promotes a culture of collaboration, trust and shared leadership.

2.5 Supports the staff through continuous improvement efforts.

2.6 Addresses barriers to teacher and staff performance and provide positive working conditions to encourage retention of highly effective personnel.

2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment, which reflects state, district, and local school policies, and procedures.

2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Comments   ☐ Evident   ☐ Not Evident

Performance Standard 3: Human Resources Management (Measure 1)

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

3.1 Actively participates in an effective and efficient selection process in consultation with the school council.

3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.

3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.4 Provides a mentoring process for all new and targeted instructional personnel.

3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.6 Properly implements the teacher and staff effectiveness system, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.

3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.

3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.

3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.

3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Comments   ☐ Evident   ☐ Not Evident

Performance Standard 4: Organizational Management (Measure 1)

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.

4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.

4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.

4.5 Reviews fiscal records regularly to ensure accountability for all funds.

4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.

4.7 Follows state and local policies with regard to finances, school accountability, and reporting.

4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Comments   ☐ Evident   ☐ Not Evident

Performance Standard 5: Communication and Community Relations (Measure 2)
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

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

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.

5.10   Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments   ☐ Evident   ☐ Not Evident

Performance Standard 6: Professionalism (Measure 4)

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

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

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive, optimistic, and straight-forward attitude.

6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.

6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engage in continuous learning.

6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher**.**

6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments   ☐ Evident   ☐ Not Evident

Strengths:

Areas of Improvement:

Principal's Name _____   Date _____

Principal's Signature _____

Evaluator's Name _____   Date _____

Evaluator's Signature _____

PRINCIPAL SUMMATIVE PERFORMANCE REPORT

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

Principal: **School Year(s):**

School :

Performance Measure 1: Planning (Standards 3 & 4)

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders). The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel. The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel. The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.
Comments	Comments	Comments	Comments

Performance Measure 2: Environment (Standards 2 & 5)

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school	The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school

expectations has significantly increased as evident through results. The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	school climate for all stakeholders. The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	climate for all stakeholders. The principal inconsistently communicates and/or infrequently collaborates with stakeholders.	climate for all stakeholders. The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders.
Comments	Comments	Comments	Comments

Performance Measure 3: Instruction (Standard 1)

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
Comments	Comments	Comments	Comments

Performance Measure 4: Professionalism (Standard 6)

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.

and/or leadership opportunities and/or formal recognition(s) or award(s).	contributing to the profession.		
Comments	Comments	Comments	Comments

Evaluation Summary

☐ Recommended for continued employment

☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective 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 the principal 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:

Improvement Goals:

Overall Evaluation Summary

Overall Evaluation Summary Criteria
☐ Exemplary   ☐ Accomplished   ☐ Developing   ☐ Ineffective
_____   _____
Employee's Signature/Date   Administrator's Signature/Date

Evaluator's Name _____   Principal's Name_____

Evaluator's Signature _____   Principal's Signature _____

Superintendent's Name _____Superintendent's Signature _____

Date _____

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

- Professional Growth and Self Reflection
- Site-Visits
- VAL-ED 360
- Working Conditions Goal
- Other district determined evidence sources

EVALUATION APPEAL FORM

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

Employees Name:		
_____		
Home address:_____		
Job Title	**Building**	**Grade or Department**
_____ _____	_____ _____	_____ _____

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

_____
_____
_____
_____
_____
_____

If additional spaced is needed, attach extra sheet.

Date you received the summative evaluation: _____

Name of Evaluator_____

Date_____

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

_____
                   Employee's Signature   Date

Individual Corrective Action Plan

This plan is to be **completed by the evaluator with discussion and assistance from the teacher and other resource personnel** as it relates to an inadequate or "Ineffective" rating on any one Measure or more from the Summative Evaluation.

The evaluator and teacher must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the teacher's improvement of the measure.

It is the **evaluator's responsibility to document all actions taken to assist the teacher** in improving his/her performance.

1. Identify the measure(s) from the Summative Evaluation Form that has a "Ineffective" rating assigned:

Measure 1   Measure 2   Measure 3   Measure 4

2. <u>Present Professional Development Stage</u>

Select the stage of professional development that best reflects the teacher's level.
O = Orientation/Awareness
A = Preparation/Application
I = Implementation/Management
R = Refinement/Impact

3. <u>Growth/Objective(s) Goals</u>

Growth objectives and goals must address the specific standard(s) rated as "Ineffective" on the Summative Evaluation document. The teacher and the evaluator work closely to correct the identified weakness(es).

4. <u>Procedures and Activities for Achieving Goal(s) and Objective(s)</u>

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

5. <u>Appraisal Method and Target Dates</u>
List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the teacher.

6<u>. Documentation of all reviews, corrective action, and evaluator's assistance must be provided periodically (as they occur) to the teacher.</u>

Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.

_____ **School Year**

The Individual Corrective Action Plan is developed when a teacher receives a "Ineffective" rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN
for

_____

Date _____   Work Site _____

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

Teacher's Comments:

Evaluator's Comments:

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

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

Magoffin County Student Voice Ethics and Confidentiality Agreement

As part of the Teacher Professional Growth and Effectiveness System all districts are required to administer a Student Voice Survey to all students on a yearly basis. The purpose of this document is to describe the practices that are considered appropriate in preparing and administering the survey. Responses to the Student Voice Survey are confidential information.

In determining appropriate practices, the following standards have been used:

Professional Ethics – No review or preparation practice of the survey for the purpose of guiding responses will be allowed.

Educational Defensibility - No grading practices should be involved in the survey.

Student Ownership – the student shall do all survey work. No one shall coach, edit, or persuade student responses. Students with special needs will be allowed the appropriate accommodations as included in the IEP.

The first standard simply applies to the ethical use of the survey. Teachers and students will both have access to the survey questions at any time during the school year. Teachers may utilize these questions to familiarize the students of the processes and even administer the survey anonymously as a source of data for Professional Growth Planning. However, activities that provide time to practice contrived responses with students are prohibited. The second standard refers to adjusting grading practices for responses provided on the Student Voice Survey. It is unallowable for students to receive any type of grading points based on the survey. Lastly, all work shall be that of the student without any coaching, editing or persuasion from any adult. Students with special needs will be allowed the appropriate accommodations as included in the IEP.

All employees involved in the administration of the Student Voice Survey and all employees who would potentially have access to the survey results must sign this ethics and confidentiality agreement.

Confidentiality agreement

I am aware that all responses and data from the Student Voice Survey are confidential information. I affirm that I will not share individual student survey response, teacher results or any other information from the Student Voice Survey with anyone by any form of communication. Violation of the Confidentiality Agreement may result in disciplinary action, up to and including termination of my employment.

Signature   Date

_____   _____

ASSURANCES
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Magoffin County Board of Education hereby assures the Commissioner of Education that:

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

CEP Committee Member Names
Administrators
> **Christopher Meadows-High School Principal**
> **Willie Cole- Herald Whitaker Middle School Assistant Principal**
> **Keith Isaac-North Magoffin Elementary Principal**
> **Gary Helton-Salyersville Grade School Principal**
> **Angela Skaggs-Instructional Supervisor**

Teachers
> **Robbie Hoskins- Herald Whitaker Middle School**
> **Margie McCoy- South Magoffin Elementary**
> **Melinda Owens- North Magoffin Elementary**
> **Adrienne Howard- Salyersville Grade School**
> **Justin Bailey-Magoffin County High School**

Evaluation Contact Person: Angela Skaggs-Instructional Supervisor

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

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

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

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

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

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

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

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

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

_____   _____
Signature of District Superintendent   Date

_____   _____
Signature of Chairperson, Board of Education   Date