Campbell County Schools
Certified Evaluation Plan
2022-23

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Certified Evaluation Plan

EVALUATION PROCEDURE & PROCESS

FORWARD

In compliance with 704 KAR 3:345, an evaluation committee was selected to represent the certified staff.

Representative Members for 20-21 School Year:

Teachers	Administrators
Stephanie Allen	Jill Cook
Amanda Arthur	Alex Fangman
Samantha Corman	Julie Kuhnhein
Michele Ehrman	Tony Mazzei
Kelly Lange	Connie Pohlgeers
Erica Perkins	Myssi Turner
Lisa Ritter	Shelli Wilson

The Associate Superintendent is the designated contact person responsible for monitoring evaluation training and implementing evaluation for certified teachers and other professionals. All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Campbell County School District hereby assures the Commissioner of Education that:

- This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators and has been reviewed annually according to Campbell County Schools District Policy.
- The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan.
- The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

- All certified employees, below the level of superintendent, shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.
- The superintendent and non-tenured teachers will be evaluated annually.
- All tenured teachers, others and administration will be evaluated at least once every three years.
- Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.
- Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
- 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.
- The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
- This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

_____   _____
Signature of District Superintendent   Date:

_____   _____
Signature of Chairperson, Board of Education   Date:

The CCS Certified Evaluation Plan and the Kentucky Framework for Teaching

The CCS certified evaluation plan is based on the Kentucky Framework for Teaching and designed to support student achievement and professional practice through the domains of Planning, Environment, Instruction and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodation for individual needs, effective technology integration and student assumption of responsibility. It provides structure for feedback and continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting a teacher's professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: <u>Ineffective, Developing, Accomplished and Exemplary</u>. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

	Planning	*Environment*	*Instruction*	*Professionalism*
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders	Standard 1 Mission, Vision & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 5 Community of Care & Support Standard 8 Meaningful Engagement of Families & Community	Standard 4 Curriculum, Instruction & Assessment Standard 6 Professional Capacity of Personnel	Standard 2 Ethics & Professional Norms Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff

	Planning	Environment	Instruction	Professionalism
District Certified Personnel Professional Standards for Educational Leaders in evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 1 Mission, Vision & Core Values Standard 10 District Improvement	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 5 Community of Care and Support Standard 8 Meaningful Engagement of Families & Community	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 4 Curriculum, Instruction & Assessment Standard 6 Professional Capacity of Personnel Standard 9 Operations & Management	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 2 Ethics & Professional Norms Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff

District Certified Evaluation Plan

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school or district personnel, including principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Corrective Action Plan:** A plan for improvement up to twelve months in duration for:
   a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
   b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
12. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
13. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Performance Measure:** The areas, skills, or outcomes on which certified school personnel are evaluated.
16. **Performance Measure Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.

17. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
18. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
19. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
20. **Sources of Evidence:** Observation and district-determined items list in this CEP.
21. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
22. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

Late-Hires will still be responsible for all requirements, if the deadline has expired, there will be a 30-day period for completion.

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

I.   Immediate supervisor will be the primary evaluator.

Evaluatee   **Evaluator**

Classroom Teacher, Special Teacher,   Principal/Associate or Assistant Principal
Media Specialists, Counselors,
Assistant Principal   Principal
Psychologist/RTI Specialists   Principal
Principal   Superintendent and /or Designee
Director of Pupil Personnel   Superintendent and /or Designee
Director of Special Education   Superintendent and /or Designee
Director of School Improvement   Superintendent and/or Designee
Chief Information Officer   Superintendent and/or Designee
Associate Superintendent   Superintendent
Assistant Superintendent   Superintendent
Superintendent   Board of Education
Instructional Coaches   Teaching and Learning Leader(s)
Teaching and Learning Leads   Superintendent and/or Designee
District-wide/Itinerant staff   Immediate Supervisor (see job description)

2. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school **personnel no later than the first 30 calendar days of reporting.**

OVERALL CEP TIMELINE

DATE	ITEM
MAY/JUNE	TEACHER REFLECTS ON CURRENT GROWTH NEEDS BASED ON DATA AND IDENTIFIES AREAS OF FOCUS, INCLUDING PROFESSIONAL LEARNING OPPORTUNITIES. PLANS ALIGN WITH SCHOOL/DISTRICT IMPROVEMENT PLANS. **SELF-REFLECTION (APPENDIX A) AND PROFESSIONAL GROWTH PLAN (APPENDIX B) DUE BY JUNE 30TH**
AUGUST-OCTOBER	TEACHER COLLABORATES WITH ADMNISTRATOR, CONTINUES PGP AND DEVELOPS STUDENT GROWTH GOAL(S) AND ACTION STEPS. **STUDENT GROWTH GOAL (APPENDIX C) DUE BY OCTOBER 15TH**
OCTOBER-APRIL	PROGRESS AND IMPACT OF PGP AND SGG ON PROFESSIONAL PRACTICE. PLANS MAY BE MODIFIED AS APPROPRIATE BASED ON OBSERVATION FEEDBACK. EACH **OBSERVATION (FORMS – APPENDIX D-G)** CONFERENCE WILL REQUIRE TEACHER SELF-REFLECTION ON PRACTICE, LESSON AND SGG.
APRIL 15TH	**SUMMATIVE REFLECTION ON THE PERFORMANCE MEASURES (APPENDIX H)** AND REVIEW OF PGP AND SGG ATTAINMENT. DISCUSS AND **IMPLICATIONS FOR NEXT STEPS** **(CORRECTIVE ACTION PLAN, IF NEEDED – APPENDIX I)**

Professional Practice

Professional Growth Planning (PGP) and Self-Reflection

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals which will be aligned with school/district improvement plans. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. The plan will also include professional learning considerations that relate to PGP topics and help to inform evaluators for PD planning for the upcoming year. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection (Appendix B).

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

- All Teachers and Other Professionals will participate in self-reflection (Appendix A) and professional growth planning (Appendix B) each year.
- A summative evaluation conference shall be held at the end of the summative evaluation cycle (Appendix G) and shall include all applicable data.
- All teachers will document on-going self-reflection and professional growth planning in the district-provided technology platform.

Student Growth

Student Growth Goal(s) (SGG) – All teachers and Other Professionals

The student growth measure is a rating based on the degree to which a teacher or other professional meets the growth goal(s) for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher's Student Growth Goal(s). All SGGs will identify a means for gathering baseline student data and establishing a related growth goal, an action plan to affect student growth and final results to determine if growth has been achieved. This goal will be determined by the teacher or other professional in collaboration with the evaluator. **SGGs will not be used to determine final ratings but will serve as a formative source of evidence to inform professional measures.**

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of a teacher's professional practice and inform a summative rating. The rationale for each observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model
The observation model must fulfill the following **minimum** criteria:

- One (1) full observation in the summative cycle, conducted by the supervisor
- Observations must be documented in the district-provided platform.

Observation Conferencing (Pre-conference form and post-conference):

Observers will adhere to the following observation conferencing requirements:

- A pre-observation reflection form (Appendix D) will be emailed to the observer before all scheduled observations.
- Pre-conference forms are not required for unscheduled observations.
- Conduct post observation conference within five (5) working days.
- A post-observation reflection form (Appendix F) will be completed and emailed to the observer before the post-observation conference.
- Post-conferences will be conducted in person for all observations (Appendix G)
- The summative evaluation conference shall be held at the end of the summative evaluation cycle (Appendix H).
- All employees have the opportunity to provide written response to any evaluation. This written response shall be included in the official personnel record.

*A copy of the evaluation and all documents discussed in conferencing will be provided to the evaluator and evaluatee.

Observation Schedule

- Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the first 30 calendar days of reporting for employment each school year.
- All non-tenured professionals are on a one year summative cycle.
- All tenured professionals are on a three year summative cycle unless observation results require a one year cycle, or administrator places employee on a one year summative cycle.

District teacher personnel files shall contain:

1.   Summative evaluation (completed on approved forms – Appendix G) per teacher at the end of evaluation cycle.
2.   Individual professional growth plan per teacher/per evaluation.
3.   Intern records maintained according to KTIP 704 KAR 20:690.
4.   Opportunity for written response shall be included in the official personnel record.

Statement: These are minimum observation requirements. An evaluator or evaluatee may choose additional formative and or summative observations. Procedures used for interns are stipulated by 704 KAR 20:690 Kentucky Teacher Internship Program and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 74 KAR 3:345 and KRS 156.101.

Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must also be trained, using the current district recommended platform. The system should allow observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation.

Required

The cycle for observation certification established is as follows:

Year 1	Certification
Year 2	Calibration
Year 3	Calibration
Year 4	Recertification

- Only supervisors who have passed the proficiency assessment can conduct observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
  - In cases where the supervisor is not certified though the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback.
  - Observation data provided by a substitute observer, appointed by the Superintendent or Superintendent Designee, is considered a valid source of evidence only if the supervisor is present in the observation
- A scaffolded approach will be used to support supervisors. Scaffolded support will begin with initial supports to ensure success during the first administration of the assessment. Supports will be available for those who do not pass after one attempt and, for those unable to pass the assessment after the second attempt, or who are subsequently locked out of the system for 90 days.

  - These processes could include collaboration during the initial training (a cohort approach to initial certification), additional professional learning opportunities, and mentors.

- This may include district-level personnel or principals from another building (certified through the proficiency system) conducting the observation with the principal (modeling the process).
  - It is important to note that observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
  -

Evaluator Training

Each evaluator will be required to complete 6 hours of EILA-approved training annually. Documentation of training will be kept on file by Superintendent designated trainer.

Observer Calibration

As certified observers may tend to experience "drift" in rating accuracy, the district completes a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process is completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice, an awareness of the potential risk for rater bias, and that observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state recommended technology platform.

- Observer calibrations are required during years two (2) & three (3) of the Observer Certification process based on Kentucky's current state recommended platform.
- Re-certification is required after year three (3) on Kentucky's current state recommended platform.
- Annually, all observers will participate in an evaluation update training which will review the district evaluation process.
- Calibration practice will provide opportunity to discuss and practice using the evaluation instrument. Using district and state provided videos of teacher lessons, observers will be required to demonstrate consistency with Superintendent designated trainer in each domain of the framework.
- Examples from actual evaluation feedback will be used whenever possible for calibration.
- Documentation of calibration requirements will be kept on file by Superintendent designated trainer.

Process	Documentation
Initial Certification Process	A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.
	Documentation
Calibration Process Year 2	One year from the initial date of certification, certified evaluators will complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.
Calibration Process Year	**Documentation**
	Following year 2 of the process, certified evaluators will once again complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request. Recertification will take place in year four through the use of an administrator cadre.

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidence to support assessment of the performance measures. These evidences should yield information related to the teacher's practice within the domains.

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

Other sources of evidence that **can** be used to support educator practice and which may be requested by the observer to support educator practice and ratings:

- ☐ team-developed curriculum units
- ☐ teacher-developed assessments
- ☐ lesson plans
- ☐ communication logs
- ☐ learning management system platform use
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student assessment data records
- ☐ student growth goals
- ☐ student work
- ☐ student formative and/or summative course evaluations/feedback
- ☐ minutes from PLCs
- ☐ teacher reflections and/or self-reflections
- ☐ teacher interviews
- ☐ teacher committee or team contributions
- ☐ parent engagement surveys
- ☐ records of student and/or teacher attendance
- ☐ student discipline data (i.e. referrals)
- ☐ video lessons
- ☐ engagement in professional organizations
- ☐ action research
- ☐ walk-through data*
- ☐ Other: Describe

*Walk-throughs can vary in length and are used to gather formative and growth evidence. Teachers and others will receive notification when walk-throughs are completed, but feedback will only be given at the administrator's discretion, unless a concern (safety or unprofessional practice) is observed. Administrators will maintain a log of all walk-throughs.

Required for all teachers

- Provide a rating – Ineffective, Developing, Accomplished, Exemplary - for each performance measure – Planning, Environment, Instruction, Professionalism.
- The Kentucky Framework for Teaching will inform ratings based on evidence and in combination with evaluator's professional judgement.
- Follow district decision rules to determine summative performance rating.

	Planning	*Environment*	*Instruction*	*Professionalism*
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities

DISTRICT DECISION RULES FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE MEASURE CATEGORY

IF…	THEN…
ENVIRONMENT AND INSTRUCTION are rated INEFFECTIVE	Performance Category Shall be INEFFECTIVE
ENVIRONMENT OR INSTRUCTION are rated INEFFECTIVE	Performance Category shall be DEVELOPING or INEFFECTIVE
PLANNING OR PROFESSIONALISM are rated INEFFECTIVE	Performance Category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING , and two Measures are Rated ACCOMPLISHED	Performance Category shall be rated ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are Rated EXEMPLARY	Performance Category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures Rated EXEMPLARY	Performance Category shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall Performance Measure Rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below. All summative ratings must be recorded in the district-provided platform.

Performance Measure	Type and Length of Educator Plan for Tenured Teachers
Accomplished or Exemplary	**Three-Year, Self-Directed Goal** -Goal set by educator with evaluator input -Plan activities are teacher directed and implemented with colleagues -Formative review annually, Summative occurs at the end of year 3
Developing	**One-Year Directed Cycle** -Goal determined by evaluator -Goal(s) focus on low performance measures -Plan activities designed by evaluator with educator input -Summative at end of plan
Ineffective	Up to 12-Month Corrective Action Plan -Goal determined by evaluator -Goal focus on low performance measure -Formative review at midpoint, Summative at end of plan

At any time, and in any subcomponent or domain, an ineffective rating is determined, a Corrective Action Plan (Appendix I) <u>MUST</u> be developed to address the inefficiency.

- **If tenured teachers are rated developing, they MUST address areas of growth, as identified from summative review, in the Professional Growth Plan.**
- **If tenured teachers are rated accomplished or exemplary, they may address growth areas in the PGP.**

*Corrective Action Plans (*Appendix I) may be developed by the evaluator and evaluatee at any time during the school year to improve teacher practice and/or procedures and must be filed with the District Evaluation Coordinator

Appeals for all Certified Campbell County Staff

Review Process

Evaluation of professional performance, as described in this handbook is not an adversary process. Therefore, it is unlikely that many occasions will arise when it may be necessary for an evaluatee to challenge the evaluation given by the evaluator. However, if at the conclusion of the evaluation process, the evaluatee believes there is a need for a Local Certified Evaluation Appeals Panel hearing based on: (a) Implementation of the Evaluation Instrument Procedure(s) and/or (b) substance of the summative evaluation performance report

Evaluation Appeals Panel

An appeals panel (as outlined in KRS 156.070, 156.101, and 704 KAR 3:370) will function as a part of the certified personnel evaluation process. The panel consists of three certified personnel, two elected by the teaching staff and one appointed by the board of education. Each body selects an alternate to serve as needed to ensure a full panel of three at all times.

The terms of the members will be for one year and serve from July 1 to June 30. The chairperson of the panel will be the board appointed member.

No member of the panel may serve on any appeal in which they were the evaluator or evaluatee or in which any immediate family member has an appeal before the panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, first cousins, and corresponding in-laws.

Panel members, with just cause, may request to be excused from a particular hearing by submitting a letter to the panel chairman.

The election of panel members will be according to the following procedures:
1. Each school nominates one (1) candidate.
2. A ballot of all nominees shall be sent to all teaching staff for a vote.
3. All ballots will be tabulated and results filed.
4. The two (2) people receiving the highest vote count will be considered elected, while the third highest will serve as the elected alternate.
5. The certified staff will be notified of the election results.

The certified evaluation appeal mandates the following:
1. The right to a hearing as to every appeal;
2. The opportunity reasonably in advance of the hearing for the evaluator and the evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel;
3. The right of the evaluatee to have representation at the hearing.

The burden of proof will be on the appealing employee. The evaluator will be permitted to respond to claims of the appeal and to present written records that support the summative evaluation. The full panel shall participate in all deliberations and determine which documents to review and parties to interview. The panel shall also have control over what information may be taped-recorded during the deliberation to protect the confidentiality of all parties. All tape recording must be made available to involved parties if so requested. The appeals panel will present a written recommendation to the Superintendent.

If a new evaluation is made, both evaluations should be placed in the employee's personnel file. The Superintendent may choose to uphold the original evaluations.

APPEAL PROCEDURE

The appealing employee shall follow the approved procedures or the complaint will be determined invalid.

1. The evaluatee shall notify the chairman of the Appeals Committee, in writing on the proper form, of the complaint, with justification of same within five (5) working days of the post-observation conference.
2. The Appeals Committee will meet, hear the complaint, and review the data in a closed meeting with any necessary parties.
3. After the hearing, the Appeals Committee will meet in a closed session (without the evaluator or evaluatee) to render a recommendation on substance and/or procedure regarding the Summative component of the evaluation within fifteen (15) working days after filing the complaint.
4. A written recommendation will be given to the Superintendent. The Superintendent will issue a ruling based on the recommendation to the evaluatee within fifteen (15) working days following the filing of the request for a Local Certified Evaluation Appeals Panel Hearing.
5. If the employee or evaluator is dissatisfied with the Appeals Committee's recommendation, or the Superintendent decision, they shall notify the Superintendent in writing of the complaint, with justification of the same within five (5) working days of the receipt of the superintendent ruling.
6. If a written complaint is received as stated in #5, the Superintendent shall conduct a review of the complaint and supporting documentation submitted and make a final determination, based upon the facts of the case, as indicated by reviewing the evaluation data and the Appeals Committee's findings. The Superintendent may interview the evaluatee, evaluator, and members of the appeals committee.
7. The Superintendent's decision will be final.

Panel Options

The Local Certified Evaluation Appeals Panel will determine if there is a need for a Local Certified Evaluation Appeals Panel hearing based on: (a) Implementation of the Evaluation Instrument Procedure(s) and/or (b) Substance of the Summative Evaluation Performance Report.

The panel shall recommend one or more of the following options:

1. The Implementation of the Evaluation Instrument Procedures was not followed. Therefore, specified components, identified by the Appeals Committee, related to the improper implementation may be disregarded in determining a summative evaluation rating. These components will be reflected in an addendum to the initial summative evaluation.

2. While a minor technicality occurred in implementing procedures, it did not compromise the integrity of the substance of the Summative Evaluation Performance Report; therefore, the summative evaluation stands as submitted.

3. Evidence submitted did not support the substance of the Summative Evaluation Performance Report; therefore, changes identified by the Appeals Committee will be reflected in an addendum to the initial summative evaluation.

4. Evidence submitted supported the substance of the Summative Evaluation Performance Report; therefore, the summative evaluation stands as submitted.

PERSONNEL EVALUATION APPEAL
(Send Appeal to Chairperson of Appeal Panel)

Evaluatee_____ Appeal Date_____

Evaluator_____ School_____

Date of Evaluation Under Appeal_____

My appeal challenges the summative findings on:

_____ Substance

_____ Procedures/Implementation

_____ Both Substance and Procedures/Implementation

Statement of Appeal:

I hereby grant permission to have my evaluation records presented to the Appeals Committee.

_____
(Signature)

(Use attachments as needed)

TPGES Appendix –

Appendix A –

CAMPBELL COUNTY TEACHER SELF-REFLECTION

Evaluatee: **School Year:**

PLANNING	Self-Assessment			
	I	D	A	E
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	☐	☐	☐	☐

Rationale for PLANNING

ENVIRONMENT	Self-Assessment			
	I	D	A	E
2a: Creating Environment of Respect & Rapport	☐	☐	☐	☐
2b: Establish Culture of Learning	☐	☐	☐	☐
2c: Maintaining Classroom Procedures	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐

Rationale for ENVIRONMENT

INSTRUCTION	Self-Assessment			
	I	D	A	E
3a: Communicating with Students	☐	☐	☐	☐
3b: Questioning & Discussion Techniques	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐
3d: Using Assessment in Learning	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsive	☐	☐	☐	☐

Rationale for INSTRUCTION

PROFESSIONALISM	Self-Assessment			
	I	D	A	E
4a: Reflecting On Teaching	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐
4c: Communicating With Families	☐	☐	☐	☐
4d: Participating in Professional Learning Community	☐	☐	☐	☐
4e: Growing & Developing Professionally	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐

Rationale for PROFESSIONALISM

APPENDIX B –

Campbell County Professional Growth Plan Form

Teacher: _____ School: _____Year:_____

Based on the areas of growth identified in your Self-Reflection process, complete the following plan WITH your evaluator.

Connection to Performance Measures
What measure does your goal relate?

Professional Learning Goal Statement
What do I want to change about my professional practice that will effectively impact student learning? What is my personal learning necessary to make that change?

Action Plan		
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**

Supervisor's Signature of Approval	Date:

Year End Review Comments:

Administrator's Signature:	Date:
Teacher's Signature:	Date:

Appendix C –

Campbell County Student Growth Goal

Teacher _____ Year _____

Assessment Tool:	
Alignment with Standards:	
Interval for Goal:	
Student Baseline:	
Growth Target:	
Action to Take:	
Strategies & Support Needed:	
Student Population:	

Evaluator _____   Evalutee _____

Date _____   Date _____

Campbell County Schools Teacher Pre-observation Form

THIS FORM IS TO BE EMAILED TO THE OBSERVER PRIOR TO THE DATE OF OBSERVATION

Educator_____   **Building_____**

Date of Observation_____

Grade Level/Curriculum Area Observation_____

What is your identified student learning target(s)?

Specifically state the lesson standard:

How does this learning fit in the sequence of learning for this class (trajectory)?

Performance of Understanding: 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?

Success Criteria: How and when will you know whether the students have achieved the learning target(s)?

Campbell County Observation Documentation Form (Optional)

Teacher/School		Physical Classroom Layout
Date		
Grade Level/ Subjects		
Beginning time		
Ending time		
Observer		

Time	Notes	Measure/Standard

31

Campbell County Schools
Teacher Post-Observation Form
TO BE USED IN CONJUNCTION WITH FORMATIVE AND/OR SUMMATIVE CONFERENCE

Educator_____   Building_____

Date of Observation_____

Grade Level/Curriculum Area Observation_____

Lesson Reflection

Reflecting on your lesson, what went well and what would you change if you taught the lesson again tomorrow?

Who met and did not meet the lesson target(s)? How do you know?

What are your plans for addressing those students who did not meet the lesson target(s)?

Provide several samples of student work related to this lesson. These samples should reflect the full range of student ability within your class and should include the specific, meaningful feedback you provided to the students (suggested 3-6 samples).

How have/will you communicate(d) learning results to your students and their parents?

Using a copy of the Framework, please rate yourself (Ineffective, Developing, Accomplished, Exemplary) for each of the components.

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

_____   _____

Evaluator/Date   **Evaluatee/Date**

CAMPBELL COUNTY TEACHER FORMATIVE OBSERVATION REPORT

Tenured_____   Non-Tenured_____

Evaluatee/Observee _____ **Content Area** _____**Grade(s)** _____

Evaluator/Observer _____ **Position** _____

Date of Conference (Analyses) _____ **School** _____

PREFORMANCE MEASURE	Performance/Products of Practice Ratings				
	Ineffective	Developing	Accomplished	Exemplary	Discussed
Measure 1: Planning					
1.A Knowledge of Content and Pedagogy					
1.B Demonstrating Knowledge of Students					
1.C Setting Instructional Outcomes					
1.D Demonstrating Knowledge of Resources					
1.E Designing Coherent Instruction					
1.F Designing Student Assessments					
Overall Rating					
Measure 2: Environment	Ineffective	Developing	Accomplished	Exemplary	Discussed
2.A Creating an Environment of Respect and Rapport					
2.B Establishing a Culture for Learning					
2.C Managing Classroom Procedures					
2.D Managing Student Behavior					
2.E Organizing Physical Space					
Overall Rating					
Measure 3: Instruction	Ineffective	Developing	Accomplished	Exemplary	Discussed
3.A Communicating with Students					
3.B Questioning and Discussion Techniques					
3.C Engaging Students in Learning					
3.D Using Assessment in Instruction					
3.E Demonstrating Flexibility and Responsiveness					
Overall Rating					
Measure 4: Professionalism	Ineffective	Developing	Accomplished	Exemplary	Discussed
4.A Reflecting on Teaching					
4.B Maintaining Accurate Records					
4.C Communicating with Families					
4.D Participating in a Professional Community					
4.E Growing and Developing Professionally					
4.F Showing Professionalism					
Overall Rating					

Overall Rating: _____

_____   _____

EVALUATOR SIGNATURE   DATE   EVALUATEE SIGNATURE   DATE

Agreement with the contents is not necessarily implied by signature.

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

Appendix H –

CAMPBELL COUNTY TEACHER SUMMATIVE EVALUATION FORM

Tenured_____ Non-Tenured_____

Evaluatee _____ Position _____

Evaluator _____ Position_____

School/Work Site _____

 Date(s) of Observation(s)

Criteria for Determining a Teacher's Professional Practice Rating:
If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective.
If Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.
If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Teacher Performance Measures:	Ratings:			
	Ineffective	Developing	Accomplished	Exemplary
Measure 1: Planning				
Measure 2: Environment				
Measure 3: Instruction				
Measure 4: Professionalism				
Overall Rating				

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

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

Evaluatee: _____   _____
                                                                    Signature   Date

Evaluator: _____   _____
                                                                    Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Campbell County Schools Certified Personnel Evaluation Plan.
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 Campbell County Schools Certified Evaluation Plan.

CAMPBELL COUNTY CERTIFIED CORRECTIVE ACTION PLAN

For _____

Work Site _____   Date: _____   School Year:_____

Measure/ Standard Number	*Present Performance Measure Rating (Ineffective, Developing, Accomplished, Exemplary)	Growth Objective/ Goal(s) (Describe desired outcomes.)	Procedures and Activities for Achieving Goals and Objectives	Expected Impact	Target Dates for Completion

Employee's Comments _____

_____

Supervisor's Comments _____

_____

This Individual Corrective Action Plan is aligned with the School Improvement/Consolidated and/or Professional Development Plans of the school/district.

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

Individual Corrective Action Plan Developed (date):	Review date: _____
Review notes/progress/follow up:	

OPGES Appendix

Counselor Self-Reflection Form: Rate yourself on the following components.

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

CAMPBELL COUNTY COUNSELOR FORMATIVE SITE VISIT REPORT

Tenured_____   Non-Tenured_____

Evaluatee/Observee _____ Content Area _____Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Performance Measures	Performance/Products of Practice Ratings				
Measure 1: Planning	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
1.A Demonstrating Knowledge of Counseling Theory and Techniques					
1.B Demonstrating Knowledge of Child and Adolescent Development					
1.C Establishing Goals for Counseling Program Appropriate to the Setting					
1.D Demonstrating Knowledge of State/Federal Regulations					
1.E Counseling Program Integrated with the Regular School Program					
1.F Developing a Plan to Evaluate the Counseling Program					
Overall Rating					
Measure 2: Environment	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
2.A Creating an Environment of Respect and Rapport					
2.B Establishing a Culture for Productive Communication					
2.C Managing Routines and Procedures					
2.D Establishing Standards of Conduct and Contribute to the Culture of Behavior					
2.E Organizing Physical Space					
Overall Rating					
Measure 3: Instruction/Delivery of Service	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
3.A Assessing Student Needs					
3.B Assisting Students with Academic, Personal, and Career Goals					
3.C Using Counseling Techniques in Individual and Classroom Programs					
3.D Brokering Resources to Meet Needs					
3.E Demonstrating Flexibility and Responsiveness					
Overall Rating					
Measure 4: Professionalism	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
4.A Reflecting on Practice					
4.B Maintaining Accurate Records and Submitting in a Timely Fashion					
4.C Communicating with Families					
4.D Participating in a Professional Community					
4.E Engaging in Professional Development					
4.F Showing Professionalism					
Overall Rating					

Overall Rating: _____

_____   _____

EVALUATOR SIGNATURE   DATE   EVALUATEE SIGNATURE   DATE

Agreement with the contents is not necessarily implied by signature.

EVIDENCE TO SUPPORT SCORING OF MEASURES

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

CAMPBELL COUNTY COUNSELOR SUMMATIVE EVALUATION FORM

Tenured_____ Non-Tenured_____

Evaluatee _____ **Position** _____

Evaluator _____ **Position**_____

School/Work Site _____

  Date of Site Visit(s)   _____

  Date(s) of Conference(s)   _____

Criteria for Determining a Counselor's Professional Practice Rating:
If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective.
If Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.
If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Teacher Performance Measures:	Ratings:			
	Ineffective	Developing	Accomplished	Exemplary
Measure 1: Planning				
Measure 2: The Environment				
Measure 3: Instruction/Delivery of Service				
Measure 4: Professionalism				
Overall Rating				

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

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

Evaluatee: _____   _____
                                                Signature   Date

Evaluator: _____   _____
                                                Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Campbell County Schools Certified Personnel Evaluation Plan.
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 Campbell County Schools Certified Evaluation Plan.

Instructional Specialist Self-Reflection Form: Rate yourself on the following components.

Component:	Rating:				Evidence:
1A – Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B – Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C – Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E – Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F – Developing a plan to evaluate the instructional support program	I	D	A	E	
2A – Creating an environment of trust and respect	I	D	A	E	
2B – Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C – Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D – Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E – Organizing physical space for workshops or training	I	D	A	E	
3A – Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B – Engaging teachers in learning new instructional skills	I	D	A	E	
3C – Sharing expertise with staff	I	D	A	E	
3D – Locating resources for teachers to support instructional improvement	I	D	A	E	

3E – Demonstrating flexibility and responsiveness	I	D	A	E
4A – Reflecting on practice	I	D	A	E
4B – Preparing and submitting budgets and reports	I	D	A	E
4C – Coordinating work with other instructional specialist	I	D	A	E
4D – Participating in a professional community	I	D	A	E

CAMPBELL COUNTY INSTRUCTIONAL SPECIALIST FORMATIVE SITE VISIT REPORT

Tenured_____   Non-Tenured_____

Evaluatee/Observee _____ Content Area _____Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Performance Measures	Performance/Products of Practice Ratings				
Measure 1: Planning	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
1.A Knowledge of Current Trends in Instruction and Professional Development					
1.B Demonstrating Knowledge of School/District Program					
1.C Establishing Goals for the Instructional Support Program					
1.D Demonstrating Knowledge of Resources					
1.E Planning the Instructional Support Program					
1.F Developing a Plan to Evaluate the Instructional Support Program					
Overall Rating					
Measure 2: The Environment	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
2.A Creating an Environment of Trust and Respect					
2.B Establishing a Culture for Ongoing Instructional Improvement					
2.C Establishing Clear Procedures for Teachers to Gain Access to Support					
2.D Establishing and Maintaining Norms of Behavior for Professional Interactions					
2.E Organizing Physical Space for Workshops and Training					
Overall Rating					
Measure 3: Instruction/Delivery of Service	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
3.A Collaborating with Teachers in the Design of Instructional Units and Lessons					
3.B Engaging Teachers in Learning New Instructional Skills					
3.C Sharing Expertise with Staff					
3.D Locating Resources for Teachers to Support Instructional Improvement					
3.E Demonstrating Flexibility and Responsiveness					
Overall Rating					
Measure 4: Professionalism	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
4.A Reflecting on Teaching					
4.B Preparing and Submitting Budgets and Reports					
4.C Coordinating Work with Other Instructional Specialists					
4.D Participating in a Professional Community					
4.E Engaging in Professional Development					
4.F Showing Professionalism					
Overall Rating					

Overall Rating: _____

_____   _____
EVALUATOR SIGNATURE   DATE   EVALUATEE SIGNATURE   DATE

Agreement with the contents is not necessarily implied by signature.

EVIDENCE TO SUPPORT SCORING OF MEASURES

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

CAMPBELL COUNTY INSTRUCTIONAL SPECIALIST SUMMATIVE EVALUATION FORM

Tenured_____ Non-Tenured_____

Evaluatee _____ **Position** _____

Evaluator _____ **Position**_____

School/WorkSite_____

Date(s) of Observation(s)

Criteria for Determining a Instructional Specialist's Professional Practice Rating:
If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective.
If Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.
If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Teacher Performance Measures:	Ratings:			
	Ineffective	Developing	Accomplished	Exemplary
Measure 1: Planning				
Measure 2: The Environment				
Measure 3: Instruction/Delivery of Service				
Measure 4: Professionalism				
Overall Rating				

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

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

Evaluatee: _____   _____
                                 Signature   Date

Evaluator: _____   _____
                                 Signature   Date

Library Media Specialist Self Reflection: Rate yourself on the following components.

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

CAMPBELL COUNTY LIBRARY MEDIA SPECIALIST FORMATIVE OBSERVATION/SITE VISIT REPORT

Tenured_____   Non-Tenured_____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Performance Measures	Performance/Products of Practice Ratings				
Measure 1: Planning	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
1.A Demonstrating Knowledge of Content Curriculum and Process					
1.B Demonstrating Knowledge of Students					
1.C Supporting Instructional Goals					
1.D Demonstrating Knowledge and Use of Resources					
1.E Demonstrating Knowledge of Literature and Lifelong Learning					
1.F Collaborating in the Design of Instructional Experiences					
Overall Rating					
Measure 2: The Library Environment	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
2.A Creating an Environment of Respect and Rapport					
2.B Establishing a Culture for Learning					
2.C Managing Library Procedures					
2.D Managing Student Behavior					
2.E Organizing Physical Space					
Overall Rating					
Measure 3: Instruction/Delivery of Service	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
3.A Communicating Clearly and Accurately					
3.B Using Questioning and Research Techniques					
3.C Engaging Students in Learning					
3.D Assessment in Instruction (whole-class, one-on-one and small group)					
3.E Demonstrating Flexibility and Responsiveness					
Overall Rating					
Measure 4: Professionalism	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
4.A Reflecting on Practice					
4.B Maintaining Accurate Records					
4.C Communicating with School Staff and Community					
4.D Participating in a Professional Community					
4.E Growing and Developing Professionally					
4.F Collection Development and Maintenance					
4.G Managing the Library Budget					
4.H Managing Personnel					
4.I Professional Ethics					
Overall Rating					

Overall Rating: _____

_____   _____

EVALUATOR SIGNATURE   DATE   EVALUATEE SIGNATURE   DATE

Agreement with the contents is not necessarily implied by signature.

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

CAMPBELL COUNTY LIBRARY MEDIA SPECIALIST SUMMATIVE EVALUATION FORM

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

Tenured_____ Non-Tenured_____

Evaluatee _____ Position _____

Evaluator _____ Position_____

School/Work Site _____

Date(s) of Observation(s)

Criteria for Determining a Library Media Specialist's Professional Practice Rating:
If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective.
If Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.
If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Performance Measures:	**Ratings:**			
	Ineffective	**Developing**	**Accomplished**	**Exemplary**
Measure 1: Planning				
Measure 2: Library Environment				
Measure 3: Instruction/Delivery of Service				
Measure 4: Professionalism				
Overall Rating				

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

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

Evaluatee: _____
                                          _____   Date
                                                            Signature

Evaluator: _____   _____
                                                            Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Campbell County Schools Certified Personnel Evaluation Plan.
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 Campbell County Schools Certified Evaluation Plan.

Psychologist Self Reflection: Rate yourself on the following components.

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

CAMPBELL COUNTY PSYCHOLOGIST FORMATIVE SITE VISIT REPORT

Tenured_____   Non-Tenured_____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Performance Measures	Performance/Products of Practice Ratings				
Measure 1: Planning	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
1.A Demonstrating knowledge and skill in using psychological instruments to evaluate students					
1.B Demonstrating Knowledge of child and adolescent development and psychopathology					
1.C Establishing Goals for the Psychology Program appropriate to the setting and the students served					
1.D Demonstrating Knowledge of state and federal regulations and the resources both within and beyond the school and district					
1.E Planning the psychology program integrated with the regular school program to meet the needs of individual students, including prevention					
1.F Developing a Plan to Evaluate the Psychology Program					
Overall Rating					
Measure 2: The Environment	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
2.A Establishing a rapport with students					
2.B Establishing a Culture for positive mental health throughout the school					
2.C Establishing and maintaining clear procedures for referrals					
2.D Establishing standards of conduct in the testing center					
2.E Organizing Physical Space for testing the students and storage materials					
Overall Rating					
Measure 3: Instruction/Delivery of Service	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
3.A Responding to referrals and consulting with teachers and administrators					
3.B Evaluating student needs and compliance with National Association of school psychologists NASP guidelines					
3.C Chairing evaluation team					
3.D Planning interventions to maximize student's likelihood of success					
3.E Demonstrating Flexibility and Responsiveness					
Overall Rating					
Measure 4: Professionalism	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
4.A Reflecting on practice					
4.B Communicating with families					
4.C Maintaining accurate records					
4.D Participating in a Professional Community					
4.E Engaging in Professional Development					
4.F Showing Professionalism					
Overall Rating					

Overall Rating: _____

_____   _____
EVALUATOR SIGNATURE   DATE   EVALUATEE SIGNATURE   DATE

Agreement with the contents is not necessarily implied by signature.

EVIDENCE TO SUPPORT SCORING OF MEASURES

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

CAMPBELL COUNTY PSYCHOLOGIST SUMMATIVE EVALUATION FORM

Tenured_____ Non-Tenured_____

Evaluatee _____ Position _____

Evaluator _____ Position_____

School/WorkSite_____

Date(s) of Observation(s)

Criteria for Determining a Instructional Specialist's Professional Practice Rating:
If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective.
If Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.
If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Teacher Performance Measures:	Ratings: Ineffective	Developing	Accomplished	Exemplary
Measure 1: Planning				
Measure 2: The Environment				
Measure 3: Instruction/Delivery of Service				
Measure 4: Professionalism				
Overall Rating				

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

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

Evaluatee: _____   _____
                                                        Signature   Date

Evaluator: _____   _____
                                                        Signature   Date

Therapeutic Specialist (CERTIFIED) Self Reflection: Rate yourself on the following components.

Component:	Rating:				Evidence:
1A – Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B – Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C – Demonstrating knowledge of District, State, and Federal regulations and guidelines	I	D	A	E	
1D – Demonstrating knowledge of resources both within and beyond he school and district	I	D	A	E	
1E – Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F – Developing a plan to evaluate the therapy program	I	D	A	E	
2A – Establishing rapport with students	I	D	A	E	
2B – Organizing time effectively	I	D	A	E	
2C – Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D – Establishing standards of conduct in the treatment center.	I	D	A	E	
2E – Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A – Responding to referrals and evaluating student needs	I	D	A	E	
3B – Developing and implementing treatment plans to maximize students success	I	D	A	E	
3C – Communicating with families	I	D	A	E	
3D – Collecting information writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A – Reflecting on practice	I	D	A	E	
4B – Collaborating with teachers and administrators	I	D	A	E	
4C – Maintaining an effective data management system	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Engaging in professional development	I	D	A	E	
4F – Showing professionalism including integrity, advocacy, and maintaining confidentiality	I	D	A	E	

CAMPBELL COUNTY THERAPEUTIC SPECIALIST (CERTIFIED) FORMATIVE OBSERVATION/SITE VISIT REPORT

Tenured_____ **Non-Tenured**_____

Evaluatee/Observee _____ **Content Area** _____**Grade(s)** _____

Evaluator/Observer _____ **Position** _____

Date of Conference (Analyses) _____ **School** _____

Performance Measures	Performance/Products of Practice Ratings				
Measure 1: Planning	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
1.A Demonstrating Knowledge and Skill in Specialist Therapy Area					
1.B Establishing Goals for Therapy Program Appropriate to Setting/Student					
1.C Demonstrating Knowledge of District, State and Federal Guidelines					
1.D Demonstrating Knowledge of Resources					
1.E Planning the Therapy Program within the Regular School Program					
1.F Developing a Plan to Evaluation the Specialist Therapy Program					
Overall Rating					
Measure 2: The Environment	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
2.A Establishing Rapport with Students					
2.B Organizing Time Effectively					
2.C Establishing and Maintaining Clear Procedures for Referrals					
2.D Establishing Standards of Conduct in the Treatment Center					
2.E Organizing Physical Space for Testing and Providing Therapy					
Overall Rating					
Measure 3: Instruction/Delivery of Service	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
3.A Responding to Referrals and Evaluating Student Needs					
3.B Developing and Implementing Treatment Plans to Maximize Student Success					
3.C Communicating with Families					
3.D Collecting Information; Writing Reports					
3.E Demonstrating Flexibility and Responsiveness					
Overall Rating					
Measure 4: Professionalism	Ineffective	Developing	Accomplished	Exemplary	**Discussed**
4.A Reflecting on Practice					
4.B Collaborating with Teachers and Administrators					
4.C Maintaining an Effective Data Management System					
4.D Participating in a Professional Community					
4.E Engaging in Professional Development					
4.F Showing Professionalism					
Overall Rating					

Overall Rating: _____

_____   _____

EVALUATOR SIGNATURE   DATE   EVALUATEE SIGNATURE   DATE

Agreement with the contents is not necessarily implied by signature.

EVIDENCE TO SUPPORT SCORING OF MEASURES

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CAMPBELL COUNTY THERAPUTIC SPECIALIST (CERTIFIED) SUMMATIVE EVALUATION FORM

Tenured_____ Non-Tenured_____

Evaluatee _____ Position _____

Evaluator _____ Position_____

School/Work Site _____

Date(s) of Observation(s)

Criteria for Determining a Speech Therapist's Professional Practice Rating:
If Measures 2 AND 3 are rated Ineffective, then the Professional Practice Rating shall be Ineffective.
If Measures 1 or 4 are rated Ineffective, then the Professional Practice Rating shall not be Exemplary.
If two Measures are rated Developing and two Measures are rated Accomplished, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Developing and two Measures are rated Exemplary, then the Professional Practice rating shall be Accomplished.
If two Measures are rated Accomplished and two Measures are rated Exemplary, then the Professional Practice rating shall be Exemplary.

Teacher Performance Measures:	Ratings:			
	Ineffective	Developing	Accomplished	Exemplary
Measure 1: Planning and Preparation				
Measure 2: The Environment				
Measure 3: Instruction/Delivery of Service				
Measure 4: Professionalism				
Overall Rating				

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

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

Evaluatee: _____   _____
                                                    Signature   Date

Evaluator: _____   _____
                                                    Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Campbell County Schools Certified Personnel Evaluation Plan.
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 Campbell County Schools Certified Evaluation Plan.

OPGES

Campbell County Schools Others Pre-observation Form

THIS FORM IS TO BE EMAILED TO THE OBSERVER PRIOR TO THE DATE OF OBSERVATION

Educator_____   Building_____

Date of Observation_____

Area Observation_____

What are your identified learning targets or goals for the tasks or activities that you hope to accomplish during my observation?

To which part of your curriculum/standards does this relate?

How will this activity impact student understanding?

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

Campbell County Schools

Others Post-Observation Form

TO BE USED IN CONJUNCTION WITH FORMATIVE AND/OR SUMMATIVE CONFERENCE

Educator_____   Building_____

Date of Observation_____

Area Observation_____

Reflection

Reflecting on your activity that was observed, what went well and what would you change?

What are your next steps due to the information you gained during this activity? How will you communicate them to the stakeholders (e.g. students, teachers, parents)?

What had the most impact on student understanding?

PRINCIPAL AND ASSISTANT PRINCIPAL

CERTIFIED EVALUATION PLAN

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal or assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Documentation:** Artifacts created in the day-to -day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluatee:** District/School personnel that are being evaluated.
5. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
6. **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
7. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
8. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
9. **Performance Measures:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Mission/Vision & Core Values, Ethics & Professional Norms, Equity & Cultural Responsiveness, Curriculum/Instruction & Assessment, Community of Care & Support for Students, Professional Capacity of School Personnel, Professional Community for Teachers & Staff, Meaningful Engagement of Families & Community, Operations & Management, and School Improvement.
10. **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
11. **SMART Criteria;** Acronym use to develop a goal(s) Specific, Measurable, Appropriate, Realistic, Time-Bound.
12. **Site Visit:** methods by which evaluators may gain insight into whether principals are meeting the performance standards.
13. **Surveys:** Tools used to provide information to principals about perception of job performance.
14. **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).
15. **VAL-ED Point of Contact:** person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
16. **IMPACT 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.
17. **Working Conditions Goal:** Goal that connects the Impact KY data to the Principal Performance Standards and impacts working conditions within the school building.

Principal Performance Standards (Professional Standards for Educational Leaders)

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of: Mission, Vision and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 10 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also 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 standard, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Professional Practice

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

Administrators

All non-tenured administrators will be evaluated annually. Tenured administrators will be evaluated at least every three years.   The explanation of this evaluation system must occur within the first 30 calendar days of reporting.

An individual growth plan will be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.

The summative evaluation for administrators will be completed by April 15.

A copy of the summative evaluation report will be given to the administrator.

The summative evaluation report will be placed in the administrator's file in the Central Office. Information will be housed in the district-provided platform. .

Required for all administrators
- 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.

August 1 Required	Superintendent/Designee reviews expectation of PPGES
October 31	Superintendent/Designee and Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal, and Professional Growth

	Goal/Plan. All due by October 31 approved during beginning of the year conference.
By January 1	Superintendent/Designee conducts a mid-year review as needed
Mid-Year (optional)	Superintendent/Designee may conference with principal/assistant principal to review/reflect upon site visit, all goals and modify any strategies as needed
April 15	Superintendent/Designee conducts summative conference during the end of the year review.

*Additional Conferences may be held as deemed necessary to monitor PGP process

*All dates are tentative based on the adjustment of school calendar.

Site-Visits – completed by supervisor

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.

Site Visits

During the site visit follow-up conference with the principal, the Superintendent/Designee will review all Principal Performance Standards and give feedback about each standard.
Optional: The Principal may ask the Superintendent/Designee to give specific feedback about a particular standard.

Conferencing Clarification:
On-going communication is needed to support administration, conferences are recommended to take place throughout the year.
Recommended Conference Timeline
1. Beginning of the Year (Conference) by October 31:

Purpose of the Meeting
- Discuss reflections of data
- Discuss and come to agreement on the Student Growth Goal and Action Plan

- Discuss reflections of the Principal Performance Standards
- Discuss and come to agreement on the Professional Growth Goal and Action Plan
- Questions/Concerns/Comments
- Set tentative date for Mid-Year Review

2. Mid-Year (Conference) October 31 – January 1:

Purpose of Meeting

- Share progress toward Student Growth Goal
- Discuss documentation of each standard-determine if any other documentation is needed
- Questions/Concerns/Comments
- Set tentative date for End of Year Review

3. End of Year Review (Conference) By April 15:

Purpose of Meeting

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

Student Growth

The Student Growth measure is comprised of two contributions: a STATE contribution and a LOCAL contribution. Both Goals are inherited by the Assistant Principal and at least one goal must be based on Gap Population. The local goal may be developed to parallel the State Contribution.

State Contribution – eProve/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in eProve. The Superintendent and the Principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the eProve goals. The goal should be customized for the

school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement. The goal must be written to provide measures of growth leading toward the accomplishment of the eProve/NGL trajectory goal. This means that the State Goal must include benchmark measures such as:

- Common Assessment measures
- MAP or CERT assessment measures
- Quality Core benchmark measures
- Other measures as applicable to measure progress toward State Contribution Goal

Required for all Principals
- Selection based on eProve/NGL trajectory.

Student Growth

State Contribution:
The State Contribution is derived from Growth Goals developed around one of the interim targets housed in eProve. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address particular student growth goals and objectives; for all three levels—elementary, middle, and high schools—those goals/objectives are:
✓ Decreasing achievement gaps between disaggregated groups of students
✓ Increasing the average combined reading and math K-PREP scores

Middle and High Schools must also address:
✓ Increasing the percentage of College and Career Ready students
✓ Increasing the average percentage of freshman graduation

Principals will find these eProve goals and objectives in their School Report Card.
They will select one (1) of the grade-level appropriate goals to use as the State contribution of their Student Growth Goal. The goal statements are already set by KDE with a trajectory.

The Principal and Assistant Principal will then collaborate with the Superintendent to determine what percentage of the overall trajectory will be targeted for student growth during the CURRENT school year. For example, the original goal and trajectory is to decrease the achievement gap from a 2012 percentage of 45 to 15 percent by 2017, the principal and superintendent may decide to simply divide the 30 percent difference evenly and set an objective of decreasing the achievement gap in the 2014-2014 school year by 6 percent. Or, the decision might be made to be more aggressive initially and set the objective percentage at 10 percent.

The Principal, Assistant Principal, and Superintendent must then agree to the specific strategies the Principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement—not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

Local Contribution – Based on School Need (Goal inherited by Assistant Principal)

The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

Required for Principals
- Based on Gap population

Each Principal and Assistant Principal will be required to develop one (1) Local Growth Goal. The Local Growth Goal Process includes:
- Determining needs (based on data)
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional pieces of evidence to support assessment of their own professional practice. These pieces of evidence should yield information related to the Principal's/Assistant Principal's practice within the domains.

Principals can choose from the following:

- ☐ 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
- ☐ Other

Determining a Principal or Assistant Principal's Professional Performance Measure Rating

- Provide a rating – Ineffective, Developing, Accomplished, Exemplary - for each performance measure – Planning, Environment, Instruction, Professionalism.
- The Principal Performance Standards will inform ratings based on evidence and in combination with evaluator's professional judgement.
- Follow district decision rules to determine summative performance rating.

	Planning	*Environment*	*Instruction*	*Professionalism*
Principal Principal Performance Standards	Standard 1 Mission, Vision & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 5 Community of Care & Support Standard 8 Meaningful Engagement of Families & Community	Standard 4 Curriculum, Instruction & Assessment Standard 6 Professional Capacity of Personnel	Standard 2 Ethics & Professional Norms Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff

A Principal's Overall Performance Category is determined by the evaluator based on the Principal's ratings on each measure. Using the sources of evidence for Principals/Assistant Principals, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Performance Category:

DISTRICT DECISION RULES FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE MEASURE CATEGORY

IF…	THEN…
ENVIRONMENT AND INSTRUCTION are rated INEFFECTIVE	Performance Category Shall be INEFFECTIVE
ENVIRONMENT OR INSTRUCTION are rated INEFFECTIVE	Performance Category shall be DEVELOPING or INEFFECTIVE
PLANNING OR PROFESSIONALISM are rated INEFFECTIVE	Performance Category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING , and two Measures are Rated ACCOMPLISHED	Performance Category shall be rated ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are Rated EXEMPLARY	Performance Category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures Rated EXEMPLARY	Performance Category shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the Principal.

Performance Measure	Type and Length of Educator Plan for Tenured Administrators
Accomplished or Exemplary	**Three-Year, Self-Directed Goal** -Goal set by educator with evaluator input -Plan activities are teacher directed and implemented with colleagues -Formative review annually, Summative occurs at the end of year 3
Developing	**One-Year Directed Cycle** -Goal determined by evaluator -Goal(s) focus on low performance measures -Plan activities designed by evaluator with educator input -Summative at end of plan
Ineffective	Up to 12-Month Improvement Plan -Goal determined by evaluator -Goal focus on low performance measure -Formative review at midpoint, Summative at end of plan

- <mark>**If Principals or Assistant Principals are rated ineffective on any standard or component at any time, they MUST have a corrective action plan.**</mark>
- **If Principals or Assistant Principals are rated developing, they MUST address areas of growth, as identified from summative review, in the Professional Growth Plan.**
- **If Principals or Assistant Principals are rated accomplished or exemplary, they MAY address growth areas in the PGP.**

PPGES Appendix

Certified Administrative Personnel Self Reflection

Evaluatee: Click here to enter text. **School Year:** Choose an item.

Reflection on the Standards in the District Professional Growth and Effectiveness System

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

Standard	Self-Assessment				Strengths and areas for growth
1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	
3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	

5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E
6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	I	D	A	E
7. Professional Community For Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E
8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E
9. Operations and Management	I	D	A	E

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.				
10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E

Certified Administrative Personnel
Connecting Priority Growth Needs to Professional Growth Planning

Initial Reflection: Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goal. Based on the areas of growth identified in Self-Reflection complete this section prior to the Initial Conference.

Professional Growth Goal Guiding Questions
After reviewing all data sources, what changes do I need to make to my practices that will effectively impact student learning?

What professional learning do I need in order to make these necessary changes?

How will I know if I accomplished my objective?

Professional Growth Goal:

Click here to enter text.

Connection to Standards (The evaluatee should connect the PGP Goal to the appropriate standard and list that standard below)

Click here to enter text.

Certified Administrative Personnel Professional Growth Goal Action Plan:

Professional Learning Guiding Questions:

After reviewing all data sources, what changes do I need to make to my practices that will effectively impact student learning?

What professional learning do I need in order to make these necessary changes?

Strategies and Actions

What will I need to do in order to learn my identified skill or content? How will I apply what I have learned?

Resources and 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? Click here to enter text.

Evaluator's Signature: _____

Date: _____

Evaluatee's Signature: _____   Date: _____

Certified Administrative Personnel

Products of Products of Practice/Other Sources of Evidence
Principals/Assistant Principals may provide additional pieces of evidence to support assessment of their own professional practice. These pieces of evidence should yield information related to the Principal's/Assistant Principal's practice within the domains.
Principals can choose from the following:
☐ 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
☐ Other

Campbell County Schools
Certified Administrative Personnel

Formative Performance Review

CERTIFIED ADMINISTRATIVE PERSONNEL

Evaluator:

Evaluatee:

Date of walk through visit(s) and observation:

Date of Conference:

STANDARD 1. MISSION, VISION, and CORE VALUES: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

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

STANDARD 2. ETHICS and PROFESSIONAL NORMS: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

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

STANDARD 3. EQUITY and CULTURAL RESPONSIVENESS: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

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

STANDARD 4. CURRICULUM, INSTRUCTION, and ASSESSMENT: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

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

STANDARD 5. COMMUNITY of CARE and SUPPORT for STUDENTS: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

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

STANDARD 6. PROFESSIONAL CAPACITY of SCHOOL PERSONNEL: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

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

STANDARD 7. PROFESSIONAL COMMUNITY for TEACHERS and STAFF: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

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

STANDARD 8. MEANINGFUL ENGAGEMENT of FAMILIES and COMMUNITY: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

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

i. Advocate publicly for the needs and priorities of students, families, and the community.

j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS and MANAGEMENT: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e. Protect teachers' and other staff members' work and learning from disruption.

f. Employ technology to improve the quality and efficiency of operations and management.

g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j. Develop and manage productive relationships with the central office and school board.

k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

a. Seek to make school more effective for each student, teachers and staff, families, and the community.

b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Commendations: Click here to enter text.

Areas Noted for Improvement: Click here to enter text.

Improvement Goals: Click here to enter text.

Evaluator's Name:

Evaluator's Signature:

Date:

Evaluatee's Name:

Evaluatee's Signature:

Date:

☐ I agree with this Formative Evaluation   ☐ I disagree with this Formative Evaluation

Comments:

CERTIFIED ADMINISTRATIVE PERSONNEL

Evaluatee:				
Position:				
School:				
Evaluator:				
Date of Walkthroughs or Worksite Visits(s):				
Date(s) of Conference(s):				

Standard	Performance Rating			
	I	D	A	E
1. Mission, Vision & Core Values	☐	☐	☐	☐
2. Ethics & Professional Norms	☐	☐	☐	☐
3. Equity & Cultural Responsiveness	☐	☐	☐	☐
4. Curriculum, Instruction & Assessment	☐	☐	☐	☐
5. Community of Care & Support for Students	☐	☐	☐	☐
6. Professional Capacity of School Personnel	☐	☐	☐	☐
7. Professional Community for Teacher & Staff				
8. Meaningful Engagement of Families & Community				
9. Operations & Management				
10. School Improvement				
Professional Practice Rating	☐	☐	☐	☐

Evaluatee's Name: _____

Evaluatee's Signature: _____ Date _____

☐ I agree with this Summative Evaluation   ☐ I disagree with this Summative Evaluation
☐ Evaluatee Comments: Click here to enter text.

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

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 certified evaluation plan.

District Certified Professional Evaluation Plan

Timeline

Evaluation Plan (CEP). A general timeline is as follows:

First 30 Calendar days: District staff will review evaluation expectations with his or her primary evaluator, the district's CEP, may complete the self-reflection, and use information to determine the areas to need to develop a Professional Growth Goal.

August through October 31: Use district-level data to determine an area of focus and measures for student growth/impact, collect baseline data to determine student growth/impact needs. Develop or identify tools (rubrics, preexisting forms, etc.) needed to determine levels of student growth. District personnel may inherit one of the superintendent's growth/impact goals, focus on components that support the superintendent's goal, or create a student growth/impact goal that aligns with the responsibility of the role. Goals will be written and reviewed with the primary evaluator, revised and approved within the district determined timeline.

Observation/Site Visit Cycles: A minimum of one observation/site-visit should be conducted by the primary evaluator. Pre-observation form will consist of a self-reflection/self-rating and will be emailed to the observer 5 school days in advance of the observation. Post-conferences will be conducted within 5 school days of the observation/site visit.

Second half of year: Continue the self-reflection process, review strategies and monitor progress towards both the professional and student growth goals. Adjust practices, complete any remaining observation/site-visits and identify evidences to support professional practices.

April 15: The evaluator uses evidence from self-reflection, professional growth plans, observation(s)/site-visit(s), student growth/impact goals and professional judgment to determine the overall performance rating within the district determined timeline for the summative conference.

Standards for DCPGES:

Professional Standards for Educational Leaders will be used for all District Certified Personnel

District personnel will use these standards to complete the self-reflection/PGP processes (much like the principal process) as well as guide discussions around the observation/site-visit.

Sources of Evidence

Self-reflection and Professional Growth Plan

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus

2. collaborates with the supervisor to develop a PGP and identify action steps

3. implements the plan

4. regularly reflects on the progress and impact of the plan on professional practice and the   student growth goal

5. shows evidence of modification of the plan as appropriate

6. continues implementation and reflection

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP.

Professional growth goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?

2. How can I develop a plan of action to address my professional learning?

3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Goals will be documented using district determined forms or methods.

Observation/Site Visit

The observation/site visit process is one source of evidence that provides documentation and feedback to measure the effective practices of the district employee using the identified standards for the specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection.

District personnel observation may look more like a site-visit. The observer may visit district personnel when they are with teachers, during 'office' or 'planning' hours, or leading team meetings. The evaluator may conduct the observation using questions similar to those used in the Principal's Site-Visit.

The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district employee's field, the identified standards and the professional practices to meet the responsibilities.

Although pre-conferences are not required, it allows the observer to prepare for the Observation/Site Visit by reviewing "observation guidance" documents (standards, job responsibilities, etc.) that provide a summary of what to expect during the site visits. It also allows for discussion of "look-fors" in the standards, identified areas of improvement in a Professional Growth Goal, or other areas in which the employee desires to demonstrate growth.

Student Growth Goals

The language used in the district's Certified Evaluation Plan allows for the diversity of all district certified roles when creating the student growth process. The student growth goal should:

• align with the role responsibilities

• be based on district need

• identify appropriate measures and expectations for growth

District personnel have options to consider when identifying areas for growth. District personnel may:

• inherit one of the superintendent's growth goals

• focus on components that support the superintendent's goal

• Use state data specific to the role and identify and area of needed growth

• use local data specific to the role and identify and area of needed growth

When developing the student growth/impact goal, consider the possible practices and evidences that will be used to monitor progress.

Overall Performance Rating

The evaluator will use evidences from PGP, Self-Reflection, Observations/Site-Visits, Student Growth along with additional district approved evidences and professional judgment to determine an Overall Performance Rating for each district certified employee.

A District Certified Overall Performance Category is determined by the evaluator based on the personnel's ratings on each measure. Using the sources of evidence, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Performance Category:

Exemplary:	Exceeds the Standard
Accomplished:	Meets the Standard
Developing:	Makes growth toward meeting the standard
Ineffective	Area(s) required to be addressed in the PGP

Determining a District Certified Personnel Professional Performance Measure Rating

- Provide a rating – Ineffective, Developing, Accomplished, Exemplary - for each performance measure – Planning, Environment, Instruction, Professionalism.
- The performance standards will inform ratings based on evidence and in combination with evaluator's professional judgement.
- Follow district decision rules to determine summative performance rating.

	Planning	*Environment*	*Instruction*	*Professionalism*
District Certified Personnel Performance Standards	Standard 1 Mission, Vision & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 5 Community of Care & Support Standard 8 Meaningful Engagement of Families & Community	Standard 4 Curriculum, Instruction & Assessment Standard 6 Professional Capacity of Personnel	Standard 2 Ethics & Professional Norms Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff

Reflective Practice, Student Growth and
Professional Growth Planning Template

Education Administrator/Director and Teaching and Learning Leader

Name	
Position	
School	
Observer	

Part A: Student Growth

Student Growth Goal:

District Certified Student Growth Plan
This plan will outline what the **District Certified employee** will do to impact the student growth goal.
(Should be different than the CDIP plan strategies/actions)

Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? 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 B: Professional Growth & Effectiveness

Data Reflection

Questions to Consider:

What source of data are using to obtain input from those you work with and/or supervise?

What did teachers/staff perceive as major strengths or your work or your department's work?
What did teachers/staff perceive as major weaknesses of your work or your department's work?
How will you use this information for continuous professional growth?

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?

In Summary:

How will you use all of this information for continuous professional growth?

Part B: Reflection on the Standards in the Kentucky District Certified Professional Growth and Effectiveness System

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

Standard	Self-Assessment				Strengths and areas for growth
1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	
3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	
5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E	
6. Professional Capacity of School Personnel	I	D	A	E	

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.				
7. Professional Community For Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E
8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E
9. Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E
10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E

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

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) <u>Initial Reflection:</u> *Based on the areas of growth identified in Part B, 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?**	

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) <u>On-going Reflection:</u> Complete this section at mid-year to identify progress toward each Student Growth/Professional Growth Goal

VI. Mid-Year Student Growth Review* (not required)	
(Describe goal progress and other relevant data.)	

Date	Status of Professional Growth Goal	Revisions/Modifications

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 Student Growth Reflection:
VII. 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:

Campbell County Schools
District Certified Personnel

Formative Data/ Observation Conferencing Form

EDUCATION ADMINISTRATOR/DIRECTOR AND TEACHING AND LEARNING LEADER

This analysis document is the summary of data collected for formative purposes by the date indicated. Data such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc. has been used to complete this form.

Evaluatee:_____   Position: _____

Evaluator:_____   Position: _____

Date of Conference (Analyses): _____   School/Work Site: _____

Overall Standard Ratings: 4 - Exemplary; 3 - Accomplished; 2 – Developing (requires one-year cycle); 1- Growth Required (requires improvement plan)

STANDARDS/ PERFORMANCE CRITERIA **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Ineffective**
Overall Standard/Performance Rating for Standard 1				
1: Mission, Vision, and Core Values **Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.**				
1. a. Develop, with stakeholders, an educational mission for the district to promote the academic success and well-being of each student.				

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

STANDARDS/ PERFORMANCE CRITERIA **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	Accomplished	Developing	Ineffective
Overall Standard/Performance Rating for Standard 2				
2: Ethics and Professional Norms **Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.**				
2. a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.				
2. b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.				

STANDARDS/ PERFORMANCE CRITERIA **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
Overall Standard/Performance Rating for Standard 2	**Exemplary**	**Accomplished**	**Developing**	**Ineffective**
2. c. Place children at the center of education and accept responsibility for each student's academic success and well-being.				
2. d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.				
2. e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.				
2. f. Provide moral direction for the district and promote ethical and professional behavior among faculty and staff.				
Comments:				

STANDARDS/ PERFORMANCE CRITERIA **The educator administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
Overall standard/performance rating for Standard 3	**Exemplary**	**Accomplished**	**Developing**	**Ineffective**
3: Equity and Cultural Responsiveness **Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.**				
3. a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.				
3. b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.				
3. c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.				
3. d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.				

STANDARDS/ PERFORMANCE CRITERIA **The educator administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
Overall standard/performance rating for Standard 3	**Exemplary**	**Accomplished**	**Developing**	**Ineffective**
3. e. Confront and alter institutional biases of student marginalization, deficit-based districting, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.				
3. f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.				
3. g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.				
Comments:				

STANDARDS/ PERFORMANCE CRITERIA **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
Overall standard/performance rating for Standard 4	**Exemplary**	**Accomplished**	**Developing**	**Ineffective**
4: Curriculum, Instruction, and Assessment **Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.**				
4. a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the district, embody high expectations for student learning, align with academic standards, and are culturally responsive.				
4. b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.				

STANDARDS/ PERFORMANCE CRITERIA **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Ineffective**
Overall standard/performance rating for Standard 4				
4. c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.				
4. d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.				
4. e. Promote the effective use of technology in the service of teaching and learning.				
4 .f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.				
4. g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.				
Comments:				

STANDARDS/ PERFORMANCE CRITERIA **The education leader facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Ineffective**
Overall standard/performance rating for Standard 5				
5: Community of Care and Support for Students **Effective educational leaders cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of each student.**				
5. a. Build and maintain a safe, caring, and healthy district environment that meets that the academic, social, emotional, and physical needs of each student.				

STANDARDS/ PERFORMANCE CRITERIA **The education leader facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	Accomplished	Developing	Ineffective
Overall standard/performance rating for Standard 5				

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

STANDARDS/ PERFORMANCE CRITERIA **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	Accomplished	Developing	Ineffective
Overall standard/performance rating for Standard 6				

6. Professional Capacity of District Personnel **Effective educational leaders develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.**
6. a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
6. b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
6. c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6. d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
6. e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
6. f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
6. g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the district community.
6. h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
6. i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
Comments:

STANDARDS/ PERFORMANCE CRITERIA **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Ineffective**
Overall standard/performance rating for Standard 7				
7. Professional Community For Teachers and Staff **Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.**				
7. a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.				
7. b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the district.				
7. c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.				
7. d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the district as a whole.				
7. e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.				

7. f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
7. g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
7. h. Encourage faculty-initiated improvement of programs and practices.
Comments:

STANDARDS/ PERFORMANCE CRITERIA **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Ineffective**
Overall standard/performance rating for Standard 8				
8. Meaningful Engagement of Families and Community **Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.**				
8. a. Are approachable, accessible, and welcoming to families and members of the community.				
8. b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.				
8. c. Engage in regular and open two-way communication with families and the community about the district, students, needs, problems, and accomplishments.				
8. d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the district.				
8. e. Create means for the district community to partner with families to support student learning in and out of district.				
8. f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and district improvement.				
8. g. Develop and provide the district as a resource for families and the community.				
8. h. Advocate for the district and district, and for the importance of education and student needs and priorities to families and the community.				
8.i. Advocate publicly for the needs and priorities of students, families, and the community				
8.j. Build and sustain productive partnerships with public and private sectors to promote district improvement and student learning.				

Comments:

STANDARDS/ PERFORMANCE CRITERIA **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
Overall standard/performance rating for Standard 9	**Exemplary**	**Accomplished**	**Developing**	**Ineffective**
9. Operations and Management **Effective educational leaders manage district operations and resources to promote each student's academic success and well-being.**				
9. a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the district.				
9. b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.				
9. c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.				
9. d. Are responsible, ethical, and accountable stewards of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.				
9. e. Protect teachers' and other staff members' work and learning from disruption.				
9. f. Employ technology to improve the quality and efficiency of operations and management.				
9. g. Develop and maintain data and communication systems to deliver actionable information for classroom and district improvement.				
9. h. Know, comply with, and help the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.				

9.i. Develop and manage relationships with feeder and connecting districts for enrollment management and curricular and instructional articulation.
9.j. Develop and manage productive relationships with the central office and district board.
9.k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
9.l.) Manage governance processes and internal and external politics toward achieving the district's mission and vision.
Comments:

STANDARDS/ PERFORMANCE CRITERIA **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Ineffective**
Overall standard/performance rating for Standard 10				
10. District Improvement **Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.**				
10. a. Seek to make district more effective for each student, teachers and staff, families, and the community.				
10. b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the district.				
10. c. Prepare the district and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.				
10. d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and classroom improvement.				
10. e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.				
10. f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the district and its improvement.				
10. g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.				

10. h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of district organization, programs, and services.
10.i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10.j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
Comments:

This documented was completed and reviewed with the evaluatee.	I have read and had an opportunity to discuss this document with the evaluator:
Signature/ Date:	Signature/ Date:
	I have attached a written response: Yes No Signature/ Date:

Determining a District Certified Professional Performance Measure Rating

- Provide a rating – Ineffective, Developing, Accomplished, Exemplary - for each performance measure – Planning, Environment, Instruction, Professionalism.
- The Professional Standards for Educational Leaders Performance Standards will inform ratings based on evidence and in combination with evaluator's professional judgement.
- Follow district decision rules to determine summative performance rating.

	Planning	*Environment*	*Instruction*	*Professionalism*
District Certified Personnel Professional Standards for Educational Leaders in evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 1 Mission, Vision & Core Values Standard 10 District Improvement	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 5 Community of Care and Support Standard 8 Meaningful Engagement of Families & Community	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 4 Curriculum, Instruction & Assessment Standard 6 Professional Capacity of Personnel Standard 9 Operations & Management	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Standard 2 Ethics & Professional Norms Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff

DISTRICT DECISION RULES FOR DETERMINING DCEP OVERALL PERFORMANCE MEASURE CATEGORY

IF…	THEN…
ENVIRONMENT AND INSTRUCTION are rated INEFFECTIVE	Performance Category Shall be INEFFECTIVE
ENVIRONMENT OR INSTRUCTION are rated INEFFECTIVE	Performance Category shall be DEVELOPING or INEFFECTIVE
PLANNING OR PROFESSIONALISM are rated INEFFECTIVE	Performance Category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING , and two Measures are Rated ACCOMPLISHED	Performance Category shall be rated ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are Rated EXEMPLARY	Performance Category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures Rated EXEMPLARY	Performance Category shall be EXEMPLARY

Summative Evaluation for DCEP

Education Administrator/Director and Teaching and Learning Leader

Directions: Completed by Superintendent/Designee. Overall Performance Category is based on Professional Practice and accompanying decision rules and Student Growth, both state and local contributions. Once both the overall Professional Practice rating and Student Growth rating have been determined, the Overall Performance Category is achieved using the established Overall Performance Category matrix.

Name   Click here to enter text.   **School Year:** Click here to enter text.   **Position**   Click here to enter text.

Performance Measure 1: Planning
Choose a rating
Performance Measure 2: Environment
Choose a rating
Performance Measure 3: Instruction
Choose a rating
Performance Measure 4: Professionalism
Choose a rating

Overall Performance Category:	*Choose an Overall Performance Category*

Evaluator's Name: _____

Evaluatee's Name:_____

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

Date _____   Date _____

*Improvement Plans may be developed by the evaluator and evaluatee at any time during the school year to improve administrator practice and/or procedures.

Evaluation Plan for Other District Certified Professionals

All other district certified professionals will use existing approved evaluation documents.

The appeals process applies to all certified employees, regardless of the evaluation documents used.

Certified Teachers	TPGES
KTIP Teachers (first year internship)	TPGES
Principals and Assistant Principals	PPGES
Speech Language Pathologists	OPGES – Therapeutic Specialist
Instructional Coaches	OPGES – Instructional Specialists
Teaching and Learning Leads	DCPGES
Certified Directors and Assistant Directors	DCPGES
Counselors	OPGES
Response to Intervention Specialists/School Psychologists	OPGES - Psychologists
Athletic Director	DCPGES
Media Specialists	OPGES
EL Teacher Specialist	OPGES – Instructional Coach

ATHLETIC DIRECTOR

Campbell County Schools
District Certified Personnel

Formative Data/ Observation Conferencing Form

Athletic Director Position

This analysis document is the summary of data collected for formative purposes by the date indicated. Data such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc. has been used to complete this form.

Evaluatee:_____   Position: _____

Evaluator:_____   Position: _____

Date of Conference (Analyses): _____   School/Work Site: _____

Overall Standard Ratings: 4 - Exemplary; 3 - Accomplished; 2 - Developing; 1- Growth Required (requires corrective action plan)

Standards/ Performance Criteria **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required* must have a corrective action plan developed**

Standards/ Performance Criteria **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required* must have a corrective action plan developed**
1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.				
1. a. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.				
1. b. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.				
1. c. Strategically develop, implement, and evaluate actions to achieve the vision for the school.				

Standards/ Performance Criteria **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required* must have a corrective action plan developed**
1. d. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.				
1. e. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.				
1.f. Model and pursue the school's mission, vision, and core values in all aspects of leadership.				
Comments:				

Overall Rating for Standard 1: _____

Standards/ Performance Criteria **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required* Must have a corrective action plan developed**
2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.				
2. a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.				
2. b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.				
2. c. Place children at the center of education and accept responsibility for each student's academic success and well-being.				
2. d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.				
2. e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.				
2. f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.				

Standards/ Performance Criteria **The education administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required* Must have a corrective action plan developed**
Comments:				

Overall Rating for Standard 2: _____

Standards/ Performance Criteria **The educator administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required* Must have a corrective action plan developed**
3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.				
3. a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.				

Standards/ Performance Criteria	Performance/Product/Portfolio Ratings			
The educator administrator facilitates processes and engages in activities ensuring that:				
	Exemplary	**Accomplished**	**Developing**	**Growth Required* Must have a corrective action plan developed**
3. b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.				
3. c. Ensure that each student has equitable access to effective coaches, teachers, learning opportunities, academic and social support, and other resources necessary for success.				
3. d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.				
3. e. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.				
3. f. Act with cultural competence and responsiveness in their interactions, decision making, and practice.				
Comments:				

Overall Rating for Standard 3: _____

Standards/ Performance Criteria The education administrator facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
4.Athletic Director Specific Effective educational leaders in the area of Athletic Director develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.				
4. a. Organizes, directs, and promotes an interscholastic athletic program that is an integral part of the total education program.				
4. b. Prepare and monitor eligibility lists, evaluate each athlete's grades at the end of each grading period, determine eligibility according to school and district policy and state athletic association.				
4. c. Supervises and observes coaching, maintains proper rapport with coaches, provides a system for evaluation and professional growth of coaches.				
4. d. Serves as a school representative for the following: Campbell County, athletic meetings, conference meetings, KHSAA meetings, and state coaches' meetings.				
4. e. Maintain proper athletic records, which includes a permanent file of players' medical examinations, medical forms, participation records, parent-consent forms, payments, etc. ;				

Standards/ Performance Criteria The education administrator facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
maintain records which verify coaches' qualifications and certifications as necessary; maintain an inventory of equipment relating to safety and certification, and recommend appropriate repair of replacement; maintain a perpetual inventory of facilities' safety evaluation and recommend appropriate changes, provide a system for approved means of transportation to and from contests and practices; maintain a file of all athletic disciplinary actions, interpret rules and regulations regarding academic eligibility.				
4 .f. Ensure proper rosters as required by the state association, prepare regular game eligibility lists as required by the state association, ensure parent's consent, physical and medical forms from all participants, establish policies on all passes, inform all coaches of all conference rules and regulations, prepare all reports or ensure all reports to state and conference associations within the proper time limits, prepare entry list for tournaments and meets.				
4. g. Secure all needed personnel for the operation of the athletic program, including; game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians,				

Standards/ Performance Criteria The education administrator facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
concessions, support personnel, medical coverage.				
4. h. Coordinate and supervise special events related to the athletic program to include: athletic banquets, awards nights, fund raising, pep rallies, community event activities				
4. i. Develop the operational budget and financial procedures to include: preparation and supervision of the athletic budget process following all redbook procedures, direct sale of tickets for all athletic contests, collect all monies from athletic contests and deposit in appropriate accounts, prepare and issue all purchase orders for disbursement of funds from the athletic budget, and communicate and work with coaches and community regarding budget				
4. j. Attend and serve as the school liason between the coaches and the athletic booster club and meetings, or other athletic parent organizations.				
4. k. Acts as an advocate for all student athletes, initiating and supporting students and parents interested in seeking college scholarships by hosting parent/student information sessions, supporting and disseminating information to student athletes and coaches, and encouraging coaches to do the same.				

Standards/ Performance Criteria The education administrator facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
Comments:				

Overall Rating for Standard 4: _____

Standards/ Performance Criteria The education leader facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.				

Standards/ Performance Criteria The education leader facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
5. a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.				
5.b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.				
5. c. Provide coherent systems of academic and social supports, services, extracurricular and athletic activities, and accommodations to meet the range of learning needs of each student.				
5. d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning, athletic development, and positive social and emotional development.				
5. e. Cultivate and reinforce student engagement in school and positive student conduct.				
Comments:				

Overall Rating for Standard 5: _____

Standards/ Performance Criteria **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
6. **Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.				
6. a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff (coaches) and form them into an educationally effective faculty.				
6. b. Plan for and manage staff (coaches) turnover and succession, providing opportunities for effective induction and mentoring of new personnel.				
6. c. Develop coaches' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.				
6. d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.				
6. e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of coaches' knowledge, skills, and practice.				
6. f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.				

6. g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.				
6. h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.				
6. i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.				
Comments:				

Overall Rating for Standard 6: _____

Standards/ Performance Criteria The educational administrator facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
7. **Professional Community For Teachers and Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.				
7. a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.				
7. b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs				

of each student, pursuant to the mission, vision, and core values of the school.				
7. c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.				
7. d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.				
7. e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.				
Design and implement job-embedded and other opportunities for professional learning collaboratively with coaches.				
7. g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.				
7. h. Encourage faculty-initiated improvement of programs and practices.				
Comments:				

Overall Rating for Standard 7: _____

Standards/ Performance Criteria **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.				
8. a. Are approachable, accessible, and welcoming to families and members of the community.				
8. b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.				
8. c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.				
8. d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school's athletic programs .				
8. e. Create means for the school community to partner with families to support student learning in and out of school.				
8. f. Understand, value, and employ the community's cultural, social, intellectual, and				

political resources to promote student athletics and learning and school improvement.				
8. g. Develop and provide the school as a resource for families and the community.				
8. h. Advocate for the school and district, and for the importance of education, athletics, and student needs and priorities to families and the community.				
8.i. Advocate publicly for the needs and priorities of students, families, and the community as it relates to the athletic programs.				
8.j. Build and sustain productive partnerships with public and private sectors to promote school improvement, school athletics, and student learning.				
Comments:				

Overall Rating for Standard 8: _____

Standards/ Performance Criteria **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required*** **Must have a corrective action plan developed**
9. Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.				
9. a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.				
9. b. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.				
9. c. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.				
9. d. Protect teachers' and other staff members' work and learning from disruption.				
9. e. Employ technology to improve the quality and efficiency of operations and management.				
9. f. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.				

	Exemplary	Accomplished	Developing	Growth Required*
9. g. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.				
9.h. Develop and manage productive relationships with the central office and school board.				
9.i. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.				
9.j.) Manage governance processes and internal and external politics toward achieving the school's mission and vision.				
Comments:				

Overall Rating for Standard 9: _____

Standards/ Performance Criteria **The educational administrator facilitates processes and engages in activities ensuring that:**	Performance/Product/Portfolio Ratings			
	Exemplary	**Accomplished**	**Developing**	**Growth Required***

				Must have a corrective action plan developed
10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.				
10. a. Seek to make school more effective for each student, teachers and staff, families, and the community.				
10. b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.				
10. c. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.				
10.d. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.				
10.e. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.				
Comments:				
Overall Rating for Standard 10: _____				

	I have read and had an opportunity to discuss this document with the evaluator:
This documented was completed and reviewed with the evaluatee. Signature/ Date:	Signature/ Date:
	I have attached a written response: Yes No Signature/ Date:

Athletic Director Positions Summative Evaluation Form

Directions: Completed by Superintendent/Designee. Overall Performance Category is based on Professional Practice and accompanying if...then decision chart.

Name   Click here to enter text.   **School Year:** Click here to enter text.   **Position**   Click here to enter text.

Performance Standard 1: Mission, Vision, and Core Values

Choose a rating

Performance Standard 2: Ethics and Professional Norms

Choose a rating

Performance Standard 3: Equity and Cultural Responsiveness

Choose a rating

Performance Standard 4: Athletic Director Specific

Choose a rating

Performance Standard 5: Community of Care and Support for Students

Choose a rating

Performance Standard 6: Professional Capacity of School Personnel

Choose a rating

Performance Standard 7: Professional Community For Teachers and Staff

Choose a rating

Performance Standard 8: Meaningful Engagement of Families and Community

Choose a rating

Performance Standard 9: Operations and Management

Choose a rating

Performance Standard 10: School Improvement

Choose a rating

IF…	THEN…
Leader is rated Exemplary in at least seven of the standards and no standard below Accomplished,	Professional Practice Rating shall be Exemplary
Leader is rated Accomplished in at least seven standards and no standard is rating below Developing	Professional Practice Rating shall be Accomplished.
Leader is rated Developing in at least five standards	Professional Practice Rating shall be Developing.
Leader is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective.

Overall Professional Practice Rating: Choose an Overall Professional Practice Rating

Overall Performance Category: Choose an Overall Performance Category

Evaluator's Name: _____

Evaluatee's Name:_____

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

Date _____   Date _____

Appeals for all Certified Campbell County Staff

Review Process

Evaluation of professional performance, as described in this Handbook is not an adversary process. Therefore, it is unlikely that many occasions will arise when it may be necessary for an evaluatee to challenge the evaluation given by the evaluator.

However, if at the conclusion of the evaluation process, the evaluatee believes there is a need for a Local Certified Evaluation Appeals Panel hearing based on: (a) Implementation of the Evaluation Instrument Procedure(s) and/or (b) substance of the summative evaluation performance report

<div align="center">

Evaluation Appeals Panel

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An appeals panel (as outlined in KRS 156.070, 156.101, and 704 KAR 3:345) will function as a part of the certified personnel evaluation process. The panel consists of three certified personnel, two elected by the teaching staff and one appointed by the board of education. Each body selects an alternate to serve as needed to ensure a full panel of three at all times.

The terms of the members will be for one year and serve from July 1 to June 30. The chairperson of the panel will be the board appointed member.

No member of the panel may serve on any appeal in which they were the evaluator or evaluatee or in which any immediate family member has an appeal before the panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, first cousins, and corresponding in-laws.

Panel members, with just cause, may request to be excused from a particular hearing by submitting a letter to the panel chairman.

The election of panel members will be according to the following procedures:
1. Each school nominates one (1) candidate.
2. A ballot of all nominees shall be sent to all teaching staff for a vote.
3. All ballots will be tabulated and results filed.
4. The two (2) people receiving the highest vote count will be considered elected, while the third highest will serve as the elected alternate.
5. The certified staff will be notified of the election results.

The certified evaluation appeal mandates the following:
1. The right to a hearing as to every appeal;
2. The opportunity reasonably in advance of the hearing for the evaluator and the evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel;
3. The right of the evaluatee to have representation at the hearing.

The burden of proof will be on the appealing employee. The evaluator will be permitted to respond to claims of the appeal and to present written records that support the summative evaluation. The full panel shall participate in all deliberations and determine which documents to review and parties to interview. The panel shall also have control over what information may be taped-recorded during the deliberation to protect the confidentiality of all parties. All tape recording must be made available to involved parties if so requested.

The appeals panel will present a written recommendation to the Superintendent.

If a new evaluation is made, both evaluations should be placed in the employee's personnel file. The Superintendent may choose to uphold the original evaluations.

APPEAL PROCEDURE

The appealing employee shall follow the approved procedures or the complaint will be determined invalid.

1. The evaluatee shall notify the chairman of the Appeals Committee, in writing on the proper form, of the complaint, with justification of same within five (5) working days of the post-observation conference.
2. The Appeals Committee will meet, hear the complaint, and review the data in a closed meeting with any necessary parties.
3. After the hearing, the Appeals Committee will meet in a closed session (without the evaluator or evaluatee) to render a recommendation on substance and/or procedure regarding the Summative component of the evaluation within fifteen (15) working days after filing the complaint.
4. A written recommendation will be given to the Superintendent. The Superintendent will issue a ruling based on the recommendation to the evaluatee within fifteen (15) working days following the filing of the request for a Local Certified Evaluation Appeals Panel Hearing.
5. If the employee or evaluator is dissatisfied with the Appeals Committee's recommendation, or the Superintendent decision, they shall notify the Superintendent in writing of the complaint, with justification of the same within five (5) working days of the receipt of the superintendent ruling.
6. If a written complaint is received as stated in #5, the Superintendent shall conduct a review of the complaint and supporting documentation submitted and make a final determination, based upon the facts of the case, as indicated by reviewing the evaluation data and the Appeals Committee's findings. The Superintendent may interview the evaluatee, evaluator, and members of the appeals committee.
7. The Superintendent's decision will be final.

Panel Options

The Local Certified Evaluation Appeals Panel will determine if there is a need for a Local Certified Evaluation Appeals Panel hearing based on: (a) Implementation of the Evaluation Instrument Procedure(s) and/or (b) Substance of the Summative Evaluation Performance Report.

The panel shall recommend one or more of the following options:

1. The Implementation of the Evaluation Instrument Procedures was not followed. Therefore, specified components, identified by the Appeals Committee, related to the improper implementation may be disregarded in determining a summative evaluation rating. These components will be reflected in an addendum to the initial summative evaluation.

2. While a minor technicality occurred in implementing procedures, it did not compromise the integrity of the substance of the Summative Evaluation Performance Report; therefore, the summative evaluation stands as submitted.

3. Evidence submitted did not support the substance of the Summative Evaluation Performance Report; therefore, changes identified by the Appeals Committee will be reflected in an addendum to the initial summative evaluation.

4. Evidence submitted supported the substance of the Summative Evaluation Performance Report; therefore, the summative evaluation stands as submitted.

PERSONNEL EVALUATION APPEAL
(Send Appeal to Chairperson of Appeal Panel)

Evaluatee_____ Appeal Date_____

Evaluator_____ School_____

Date of Evaluation Under Appeal_____

My appeal challenges the summative findings on:

_____ Substance

_____ Procedures/Implementation

_____ Both Substance and Procedures/Implementation

Statement of Appeal:

I hereby grant permission to have my evaluation records presented to the Appeals Committee.

_____
(Signature)

(Use attachments as needed)