

MASON COUNTY SCHOOL DISTRICT

CERTIFIED PERSONNEL EVALUATION PLAN

REVISED MAY 18, 2009



“Building the Future”

Evaluation Plan Committee

Straub Elementary School

Robert Moore Principal

Ruth Ann Furby Teacher

Mason County Intermediate School

Matt Stanfield Principal

Lauren Bihl Teacher

Mason County Middle School

Elizabeth Cook Principal

Tammie Sanders Teacher

Mason County High School

Kristie Campbell Asst. Principal

Jeremy Hawkins Teacher

Mason County District Representatives

Ron Ishmael Supervisor

Antonio Browning Teacher

“EQUAL EDUCATION AND EMPLOYMENT INSTITUTION”

Certified Personnel Evaluation Plan



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Mason County Schools

Procedures for Selecting Evaluation Plan Members

- A. The principal and/or assistant principal will be a member of the Evaluation Plan Committee.
- B. The Mason County Board of Education will appoint one (1) certified central office representative to the Evaluation Plan Committee by the end of the first school month.
- C. The certified staff of each school will have one teacher representative appointed to serve on the Evaluation Plan Committee by the Superintendent.
- D. One teacher at-large member will be appointed by the superintendent to serve on the Evaluation Plan Committee.

Mason County Schools

Certified Personnel Code of Ethics

Certified personnel in the Mason County School District shall:

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

To Students	To Parents	To Education Profession
<ul style="list-style-type: none"> • Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator. • Shall respect the constitutional rights of all students. • Shall take reasonable measures to protect the health, safety, and emotional well-being of students. • Shall not use professional relationships or authority with students for personal advantage. • Shall keep in confidence information about students, which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. • Shall not knowingly make false or malicious statements about students or colleagues. • Shall refrain from subjecting students to embarrassment or disparagement. • Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault. 	<ul style="list-style-type: none"> • Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student. • Shall endeavor to understand community cultures and diverse home environments of students. • Shall not knowingly distort or misrepresent facts concerning educational issues. • Shall distinguish between personal views and the views of the employing educational agency. • Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. • Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities. • Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage. 	<ul style="list-style-type: none"> • Shall exemplify behaviors that maintain the dignity and integrity of the profession. • Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities. • Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law. • Shall not use coercive means or give special treatment in order to influence professional decisions. • Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications. • Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.
	<hr/> Signature of Certified Employee	<hr/> Date

I. Open (no secrets)

- A. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee.
- B. All certified school personnel shall be made aware of the criteria on which they are to be evaluated.
- C. Certified school employees shall be made aware of any substantive change in the Mason County School District evaluation plan. Examples of substantive change are change in cycle, observation frequency, forms, and appeals procedures.
- D. Newly-hired certified school employees or employees hired in the middle of the school year must be given a thorough orientation to the Mason County Schools evaluation plan prior to any evaluation observation visits.

II. Honest (honest, sincere, factual, fair)

- A. Rely upon observable and documented data (either performance or product) for making evaluation decisions. Personal opinions, gossip, and rumors can only create havoc for both parties involved. All data collected must be substantiated and in written form (signed and dated by both observee and observer).
- B. All observations of performances and products should be made in writing. Experts have said, "If it isn't written, it didn't happen!" This is a good rule to follow. Evaluation requires documentation.
- C. All certified school employees deserve the evaluator's sincerest efforts in the evaluation process. The evaluator's time and attentiveness are of the utmost importance, particularly as research substantiates that instruction is improved when teaching skills are improved.
- D. Factual – behaviors are to be described in writing rather than by a memory-recall technique. (If an important event occurs when an evaluator has no paper or pencil available, the incident should be recorded in writing as soon as they are available.
- E. Questionable or unclear behaviors observed during the observation should be noted and discussed during the post-observation conference.

III. Reasonable (common sense, ethical)

- A. Certified school employees are at various developmental levels (tenured, internist).
- B. Evaluation results, professional growth plans, and completed forms must support personnel decisions.
- C. All certified employees are to be notified of their rights to appeal. Appeals must coincide with the Mason County School District's procedures and timelines.
- D. Evaluatees are to be notified in writing any time performance/behaviors/ incidents are documented and placed in their personnel files. The evaluatee receives a copy of all entries.
- E. Performance criteria ratings must substantiate each standard rating.

IV. Interpersonal

- A. Evaluators should dialogue with the evaluatees rather than dictate. A collegial relationship enhances the evaluation process.
- B. The evaluator should listen to evaluatee's comments.
- C. The evaluator should honor or acknowledge feedback from the evaluatee.
- D. The evaluator should arrive at a consensus with the evaluatee, when possible.

Mason County Schools

Narrative of Plan



Purpose: Evaluation is the process of assessing or determining the effectiveness of performances and products in order to:

- Promote professional competencies that will improve instruction;
- Identify areas for professional growth; and
- Assist in personnel decision-making processes.

Improved student achievement is the ultimate goal of the evaluation process as personnel seek avenues for improving curriculum, instruction, assessment, and other responsibilities that impact student learning and the school culture.

Development of the Evaluation Plan:

1. The Superintendent shall recommend for Board approval an evaluation system for all certified employees, which is in compliance with Kentucky Statutes and Kentucky Administrative Regulations.
2. The Superintendent shall designate a district office administrator as the evaluation contact person. The Mason County designee is the District Personnel Director. This administrator will serve as the liaison between the district and the Kentucky Department of Education in matters related to the district's evaluation process.
3. The evaluation plan will be developed by a committee comprised of equal number of teachers and administrative representatives. The Mason County District Personnel Director will serve as the chairperson of the committee.
4. There will be a total of ten (10) individuals on the committee. The Committee member selection process will be at the discretion of the Superintendent. Committee membership will include the following:
 - One teacher from each school
 - One administrator from each school (principal or assistant principal)
 - One teacher (at-large) member
 - One central office representative (personnel director)



Procedural Guidelines for Evaluation and Evaluation Timelines:

1. *Certified employees will be provided with an orientation session regarding the evaluation process.*
 - A. When the evaluation process is being explained, opportunities to discuss the evaluation plan, especially the performance indicators for teacher standards, will be afforded to employees.
 - B. The orientation will be conducted by one of the following individuals: the principal, assistant principal, the district personnel director, and/or the instructional supervisor.
 - C. The orientation will occur no later than the end of the first month of reporting for employment at the beginning of each school year. If employment occurs after the first day of the school calendar, orientation will occur within one month of employment.
2. *Evaluation of interns shall follow the current Kentucky Teacher Internship Program procedures as defined by Kentucky Statute and Kentucky Administrative Regulations.*
 - All information gathered during KTIP evaluations shall be transferred onto the district approved Summative Evaluation Form and Individual Professional Growth Plan since interns are certified personnel.
3. *Evaluation of new and non-tenured staff shall meet the following guidelines:*
 - A. A minimum of two (2) formative observations shall occur per year when results are satisfactory. More observations shall occur when results are unsatisfactory.
 - B. Prior to the two (2) required formative observations, there shall be a pre-observation conference. The content of this pre-observation conference is delineated in the pre-observation conference form that is to be completed by the evaluatee. The evaluatee may or may not be notified in advance of any additional formal observations.

Narrative of Plan - continued...

- C. Data collection regarding teacher standards can also be obtained from informal classroom visits or walk-through by administrators.
- D. A teacher may request an additional evaluation from another teacher which is designated as a “third-party observer” using the following guidelines:
- Third-party observer shall be a teacher training the evaluatee’s content area or a curriculum content specialist.
 - The evaluatee must submit in writing to the evaluator their desire to exercise this option prior to February 15th of the academic year in which the evaluation occurs.
 - Selection of the third-party observer must be approved by the evaluator. There must be mutual agreement on the third-party observer by the evaluator and the evaluatee. If the evaluator and observer have not agreed upon the selection of the third-party observer within five (5) working days of the evaluatee’s written request, the evaluator shall select the third-party observer.
 - Data collected by the third-party observer does not have to be included in evaluation process.
- E. A post-conference shall be held between the evaluator and evaluatee after each formative evaluation. This conference shall be held within one workweek following each formal observation. The purpose of the post-conference is to:
- discuss openly and candidly the formative observation;
 - provide feedback regarding teacher performance or products collected during the formative, as well as other informal observations;
 - establish and discuss the evaluatee’s Individual Professional Growth Plan; and
 - insure that the Individual Professional Growth Plan will be aligned with the specific goals and objectives delineated in the school and/or district consolidated plan(s).
- F. A summative conference shall occur each year at the end of the evaluation cycle for the purpose of analyzing all evaluation data collected, reviewing the Individual Professional Growth Plan, and to discuss employment recommendations.
- If an evaluatee receives a “does not meet” rating on the summative evaluation, an Individual Corrective Action Plan must be developed.
 - If an immediate change in teaching behavior is required, an Individual Corrective Action Plan should be developed.
 - An evaluatee may be placed in the Certified Assistance Program for in-depth assistance regarding ineffective teaching behaviors, which will be designated on the Summative Conference form. A description and outline of the Certified Assistance Program (CAP) is outlined in the Mason County Evaluation Program Guide.
- G. A summative evaluation, including conclusions from all evaluation data shall be completed once each year as a written evaluation report.
- A copy of the completed evaluation report and the Individual Professional Growth Plan will be provided to the evaluatee. A second copy of each will be kept on file at the school, and the original of each shall be filed with the District Personnel Director at the central office
 - All summative evaluation reports will be submitted to the District Personnel Director on April 1st each year.

4. Evaluation of tenured staff shall meet the following guidelines:

- A. A minimum of one (1) formative observation shall occur every two year period when results are satisfactory. More observations shall occur when results are unsatisfactory.
- B. Prior to the one (1) required formative observation, there shall be a pre-observation conference. The content of this pre-observation conference is delineated in the pre-observation conference form that is to be completed by the evaluatee. The evaluatee may or may not be notified in advanced of additional formal observations.
- C. Administrators can also obtain data collection regarding teacher standards from informal classroom visits or walk-throughs.

Narrative of Plan - continued...

- D. A teacher may request an additional observation from another teacher which is designated as a “third-party observer” using the following guidelines:
- Third party observer shall be a teacher trained in the evaluatee’s content area or a curriculum content specialist.
 - The evaluatee must submit in writing to the evaluator their desire to exercise this option prior to February 15th of the academic year in which the evaluation occurs.
 - Selection of the teacher member for the third-party observer must be approved by the evaluator. There must be mutual agreement on the third-party observer by the evaluator and the evaluatee. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the evaluatee’s written request, the evaluator shall select the third-party observer.
 - Data collected by the third-party observer does not have to be included in evaluation process.
- E. A post-conference shall be held between the evaluator and evaluatee after each formative evaluation. This conference shall be held within one (1) work week following each formal observation. The purpose of the post-conference is to:
- Discuss openly and candidly the formative observation;
 - Provide feedback regarding teacher performance or products collected during the formative, as well as other informal observations; and
 - Establish and discuss the evaluatee’s Individual Professional Growth Plan.
 - Insure that the Individual Professional Growth Plan will be aligned with the specific goals and objectives delineated in the school and/or district consolidated plan(s).
- F. A summative conference shall occur once every two (2) year period at the end of the evaluation cycle for the purpose of analyzing all evaluation data collected, reviewing the Individual Professional Growth Plan, and to discuss employment recommendations.
- If an evaluatee receives a “*does not meet*” rating on the summative evaluation, and Individual Corrective Action Plan should be developed.
 - If an immediate change in teaching behavior is required, an Individual Corrective Action Plan should be developed.
 - An evaluatee may be placed in the Certified Assistance Program for in-depth assistance regarding ineffective teaching behaviors, which will be designated on the Summative Conference form. (A description and outline of the Certified Assistance Program (CAP) is outlined in the Mason County Evaluation Program Guide.

Narrative of Plan - continued...

Evaluation Reminders:

- 1. All certified employees shall have an active Professional Growth Plan aligned with the specific goals and objectives of the school and/or district consolidated plan(s). The professional growth plan shall be reviewed annually.*
- 2. The immediate supervisor(s) (principals and/or assistant principals) shall be designated as the primary evaluator.*
- 3. Primary evaluators, with the exception of school board members, shall be trained, assessed, and approved as an evaluator by the Kentucky Department of Education..*
 - *Primary evaluators shall maintain certification through the completion of twelve (12) hours of evaluation training every two (2) years and shall include any one or combination of the following:*
 - *Use of the local evaluation process;*
 - *Identification of effective teaching and management practices;*
 - *Effective observation and conferencing techniques;*
 - *Establishing and assisting with certified professional growth plans;*
 - *Summative evaluation techniques; or*
 - *Completion of training or update training in the Kentucky Teacher Internship Program (KTIP) not to exceed six (6) hours per two (2) year cycle.*
- 4. The evaluation plan shall provide an opportunity for a written response by the evaluatee and the response shall be a part of the official personnel record.*
- 5. The District Personnel Director shall be responsible for monitoring evaluation training and implementing the evaluation plan.*
- 6. The Mason County Board of Education shall review, as needed, the evaluation plan to ensure compliance with Kentucky Statutes and Administrative Regulations. If a substantive change is made to the evaluation plan, the Mason County Board of Education shall utilize the evaluation committee in formulating revisions. Examples of substantive change include: a change in cycle, observation frequency, a form, or an appeals procedure.*
- 7. The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form and become part of the official personnel records.*
- 8. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee.*

Mason County Schools

Narrative of Plan—Appeals Process

- 1. All certified school employees, except the Superintendent, have the right to a local appeal panel hearing regardless of the rating on the evaluation. The Superintendent must make his/her appeal to the Mason County Board of Education or through a judicial process.**
- 2. The appeals panel shall consist of three certified employees of the Mason County School District.**
 - Two (2) panel members will be elected by a vote of the certified staff. Each school will inquire about volunteer(s) for their school who would be willing to serve on the appeals committee, if elected. Names of these certified staff members will appear on a district ballot. The two certified staff members receiving the most votes will serve as committee members and the next two runner-ups will serve as alternates. This shall occur prior to October 1st. Once selected, these individuals will serve as a standing committee from year to year.
 - One (1) panel member shall be appointed by the Mason County Board of Education prior to June 30th each year.
 - One (1) alternate shall be appointed by the Mason County Board of Education.
 - The panel will elect the chairperson for the appeals committee.
 - No panel member shall serve on any appeal on which he/she was the evaluator, or any appeal brought by the member's immediate family as defined in Mason County Board Policy 03.1232.
 - No panel member shall serve on any appeal, which has been filed against his/her immediate supervisor.
- 3. An appeal by a certified employee shall meet the following guidelines.**
 - A. An appeal shall be signed and submitted on the approved form to the District Personnel Director within five (5) working days of receipt of the summative evaluation.
 - B. The appeals review panel will review the appeal notification and any documentation supplied by either the evaluator or evaluatee at that time and set a time and place for the hearing. Both the evaluator and the evaluatee will be notified in writing of the date and time of the hearing.
 - C. The evaluatee has the right to a trial-type hearing. Witnesses shall be sworn by a person authorized to administer oaths under the statutory law of Kentucky. Witnesses shall be questioned in direct examination, cross-examination, redirect examination, and recross-examination.
 - D. The evaluatee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the evaluatee and may present written records and/or witnesses that support the summative evaluation.
 - E. The Mason County Board of Education and the District Evaluation Appeals Panel do not have statutory authority to issue subpoenas for witnesses. The evaluator and the evaluatee will need to make arrangements to have their witnesses present to testify at the hearing.
 - F. The evaluator and/or evaluatee shall submit six (6) copies of any written documents that party wants considered by the appeals panel at least five (5) working days prior to the scheduled hearing.
 - G. The evaluator and evaluatee shall have a right to receive a copy of all documentation submitted to the appeals panel for their own review at least three (3) working days prior to the scheduled hearing.
 - H. The evaluator and the evaluatee shall each have the right to the presence of a chosen representative(s) and to present witnesses.
 - I. Evaluation appeals hearings shall be closed unless the appellant requests an open hearing. If the hearing is closed, only panel members, the evaluatee, the evaluator, legal counsel or representative, and the current witness may be present.
 - J. The panel shall, at the hearing, consider all written documentation and (interview) hear the evaluatee, evaluator, and all witnesses.
 - K. The Mason County School District shall provide for a taped report of the proceedings at the appeals hearing.
 - L. The panel shall, after hearing both parties and considering all written documents submitted, make a recommendation to the Superintendent within fifteen (15) working days from the date the appeal is filed.
 - M. In appeals where the Superintendent was the evaluator, the panel's recommendation shall go to the Mason County Board of Education.
 - N. A certified employee may appeal to the Kentucky Board of Education if they feel the local district has not implemented the evaluation plan in accordance with the approval given by the Kentucky Department of Education.

Mason County Schools

Appeals Procedures and Forms

Procedures for Selecting Appeals Panel Members

- A. The Mason County Board of Education will appoint one (1) central office representative and one (1) alternate to the Mason County School District Appeals Committee by June 30th.
- B. The schools will elect two (2) certified panel members from a district ballot to serve on the appeals committee by October 1st. The two (2) runner-up candidates will serve as alternates.
- C. Once elected, the members will remain as a standing committee from year-to-year.
- D. An alternate will serve on the panel if:
 - A member of the regular panel member's immediate family brings an appeal;
 - The appeal involves one of the panel member's immediate supervisors (principal or assistant principal)
- E. The appeals panel will select the chairperson for the committee.



Appeals Procedures

A. *The appellant (evaluatee) will:*

1. Submit the appeals notification on the approved form to the District Personnel Director.
2. Sign and date the notification.
3. File the notification within five (5) working days of the summative evaluation.
4. Submit six (6) copies of any documents to be offered for consideration at the hearing at least five (5) working days prior to the scheduled hearing.
5. Provide for legal counsel or representative for the appellant, if so desired.
6. Provide for the appearance of witnesses for the appellant (the appeals panel does not have subpoena power)
7. Determine if the hearing is to be "closed" or "open" (if closed, only panel members, the appellant, the evaluator, legal counsel or representative and the current witness may be present).
8. Bear the burden of proof.

B. *The district personnel director will:*

1. Receive the signed and dated Notification of Appeal.
2. Convene the appeals panel to set a date, time, and place for the hearing.

Mason County Schools
Appeals Procedures and Forms - continued

C. The Mason County School District Appeals Panel will:

1. Review the Notification of Appeal.
2. Set a date, time, and place for the hearing.
3. Receive copies of all documents to be considered at the hearing at least five (5) working days prior to the hearing and provide copies to both parties at least three (3) working days prior to the scheduled hearing.
4. Conduct the hearing in a trial type setting (witnesses will be questioned on direct examination, cross-examination, re-direct examination, and re-cross examination).
5. Hear the appeal
 - Review all documentation
 - Hear the appellant
 - Hear the evaluator
 - Hear all witnesses
6. Provide for a taped report of hearing proceedings to both appellant and evaluator.
7. Make a recommendation on the appeal to the Superintendent within fifteen (15) working days from the date of the appeal.
8. Make a recommendation on the appeal to the Mason County Board of Education, if the Superintendent was the evaluator, within fifteen (15) working days from the date of the appeal.

D. The evaluator will:

1. Submit six (6) copies of any documents to be offered for consideration at the hearing at least five (5) working days prior to the scheduled hearing.
2. Provide for the appearance of witnesses for the evaluator (the appeals committee does not have subpoena power).

E. The Mason County School District will:

1. Provide a person with the authorization to administer oaths under the statutory law of Kentucky.
2. Provide for legal counsel or representative for the evaluator.
3. Provide assistance to the evaluator in providing for the appearance of witnesses.
4. Provide the technology needed to produce a taped account of the hearing.

F. The Superintendent will:

1. Receive the panel's recommendation.
2. Take such action as permitted by law as she/he deems appropriate or necessary.

G. A certified employee may:

1. Appeal to the Kentucky Board of Education if they feel the local district has not implemented the evaluation plan in accordance with its' approval by the Kentucky Department of Education.

Mason County Schools

Evaluation Appeals Hearing Request Form

I, _____, have been evaluated by _____ during the current school year Evaluation cycle.

My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator. I respectfully request the Mason County School District Evaluation Appeals Committee to hear my appeal.

My appeal challenges the summative findings on:

<input type="checkbox"/>	Substance
<input type="checkbox"/>	Procedure
<input type="checkbox"/>	Both Substance and Procedure

The date of the summative conference was _____.

The date the evaluator was notified of my intent to appeal was _____.

Signature: _____

Date: _____

This form shall be presented in person or by mail to the Mason County School District Personnel Director within five (5) working days of the summative conference as stipulated in the Mason County School District Evaluation Plan.

Certified Personnel Evaluation Plan

Mason County Schools

Timelines and Procedures



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Mason County Schools Evaluation Responsibilities

The following list identifies all evaluators for the Mason County School District and the personnel they will evaluate:

Mason County Board of Education

- Superintendent

Superintendent and/or Assistant Superintendent

- Assistant Superintendent
- Instructional Supervisors
- Director of Pupil Personnel
- Director of Transportation
- Director of School Food Service
- Building Principals
- Director of Personnel
- Director of Youth Service/Family Resource Centers
- Central Office Secretaries
- Maintenance Personnel

Supervisor

- Teachers

Principal and/or Assistant Principal

- Teachers
- Media Specialist
- Counselors
- School Based Homebound Instructor
- School Secretaries
- Instructional Assistants
- Custodians

Principal and School Food Service Director

- Cafeteria

Principal and Director of Transportation

- Transportation Personnel

Principal and Director(s) of Family Resource/Youth Service Centers

- School Nurses

Director of Youth Service Center

- Migrant Personnel
- Student Assistance Personnel
- Alternative School Personnel

Mason County Schools Evaluation Dates and Deadlines



EVENT:	DATE/DEADLINE:
Teacher orientation and discussion of evaluation plan	End of first school month
Administrator orientation to evaluation plan	End of first employment month (August 1st)
Appointment of central office representative to appeals committee	June 30th
First formative observation/conference of non-tenured certified personnel	December 31st
Second formative observation/conference of non-tenured certified personnel	March 31st
Summative observation/conference of tenured certified personnel	March 31st
Summative evaluation of administrators	March 31st—May 1st
Summative evaluations due to Personnel Director	April 1st
Copy of Growth Plan established, revised, and/or reviewed and turned in to Personnel Director	Annually (<i>with summative evaluation if evaluation year</i>)
Appeal of summative evaluation	Within five (5) working days of receipt of summative evaluation
Documents submitted for appeals hearing	Five (5) working days prior to hearing
Decision of appeals panel	Within fifteen (15) working days of receipt of the appeal
Summative evaluation of superintendent	Annually
Board approval of evaluation plan	June 30th
Training or re-certification of evaluators	Semi-annually

Mason County Schools

Professional Growth & Evaluation Procedures Overview for Teachers

INTERN TEACHER	NEW AND EXPERIENCED TEACHERS	
Non-Tenured	Non-Tenured	Tenured
<i>All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.</i>		
FORMATIVE PHASE (data collection)		
Initial Conference & Pre-Conference(s) (Prior to each observation) <ol style="list-style-type: none"> Who observes When observations are to occur Where Unit of study/lesson plan Other exchange of information 	Pre-observation Conference(s) <ol style="list-style-type: none"> Who observes When observations are to occur Where Unit of study/lesson plan Other exchange of information 	Pre-observation Conference(s) <ol style="list-style-type: none"> Who observes When observations are to occur Where Unit of study/lesson plan Other exchange of information
Formative Observations <ol style="list-style-type: none"> Minimum of three (3) per year when results are satisfactory Prior to each formative conference Use KTIP form <i>More observations may occur when results are unsatisfactory.</i>	Formative Observations <ol style="list-style-type: none"> Minimum of two (2) per year when results are satisfactory Prior to each formative conference <i>More observations may occur when results are unsatisfactory.</i>	Formative Observations <ol style="list-style-type: none"> Minimum of one (1) every two (2) year period when results are satisfactory Prior to each formative conference <i>More observations may occur when results are unsatisfactory.</i>
Formative Conferences (post) <ol style="list-style-type: none"> Minimum of three (3) per year Intern/intern committee Conference with intern follows observation Open discussion of observation and feedback to teacher regarding performances/products Discuss/establish/revise individual professional growth plan/activities Written reports <i>More conferences may occur when observation results are unsatisfactory.</i>	Formative Conferences (post) <ol style="list-style-type: none"> Minimum of two (2) per year Evaluator/evaluatee Within one (1) work-week following each observation Open discussion of observation and feedback to teacher regarding performances/products Discuss/establish/revise individual professional growth plan activities <i>More conferences shall occur when observation results are unsatisfactory.</i>	Formative Conferences (post) <ol style="list-style-type: none"> Minimum of one (1) every two (2) year period when results are satisfactory Evaluator/evaluatee Within one (1) work-week following each observation Open discussion of observation and feedback to teacher regarding performances/products Discuss/establish/revise individual professional growth plans/activities <i>Multiple conferences shall occur when observation results are unsatisfactory.</i>
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 Mason County School District evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.101		

Mason County Schools

Professional Growth & Evaluation Procedures Overview for Teachers - Cont.

SUMMATIVE PHASE (decision making)		
<p><i>Summative Conference (post)</i></p> <ol style="list-style-type: none"> 1. One time 2. Summary/conclusions from all formal and informal evaluation data 3. Written report and decision 	<p><i>Summative Conference (post)</i></p> <ol style="list-style-type: none"> 1. Discussion between person evaluated and evaluator 2. Once each year 3. Includes all evaluation data collection 	<p><i>Summative Conference (post)</i></p> <ol style="list-style-type: none"> 1. Discussion between person evaluated and evaluator 2. Once every two (2) year period 3. Includes all evaluation data collected 4. Held at the end of the evaluation cycle 5. Completed (written) 6. Establish/revise individual professional growth plan; if necessary, discuss corrective action plan
<p><i>Summative Evaluation</i></p> <ol style="list-style-type: none"> 1. One time 2. Summary/conclusions from all formal and informal evaluation data 3. Written report and decision 	<p><i>Summative Evaluation</i></p> <ol style="list-style-type: none"> 1. Once each year 2. Summary/conclusions from all evaluation data (formative and summative) 3. Written evaluation report 	<p><i>Summative Evaluation</i></p> <ol style="list-style-type: none"> 1. Minimum of one (1) every two (2) year period 2. Summary/conclusions from all evaluation data (formative and summative) 3. Written evaluation report
<p>District teacher personnel files shall contain:</p> <ol style="list-style-type: none"> 1. Original summative evaluation (completed form) per teacher at the end of each evaluation cycle. 2. Original individual professional growth plan per teacher/per evaluation cycle (reviewed annually). 3. Intern records maintained according to KTIP 704 KAR 20:690 		
<p>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 Mason County School District evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.101</p>		

Mason County Schools

Procedures for Professional Growth & Evaluation of Administrators

A. Superintendent

1. Evaluated annually at a time of the Board's choosing
2. Evaluated in a manner, oral or written, of the Board's choosing
3. Provisions for Superintendent's Professional Growth pursuant to KRS 156.111

B. Building and Central Office Administrators

1. Evaluated annually
2. Orientation/discussion of administrative standards (ISSLC) and evaluation process by August 1st
3. Formative conference held between administrator and evaluator by end of first semester
 - Open discussion regarding administrator's strengths and areas for improvement
 - Development of the administrator's Individual Professional Growth Plan
4. Summative conference held between administrator and evaluator at the end of the evaluation cycle
 - Discussion of all evaluation data collected
 - Completion of written evaluation report
 - Review/evaluate Individual Professional Growth Plan

Mason County Schools

Procedures for Completing the Individual Professional Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor. If professional growth needs are identified in the summative evaluation, those needs must be addressed.

1. Needs Assessment

- Align with school consolidated plan and/or
- Align with district consolidated plan

2. Define Professional Development Stage

Select the stage that matches the current status of personal professional growth:

- O/A Orientation/Awareness
- P/A Preparation/Application
- I/M Implementation/Management
- R/I Refinement/Impact

3. Standard(s) and Objectives

- Identify one (1) or two (2) teacher standards to be addressed
- Identify objectives related to the standards targeted

4. Procedures and Activities

- List the specific activities to be done to meet the objective
- List activities in chronological order

5. Impact

- Identify results that are expected
- Identify how progress/results will be measure

6. Support

- Identify resources needed

7. Timeline

- Identify target dates for completing activities
- Identify target date for accomplishing objective

Mason County Schools Individual Personal Growth Plan*

Name: _____

Date: _____

School Year: _____

Present PD Stage	Standard(s)	Objectives	Procedures and Activities	Expected Impact	Additional Support	Dates for Completion Or Review
O/A: Orientation Awareness P/A: Preparation Application I/M: Implementation Management R/I: Refinement Impact	1: Content Knowledge 2: Planning Instruction 3: Learning Climate 4: Implements/Manages Instruction 5: Learning Results 6: Technology 7: Reflects/Evaluates 8: Collaboration 9: Professional Development 10: Leadership					
O/A: Orientation Awareness P/A: Preparation Application I/M: Implementation Management R/I: Refinement Impact	1: Content Knowledge 2: Planning Instruction 3: Learning Climate 4: Implements/Manages Instruction 5: Learning Results 6: Technology 7: Reflects/Evaluates 8: Collaboration 9: Professional Development 10: Leadership					
Development of Plan:		Review of Plan:		Status of Plan at Annual Review	Certified Assistance Program Review Status	
Date: _____		Date: _____		____ Achieved	(If applicable)	
Employee Signature: _____		Employee Signature: _____		____ Revised	____ Meets	
Date: _____		Date: _____		____ Continued	____ Growth Needed	
Supervisor Signature: _____		Supervisor Signature: _____		____ Placed in Certified Assistance Program	____ Does Not Meet	

Individual Professional Growth Plan MUST align with specific goals and objectives of the school and/or district improvement plan.
(Optional: Comments from employee or supervisor can be included on the back of this form).

_____ Check here if comments were written on the back of this form.

Mason County Schools

Stages of Development Related to Outcomes & Professional Development

<i>Stages of Professional Development</i>	<i>Desired Practitioner Outcomes For Training</i>	<i>Appropriate Teaching Strategies & Staff Development Processes For Maximum Growth</i>
Orientation/Awareness Stage (O/A) Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.	<ul style="list-style-type: none"> • Be able to describe the general characteristics of the program and the requirements for use. • Analyze role in the program based upon program characteristics and requirements and the program's demands on the user and the school. • Be able to identify the knowledge/skills needed for program implementation. 	<ul style="list-style-type: none"> • Provide information on key concepts • Address personal concerns • Present exemplars and non-exemplars • Define competencies and requirements to implement program • Provide opportunities for exploration
Preparation/Application Stage (P/A) Practitioners develop the skills and processes to begin program implementation.	<ul style="list-style-type: none"> • Develop the knowledge and skills needed for initial implementation of the program • Identify the logistical requirement, necessary resources, and training for initial use of the programs • Analyze existing resources to determine resources which need to be ordered • Organize activities, events, and resources for initial use of the program 	<ul style="list-style-type: none"> • Model skills and processes • Simulate tasks and processes • Provide coaching and feedback • Observation of exemplary programs
Implementation/Management Stage (I/M) Practitioners learn to master the required tasks for implementation of the program in their workplace.	<ul style="list-style-type: none"> • Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of program • Analyze own use of program with regard to problems of logistics, management, time, schedules, resources, and student reactions • Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues • Develop a knowledge of long term requirements for the use of the program 	<ul style="list-style-type: none"> • Mentoring • Technical assistance • Coaching • Networking of resources • Visitations of successful programs in operation
Refinement/Impact Stage (R/I) Practitioners vary the use of practices to achieve maximum impact on student achievement.	<ul style="list-style-type: none"> • Analyze cognitive and affective effects of program on students • Develop immediate and long range plans which address possible needed changes in the program to enhance student outcomes 	<ul style="list-style-type: none"> • Networking with consultants and other practitioners operating at the impact stage • Regional and national sharing conferences • Serving as training facilitators to other programs

Mason County Schools

Certified Assistance Program (CAP)

Introduction

The key to excellent schools and student achievement is having the best staff in appropriate positions. Most research provides evidence that only one to two percent of the staff has difficulty performing at an acceptable level in the classroom. The school district must provide a program for improving the skills of certified employees whose job performance rating is designated as “does not meet” standard(s).

Initiation of a teacher assistance program reflects Mason County’s commitment to teacher efficacy (i.e., the belief that a teacher has the power to identify his/her problems and develop solutions to these problems). School districts have a responsibility to communicate with individuals about the necessity of “retooling” and improving performance in the classroom.



Purpose

The Certified Assistance Program is a systematic approach to provide additional support and feedback to certified employees whose performance evaluation is rated “does not meet” standard(s). The goal of the program is to improve the evaluatee’s skills to a “meets” rating on the district evaluation plan.

Composition of CAP Team

The Certified Assistance program is a team effort with a focus on the teaching/coaching process. The team is comprised of the following individuals:

- the building level evaluator (principal)
- the supervisor of instruction or other administrator
- the superintendent or superintendent designee
- one peer mentor teacher who is appointed by the principal after consultation with the evaluatee.

Overview

The following plan, known as the Certified Assistance Plan (CAP) outlines the following:

- General Guidelines for CAP Process (Instructional Emphasis)
- Due Process for Evaluatee and CAP Team
- Outcomes of CAP
- Guidelines for CAP Team Related to “Does Not Meet” Rating

General Guidelines for CAP Process (Instructional Emphasis)

1. Formal evaluation contacts increase to twelve visits during the school year by the CAP team (Four (4) visits for each committee member).
2. The CAP Team will meet with the employee and collaboratively identify areas of strength, as well as target areas for improvement. The Individual Corrective Action Plan will be reviewed/revised. (The CAP team may determine that developing a new professional growth plan would be preferable to adding to or revising the Corrective Action Plan). (The area(s) targeted will relate to instruction and obstacles that are impeding student learning and achievement).
3. The employee will be given time to improve his/her performance. (Six months is considered a minimal amount of time).
4. The CAP Team will provide resources and ideas in the areas identified for professional growth.
5. The evaluatee will conference with the CAP Team member after each observation. After each round of observations, the team will jointly confer with the evaluatee concerning progress in targeted area(s).
6. A written summary will be provided to the employee at each of the joint conferences.
7. The CAP team will require a teacher/administrator portfolio that addresses instructional needs and reflects application of ideas in the classroom setting. Samples of quality student work should be included in the teacher portfolio.

Due Process Guidelines

1. *The discrepancy/concern has been made known by the certified evaluatee and it reasonably relates to the efficient/orderly operation of a school and/or the improvement of student achievement.*
2. *The certified evaluatee was notified in writing about the discrepancy/concern. Furthermore, the evaluatee was notified of possible consequences.*
3. *A fair and objective evaluation program was used with the evaluatee being provided with additional assistance to target areas of discrepancy/concern.*
4. *Specific data was used to determine and verify the situation.*
5. *Results from the process were consistent with the situation.*
6. *The evaluatee's previous record was considered and the recommended outcomes are consistent with that afforded other certified employees of the school in similar circumstances.*

Outcomes of the CAP Process (Instructional Emphasis)

At the conclusion of the CAP process, the team will reach consensus regarding the progress of the evaluatee and subsequent actions/expectations. The following chart summarizes the three possible outcomes.

OUTCOMES RATING	ACTION
Meets <i>(Satisfactory progress has been made)</i>	The immediate supervisor will monitor yearly formal and informal observations and evaluations
Growth Needed <i>(Improvement is still needed)</i>	The CAP team will continue to monitor and evaluate. Observations/evaluations will decrease to six (6). General guidelines for the CAP process continue to be applicable.
Does Not Meet <i>(Progress has not been satisfactory)</i>	The CAP team recommends dismissal/demotion proceeding according to Board policy.

Guidelines for CAP Team Meetings Related to “Does Not Meet” Outcome

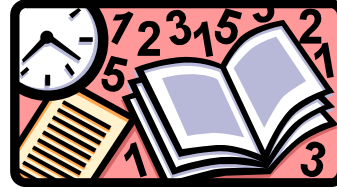
The following guidelines are for testifying in a hearing or court appearance:

- 1. Make a total disclosure of facts—no surprises.*
- 2. Specify only facts that can be supported by documented evidence (ignore hearsay or make believe)*
- 3. Answer what is asked. Don’t ramble or elaborate beyond the question asked of you.*
- 4. Listen to the entire question.*
- 5. Think before you speak.*
- 6. Have the question restated or rephrased, if necessary.*
- 7. Speak for yourself. (Don’t guess about what others might think or say).*
- 8. Be truthful and straightforward. (Don’t avoid the issues and don’t back off or be intimidated. You are a professional).*
- 9. Refer only to the reasons officially stated as cause for termination. (Don’t try to make reference to other causes).*
- 10. Be sure you:*
 - A. Have and follow a formal, Board-adopted evaluation system;*
 - B. Follow the corrective action plan with the belief that you will help most certified employees*

Mason County Schools

Procedures for Corrective Action Plan

This plan is to be completed by the employee with assistance from the immediate supervisor. The individual corrective action plan is developed when an evaluatee receives a “does not meet” rating(s) on the summative evaluation or when an immediate change is required in teacher behavior.



1. Review Status

- Review summative evaluation
- Review most recent professional growth plan
- Discuss standards where evaluatee received “does not meet” rating and/or where an immediate change in behavior is required

2. Define Professional Development Stage

Select the stage that matches the current status of personal professional growth.

- O/A Orientation/Awareness
- P/A Preparation/Application
- I/M Implementation/Management
- R/I Refinement/Impact

3. Standard(s) and Objectives

- Identify the standard(s) where evaluatee received “does not meet” rating on the summative evaluation
- Identify objectives related to the standards targeted

4. Procedures and Activities for Achieving Objectives

- List the specific activities to be done to accomplish objective(s)
- Identify the support personnel that will be needed to assist with activities

5. Appraisal Method and Target Dates

- Identify how progress will be measured concerning objective
- Identify target dates for accomplishing activities

6. Provide opportunity for comments by Employee and Supervisor (Optional)

Present PD Stage (Circle One)	Standard(s) (Circle Standards to be Addressed)	Objectives (Describe desired Outcomes)	Procedures and Activities for Achieving Objectives (Include support personnel)	Appraisal Method & Target Dates	Comments
<div>O/A:</div> <div>Orientation Awareness</div> <div>P/A:</div> <div>Preparation Application</div> <div>I/M:</div> <div>Implementation Management</div> <div>R/I:</div> <div>Refinement Impact</div>	1: Content Knowledge 2: Planning Instruction 3: Learning Climate 4: Implements/Manages Instruction 5: Learning Results 6: Technology 7: Reflects/Evaluates 8: Collaboration 9: Professional Development 10: Leadership				Employee:
<div>O/A:</div> <div>Orientation Awareness</div> <div>P/A:</div> <div>Preparation Application</div> <div>I/M:</div> <div>Implementation Management</div> <div>R/I:</div> <div>Refinement Impact</div>	1: Content Knowledge 2: Planning Instruction 3: Learning Climate 4: Implements/Manages Instruction 5: Learning Results 6: Technology 7: Reflects/Evaluates 8: Collaboration 9: Professional Development 10: Leadership				Supervisor:
Development of Individual Corrective Action Plan:		Review of Plan		Status of Plan	
Date: _____ Employee Signature: _____		Date: _____ Employee Signature: _____		_____ Achieved _____ Revised _____ Continued	
Date: _____ Supervisor Signature: _____		Date: _____ Supervisor Signature: _____			

_____ Check here if additional pages are attached with activities or a part of the plan.

_____ Check here if additional pages are attached with comments from the employee or the supervisor.

* The Individual Corrective Action Plan is developed when an evaluatee receives a "Does Not Meet" rating(s) on the summative Evaluation or when an immediate change is required in teacher behavior

Mason County Schools

Data Collection Instrument for Superintendents

The Mason County Board of Education may evaluate the superintendent orally or in writing. The following forms are optional and may be used at the Board's discretion.



Data Collection Summary—Superintendent
- Pages 29 - 35



Superintendent Standards/Performance Criteria
- Pages 36 - 42



Summative Conferencing Form for the Superintendent
- Page 36 - 42



Summative Evaluation for Superintendent
- Page 43

Mason County Schools

Data Collection Summary—Superintendent

Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, professional activities, relationships with board, staff, personnel, and community, fiscal soundness of the school system and personal qualities that affect professional execution of the position.)

Superintendent: _____

Board Chair: _____

School Year: _____

Professional Growth Plan Goals:

1. _____

2. _____

3. _____

(If more room is needed for recording purposes, use plan paper and attach to this form.)

Evaluation Standards for the Superintendent

- Standard 1:** Relationship with the Mason County Board of Education
- Standard 2:** Community Relations
- Standard 3:** Staff & Personnel Relationships
- Standard 4:** Educational Leadership
- Standard 5:** Business & Finance
- Standard 6:** Personal Qualities

Superintendent Standards/Performance Criteria

Standard 1: Relationship with the Mason County Board of Education	
1.1 Keeps the board informed on issues, needs and operation of the school system.	1.8 Receives views about personnel from board members with an open mind but applies the same criteria for his/her decisions as he applies to input from other sources.
1.2 Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.	1.9 Accepts his/her responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the staff and the board and the board and the staff.
1.3 Interprets and executes the intent of board policies	1.10 Remains impartial toward the board, treating all board members alike.
1.4 Seeks and accepts constructive criticism of his/her work.	1.11 Refrains from criticism of individual or group members of the board.
1.5 Supports board policy and actions to the public and staff.	1.12 Goes immediately and directly to the board when he/she feels and honest, objective difference of opinion exists between him/her and any or all members of the board, in an earnest effort to resolve such differences.
1.6 Has a harmonious working relationship with the board.	1.13 Feels free to maintain his/her opposition to matters under discussion by the board until an official decision has been reached, after which time he/she subordinates his/her own views to those of the board as long as he/she remains in its employ.
1.7 Understands his/her role in administration of board policy, is responsible for hiring, transferring, promoting, and terminating personnel and accepts responsibility for his/her actions.	

Supportive Data Observed Performance:	Considerations for Professional Growth

Superintendent Standards/Performance Criteria

Standard 2: Community Relationships	
2.1 Gains respect and support of the community on the conduct of school operations.	2.4 Participates actively in community life and affairs
2.2 Solicits and gives attention to problems and opinions of all groups and individuals.	2.5 Achieves status as a community leader in public education.
2.3 Develops friendly and cooperative relationships with the news media.	2.6 Works effectively with public and private agencies.

Supportive Data Observed Performance:	Considerations for Professional Growth

Superintendent Standards/Performance Criteria

Standard 3: Staff and Personnel Relationships	
3.1 Develops and executes sound personnel procedures and practices.	3.5 Recruits and assigns the best personnel in terms of their competencies.
3.2 Develops good staff morale and loyalty to the organization.	3.6 Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
3.3 Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.	3.7 Evaluates performance of staff members, giving commendation for good work, as well as constructive suggestions for improvement.
3.4 Delegates authority to staff members appropriate to the position each holds.	3.8 Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels with, within budgetary limits, will best serve the interests of the Mason County School District.

Supportive Data Observed Performance:	Considerations for Professional Growth

Superintendent Standards/Performance Criteria

Standard 4: Educational Leadership	
4.1 Understands and keeps informed regarding all aspects of the instructional program.	4.4 Organizes a planned program of curriculum evaluation and improvement.
4.2 Implements the Mason County School District's philosophy of education.	4.5 Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people in the community.
4.3 Participates with staff, board and community in studying and developing curriculum improvement.	4.6 Works effectively with public and private agencies.

Supportive Data Observed Performance:	Considerations for Professional Growth

Superintendent Standards/Performance Criteria

Standard 5: Business and Finance	
5.1 Keeps informed on needs of the school program: plant, facilities, equipment, and supplies.	5.3 Determines that funds are spent wisely, and adequate control and accounting are maintained.
5.2 Supervises operations, insisting on competency and efficiency.	5.4 Evaluates financial needs and makes recommendations for adequate financing.

Supportive Data Observed Performance:	Considerations for Professional Growth

Superintendent Standards/Performance Criteria

Standard 6: Personal Qualities	
6.1 Defends principle and conviction in the face of pressure and partisan influence.	6.8 Maintains poise and emotional stability in the full range of professional activities.
6.2 Maintains high standards of ethics, honesty and integrity in all personal and professional matters.	6.9 Is customarily suitably attired and well groomed.
6.3 Earns respect and standing among his/her professional colleagues	6.10 Uses English effectively in dealing with staff members, the board, and the public
6.4 Devotes his/her time and energy to the job	6.11 Writes clearly and concisely.
6.5 Demonstrates his/her ability to work well with individuals and groups	6.12 Speaks well in front of large and small groups, expressing his/her ideas in a logical and forthright manner
6.6 Exercises good judgment and the democratic process in arriving at decisions	6.13 Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting
6.7 Possesses and maintains the health and energy necessary to meet the responsibilities of the position	6.14 Maintains his/her professional development by reading, coursework, conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents

Supportive Data of Observed Performance:	Considerations for Professional Growth:

Mason County Schools Summative Conferencing Form for the Superintendent

Superintendent: _____ School Year: _____

Board Chair: _____ Date of Conference: _____

The Board and Superintendent discuss and complete prior to developing the Superintendent's Professional Growth Plan and Summative Evaluation instruments. This analyses document is the summary of data collected from specific products and behaviors such as observations, work samples, professional activities, relationships with the Board, the staff, personnel, and community, fiscal soundness of the school system, and personal qualities that affect professional execution of the position.

Rating Description

Rating will occur on a five point scale. Please refer to the following table for the rating, the description, and the numerical representation.

Numerical Representation	Rating	Description
1	<i>Very Inadequate</i>	Incompetent
2	<i>Needs Strengthening</i>	Limited performance, knowledge, and/or experience; <i>specific needs for professional growth experiences</i>
3	<i>Satisfactory Performance</i>	Good knowledge and/or experience; <i>could benefit from professional growth experiences</i>
4	<i>Better than Average Performance</i>	Comprehensive knowledge and experience; capable of supervision, research, planning; <i>could contribute to professional growth programs</i>
5	<i>Superior Performance</i>	Outstanding

Standard 1: Relationship with Mason County Board of Education		Performance Rating					Professional Growth Activities Discussed
		1	2	3	4	5	
1.1	Keeps the board informed on issues, needs, and operation of the school system						
1.2	Offers professional advice to the board on items requiring board action, with appropriate recommendations based thorough study and analyses						
1.3	Interprets and executes the intent of board policy						
1.4	Seeks and accepts constructive criticism of his/her work						
1.5	Supports board policy and actions to the public and staff						
1.6	Has a harmonious working relationship with the board						
1.7	Understands his/her role in administration of board policy, is responsible for hiring, transferring, promoting, and termination of personnel and accepts responsibility for his/her actions						
1.8	Receives views about personnel from board members with an open mind, but applies the same criteria for his/her decisions as he/she applies to input from other sources						
1.9	Accepts his/her responsibility for maintaining liaison between the board and personnel and accepts responsibility for his/her actions						
1.10	Remains impartial toward the board, treating all board members alike						
1.11	Refrains from criticism of individual or group members of the board						
1.12	Goes immediately and directly to the board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in an earnest effort to resolve such differences immediately						
1.13	Feels free to maintain his/her opposition to matters under discussion by the board until an official decision has been reached, after which time he/she subordinates his/her own view to those of the board as long as he/she remains in its employ						
Overall Rating for Summative Evaluation for Standard 1							

Standard 2: Community Relationships	Performance Rating					Professional Growth Activities Discussed
	1	2	3	4	5	
2.1 Gains respect and support of the community on the conduct of the school operation						
2.2 Solicits and gives attention to problems of all groups and individuals						
2.3 Develops friendly and cooperative relationships with the news media						
2.4 Participates actively in community life and affairs						
2.5 Achieves status as a community leader in public education						
2.6 Works effectively with public and private agencies						
Overall Rating for Summative Evaluation for Standard 2						

Standard 3: Staff and Personnel Relationships	Performance Rating					Professional Growth Activities Discussed
	1	2	3	4	5	
3.1 Develops and executes sound personnel procedures and practices						
3.2 Develops good staff morale and loyalty to the organization						
3.3 Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties						
3.4 Delegates authority to staff members appropriate to the position each holds						
3.5 Recruits and assigns the best available personnel in terms of their competencies						
3.6 Encourages participation of appropriate staff members and groups in planning, procedures and policy interpretation						
3.7 Evaluates performance of all staff members, giving commendation for good work, as well as constructive suggestions for improvement						
3.8 Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the Mason County School System						
Overall Rating for Summative Evaluation for Standard 3						

Standard 4: Educational Leadership	Performance Rating					Professional Growth Activities Discussed
	1	2	3	4	5	
4.1 Understands and keeps informed regarding all aspects of the instructional program						
4.2 Implements the Mason County School District's philosophy of education						
4.3 Participates with staff, board, and community in studying and developing curriculum improvement						
4.4 Organizes a planned program of curriculum evaluation and improvement						
4.5 Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people in the community						
4.6 Works effectively with public and private agencies						
Overall Rating for Summative Evaluation for Standard 4						

Standard 5: Business and Finance	Performance Rating					Professional Growth Activities Discussed
	1	2	3	4	5	
5.1 Keeps informed on the needs of the school program: plant, facilities, equipment, and supplies						
5.2 Supervises operations, insisting on competent and efficient performance						
5.3 Determines that funds are spent wisely, and adequate control and accounting are maintained						
5.4 Evaluates financial needs and makes recommendations for adequate financing						
Overall Rating for Summative Evaluation for Standard 5						

Standard 6: Personnel Qualities		Performance Rating					Professional Growth Activities Discussed
		1	2	3	4	5	
6.1	Defends principle and conviction in the face of pressure and partisan influence						
6.2	Maintains high standards of ethics, honesty, and integrity in all personal and professional matters						
6.3	Earns respect and standing among professional colleagues						
6.4	Devotes own time and energy effectively to the job						
6.5	Demonstrates ability to work well with individuals and groups						
6.6	Exercises good judgment and the democratic process in arriving at decisions						
6.7	Possesses and maintains the health and energy necessary to meet the responsibilities of the position						
6.8	Maintains poise and emotional stability in the full range of professional activities						
6.9	Is customarily suitably attired and well groomed						
6.10	Uses English effectively in dealing with staff members, the board, and the public						
6.11	Writes clearly and concisely						
6.12	Speaks well in front of large and small groups, expressing ideas in a logical and forthright manner						
6.13	Thinks well on feet when faced with an unexpected or disturbing turn of events in a large group meeting						
6.14	Maintains professional development by reading, course work conference attendance, work on professional committees, visiting other districts, and meeting with other superintendents						
Overall Rating for Summative Evaluation for Standard 6							

Mason County Schools

Summative Evaluation for the Superintendent

Superintendent: _____ School Year: _____

Board Chair: _____

Superintendent Standards:	Ratings			Individual Professional Growth Plan reflects a desire/need to acquire further knowledge and skills in the standards checked.
	Meets	Growth Needed*	Does Not Meet*	
1. Relationship with the Mason County Board of Education				
2. Community Relationships				
3. Staff and Personnel Relationships				
4. Educational Leadership				
5. Business and Finance				
6. Personal Qualities				
Overall Rating				

Superintendent's Comments:

Board Comments:

Please complete the following section after all the preceding information has been completed and discussed.

Administrator:	Board Chair:	Employment Recommendation:
<div><input type="checkbox"/> Agree with Summative Evaluation</div> <div><input type="checkbox"/> Disagree with Summative Evaluation</div>	Signature:	<div><input type="checkbox"/> Meets superintendent standards</div> <div><input type="checkbox"/> Does not meet superintendent standards</div>
Signature:	Date:	
Date:		

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345, Section 7, 8, 9, and the Mason County School District Evaluation Plan.

Mason County Schools

Data Collection Instrument for Administrators



Administrator Pre-Evaluator Form
- Page 45



Education Administrator Data Collection Summary
- Page 46



Additional Supportive Data Sheet
- Page 53



Summative Conferencing Form for Administrators
- Page 56



Summative Evaluation for Administrators
- Page 59

Data Collection Instrument for Administrators Administrator Pre-Evaluation Form

Administrator: _____	Position: _____
Observer: _____	Position: _____
School Year: _____	Work Site: _____

(The following information should be completed by the administrator and provided to the evaluator at the beginning of the evaluation cycle).

SELF-EVALUATION AND REFLECTIONS

Strengths: _____

Areas for improvement: _____

Other comments/concerns, including special or unique circumstances related to job or responsibilities:

Professional Growth

Goal 1: _____

Goal 2: _____

Administrator's Signature

Date

Evaluator's Signature

Date

** To be completed by the administrator and evaluator at the beginning of the evaluation cycle.*

**Mason County Schools
Data Collection Summary
Education Administrators**

Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee: _____ **Position:** _____

Observer: _____ **Position:** _____

Date: _____ **Activity Observed:** _____

Time: _____ **Product Critiqued:** _____



Evaluation Standards for Administrators	
Standard 1:	<i>Vision</i>
Standard 2:	<i>School Culture and Learning</i>
Standard 3:	<i>Management</i>
Standard 4:	<i>Collaboration</i>
Standard 5:	<i>Integrity, Fairness, Ethics</i>
Standard 6:	<i>Political, Economic, Legal</i>

Standard 1:	<i>Vision</i>
Standard 2:	<i>School Culture and Learning</i>
Standard 3:	<i>Management</i>
Standard 4:	<i>Collaboration</i>
Standard 5:	<i>Integrity, Fairness, Ethics</i>
Standard 6:	<i>Political, Economic, Legal</i>

STANDARD 1: VISION:

An education leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.**

(Check if criteria was observed)

	A. Collaboratively developing and implementing a shared vision and mission		D Promoting continuous and sustainable improvement
	B Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning		E Monitoring and evaluating progress and revising plans
	C Creating and implementing plans to achieve goals		
Supportive Data of Observed Performance:		Standard 1: Professional Growth Considerations:	

STANDARD 2: SCHOOL CULTURE AND LEARNING:

An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

(Check if criteria was observed)

	A Nurtures and sustains a culture of collaboration, trust, learning and high expectations		F Develops the instructional and leadership capacity of staff
	B Creates a comprehensive, rigorous, and coherent curricular program		G Maximizes time spent on quality instruction
	C Creates a personalized and motivating learning environment for students		H Promotes the use of the most effective and appropriate technologies to support teaching and learning
	D Supervises instruction		I Monitors and evaluates the impact of the instructional program
	E Develops assessment and accountability systems to monitor student progress		J Demonstrates Professional Growth
Supportive Data of Observed Performance:		Standard 2: Professional Growth Considerations:	

STANDARD 3: MANAGEMENT:

An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

(Check if criteria was observed)

	A Monitors and evaluates the management and operational systems		D Develops the capacity for distributed leadership
	B Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources based on validated managerial practices		E Ensures teacher and organizational time is focused to support quality instruction and student learning
	C Promotes and protects the welfare and safety of students and staff		F Demonstrates responsibility to assignment including attendance, punctuality, and evaluation results
Supportive Data of Observed Performance:		Standard 3: Professional Growth Considerations:	

STANDARD 4: COLLABORATION:

An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

(Check if criteria was observed)

	A Collect and analyze data and information pertinent to the educational environment		C Build and sustain positive relationships with families and caregivers
	B Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources based on managerial techniques that are fair and respect diversity and individual differences		D Build and sustain productive relationships with community partners
Supportive Data of Observed Performance:		Standard 4: Professional Growth Considerations:	

STANDARD 5: INTEGRITY, FAIRNESS, and ETHICS:

An education leader promotes the success of every student by acting **with integrity, fairness, and in an ethical manner.**

(Check if criteria was observed)

	A Ensure a system of accountability for every student's academic and social success		D Consider and evaluate the potential moral and legal consequences of decision-making
	B Model principles of self-awareness, reflective practice, transparency, and ethical behavior		E Promote social justice and ensure that individual student needs inform all aspects of schooling
	C Safeguard the values of democracy, equity, and diversity		F Adhere to the professional code of ethics
Supportive Data of Observed Performance:		Standard 5: Professional Growth Considerations:	

STANDARD 6: POLITICAL, ECONOMIC, And LEGAL:

An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

(Check if criteria was observed)

	A Advocate for children, families, and caregivers		C Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
	B Act to influence local, district, state, and national decisions affecting student learning		D Performance of duties is consistent with school and community goals and administrative regulations
Supportive Data of Observed Performance:		Standard 6: Professional Growth Considerations:	

Additional Supportive Data Sheet

Circle the appropriate standard:

1	2	3	4	5	6
Supportive Data of Observed Performance			Professional Growth Considerations		

Additional Supportive Data Sheet

Circle the appropriate standard:

1	2	3	4	5	6
Supportive Data of Observed Performance			Professional Growth Considerations		

Additional Supportive Data Sheet

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1	2	3	4	5	6
Supportive Data of Observed Performance			Professional Growth Considerations		

Additional Supportive Data Sheet

Circle the appropriate standard:

1	2	3	4	5	6
Supportive Data of Observed Performance			Professional Growth Considerations		

MASON COUNTY SCHOOLS

SUMMATIVE CONFERENCING FORM FOR ADMINISTRATORS

Evaluatee/Observee: _____ Position: _____

Evaluator/Observer: _____ Position: _____

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

Standards/Performance Criteria	Performance, Product, Portfolio Ratings		
Standard 1: Vision An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.	** More than one (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
A Collaboratively develop and implement a shared vision and mission			
B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning			
C Create and implement plans to achieve goals			
D Promote continuous and sustainable improvement			
E Monitor and evaluate progress and revise plans			
Overall Rating for Standard 1 for Summative Evaluation Form			

Standards/Performance Criteria	Performance, Product, Portfolio Ratings		
Standard 2: School Culture and Learning An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	** More than one (1) rating can be checked		
	Meets	Growth Needed	Does Not Meet
A Nurture and sustain a culture of collaboration, trust, learning, and high expectations			
B Create a comprehensive, rigorous, and coherent curricular program			
C Create a personalized and motivating learning environment for students			
D Supervise instruction			
E Develop assessment and accountability systems to monitor student progress			
F Develop the instructional and leadership capacity of staff			
G Maximize time spent on quality instruction			
H Promote the use of the most effective and appropriate technologies to support teaching and learning			
I Monitor and evaluate the impact of the instructional program			
J Demonstrates professional growth			
Overall Rating for Standard 2 for Summative Evaluation Form			

Standards/Performance Criteria		Performance, Product, Portfolio Ratings		
Standard 3: Management An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment		** More than one (1) rating can be checked		
		Meets	Growth Needed	Does Not Meet
A	Monitor and evaluate the management and operational systems			
B	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources based on validated managerial practices			
C	Promote and protect the welfare and safety of students and staff			
D	Develop the capacity for distributed leadership			
E	Ensure teacher and organizational time is focused to support quality instruction and student learning			
F	Demonstrates responsibility to assignment including attendance, punctuality, and evaluation results			
Overall Rating for Standard 3 for Summative Evaluation Form				

Standards/Performance Criteria		Performance, Product, Portfolio Ratings		
Standard 4: Collaboration An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.		** More than one (1) rating can be checked		
		Meets	Growth Needed	Does Not Meet
A	Collect and analyze data and information pertinent to the educational environment			
B	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources based on managerial techniques that are fair and respect diversity and individual differences			
C	Build and sustain positive relationships with families and caregivers			
D	Build and sustain productive relationships with community partners			
Overall Rating for Standard 4 for Summative Evaluation Form				

Standards/Performance Criteria		Performance, Product, Portfolio Ratings		
Standard 5: Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.		** More than one (1) rating can be checked		
		Meets	Growth Needed	Does Not Meet
A	Ensure a system of accountability for every student's academic and social success			
B	Model principles of self-awareness, reflective practice, transparency, and ethical behavior			
C	Safeguard the values of democracy, equity, and diversity			
D	Consider and evaluate the potential moral and legal consequences of decision-making			
E	Promote social justice and ensure that individual student needs inform all aspects of schooling			
F	Adhere to the professional code of ethics			
Overall Rating for Standard 5 for Summative Evaluation Form				

Standards/Performance Criteria		Performance, Product, Portfolio Ratings		
Standard 6: Political, Economic, Legal An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.		** More than one (1) rating can be checked		
		Meets	Growth Needed	Does Not Meet
A	The environment in which schools operate is influenced on behalf of students and their families			
B	Communications occur among the school community concerning trends, issues, and potential changes in the environment in which schools operate			
C	There is ongoing dialogue with representatives of diverse community groups			
D	Performance of duties is consistent with school and community goals and administrative regulations			
Overall Rating for Standard 6 for Summative Evaluation Form				

Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. The analysis documented is the summary of data collected for formative purposes including observations, professional development activities, portfolio entries, products, units of study, etc.

** This column provides for one or more ratings. For example, an evaluatee might simply **“meet”** the performance criteria yet **“need growth”** in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could **“not meet”** the performance criteria and **“need growth”**. If the **“does not meet”** cell is checked, the cell **“growth needed”** must be checked.

Mason County Schools

Summative Evaluation for Administrators

Administrator: _____ Position: _____

School: Straub MCIS MCMS MCHS Central Office FRYSC School Year: _____

Evaluator: _____ Position: _____

	1st	2nd	3rd	4th
Date(s) of Observation(s)				
Date(s) of Conference(s)				
Administrator Standards:	<i>Ratings</i>			Check standard number(s) for individual professional growth plan.
	Meets	Growth Needed*	Does Not Meet*	
1. Vision				
2. School Culture and Learning				
3. Management				
4. Collaboration				
5. Integrity, Fairness, Ethics				
6. Political, Economic, Legal				
Overall Rating				
Administrator's Comments:				
Evaluator's Comments:				

Please complete the following section after all the preceding information has been completed and discussed.

Administrator:	Evaluator:	Employment Recommendation:
<input type="checkbox"/> Agree with Summative Evaluation <input type="checkbox"/> Disagree with Summative Evaluation	Signature: _____	<input type="checkbox"/> Meets administrator standards for re-employment <input type="checkbox"/> Does not meet administrators standards for re-employment
Signature: _____	Date: _____	
Date: _____		

Opportunities for appeal process at both the local and state levels are part of the Mason County District Evaluation Plan.

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7, 8, 9 and the local district plan.

