

Boyle County Schools



EVALUATION PLAN

May 19, 2022

Mission: The Boyle County School Community educates and inspires ALL students to love learning, strive to reach their full potential, and make a positive contribution to our world.

TABLE OF CONTENTS

Boyle County Evaluation Plan Review Committee	Page 3
Roles in Evaluation Process.....	Page 4
Teacher Evaluation Cycle Timeline	Page 8
The Evaluation Process.....	Page 10
Student Growth by Grade/Content.....	Page 16
Summative Evaluation	Page 19
Right to Appeal	Page 22
Appeals Process	Page 23
Evaluation Folder	Page 25
Principal Evaluation Cycle Timeline	Page 27
Code of Ethics	Page 34
Deeper Learning Ratings Sheets.....	Page 35
Boyle County Teacher Internship Program.....	Page 40
Boyle County Schools Certified Evaluation Forms	Page 43
Appeals Panel.....	Page 59

***BOYLE COUNTY EVALUATION PLAN REVIEW (50/50)
COMMITTEE***

Certified Staff	Administrators
Leslie Amburgey Amanda Marsh Laura Mason Barb Matheny Angel Pullins	Bernice Bates Jenna Blair Pam Shunk Mark Wade Brian Wheeler

This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

The Boyle County Contact Person for Certified Evaluation is the Superintendent or designee.

This plan was updated by the above plan review committee and approved by the Boyle County Board of Education on May 19, 2022.

Mike LaFavers _____
Superintendent

May 19, 2022

Jennifer Newby _____
Board Chairperson

May 19, 2022

ROLES IN EVALUATION PROCESS

704 KAR 3:345; Section 4; (2) (a)

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

DEFINITION OF ROLES/RESPONSIBILITIES

1. "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
3. "Certified evaluation plan" means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
4. "Certified school personnel" means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. "Conference" means a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. "Evaluatee" means the certified school personnel who is being evaluated.
7. "Evaluation committee" means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. "Evaluator" means the primary evaluator pursuant to KRS 156.557(5)(c)2.
9. "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. "Formative evaluation" is defined by KRS 156.557(1)(a).
11. "Job category" means a group or class of certified school personnel positions with closely related functions.
12. "Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified school personnel evaluation system.
13. "Observation" means a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

14. "Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to KAR Title 16.
15. "Peer observation" means observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
16. "Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
17. "Performance measure" means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. "Performance rating" means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
19. "Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
20. "Principal" means a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to KAR Title 16.
21. "Sources of evidence" or "source of evidence" means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
22. "Summative evaluation" is defined by KRS 156.557(1)(b).
23. "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. "Teacher" means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to KAR Title 16.

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

EVALUATION PLAN REVIEW COMMITTEE ROLE

704 KAR 3:370 (revised) requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of Boyle County's Evaluation Plan Review Committee shall be: to establish a framework for the purposes of supporting and improving the performance of all certified school personnel, to develop written guidelines to follow in implementing a system of evaluation for certified school personnel, and to establish an appeals procedure for certified school personnel.

The Evaluation Plan Review Committee shall consist of a teacher and an administrator representing each school. Each school will be responsible for the selection of its teacher and administrator representative.

The committee will recommend the plan for approval by the Boyle County Board of Education.

**EVALUATION CYCLE TIMELINE FOR
MANAGEMENT OF PROFESSIONAL GROWTH PLAN**

STEP	TIMELINE
<p>1. Build Individual Professional Growth Plan (includes self-reflection) - all certified employees</p>	<p>1.</p> <ul style="list-style-type: none"> ● As early as MAY 1 of the current school year, & ● No later than OCTOBER 1 of the ensuing school year
<p>2. Review Evaluation Plan, including Domains, Components, Indicators, and Performance Levels in Danielson Framework 2a. Give out applications for local evaluation appeals panel</p>	<p>2.</p> <ul style="list-style-type: none"> ● No later than the END OF 1ST MONTH of employees (teachers and administrators) reporting for employment (30 calendar days of reporting for employment) Note: Observations may begin after evaluation training takes place <p>2a.</p> <ul style="list-style-type: none"> ● Before SEPTEMBER 1
<p>3. Individual Professional Growth Plan (or Individual Corrective Action Plan, if needed) is signed.</p>	<p>3.</p> <ul style="list-style-type: none"> ● Implement Action Plan or Growth Plan ● At any time, conferences may be conducted and Individual Corrective Action Plans and/or memos written to note areas of concern. These memos become part of the evaluation folder
<p>4. Continuous Observations/Conferences/Corrective Action Plans</p>	<p>4. At any time; prior notice is not required</p>
<p>5A. Assess results, review/revise if needed, the current year's Professional Growth Plan 5B. Evaluator recommendation for non-renewal of contract</p>	<p>5A. No later than the LAST DAY OF THE SCHOOL YEAR.</p> <p>5B. In writing to the Superintendent no later than APRIL 15.</p>
<p>6. All summative evaluations completed</p>	<p>6. Summative evaluations due to central office by APRIL 15</p>

Certified Evaluation Timeline

Timelines	Evaluative Process for Non-Tenured Teachers		Evaluative Process for Tenured Teachers	
	PRINCIPAL	TEACHER	PRINCIPAL	TEACHER
August - December	<p>PRINCIPAL Data Conference #1</p> <ul style="list-style-type: none"> • Growth plan coaching and evaluation (PGP completed and approved by Oct 1) • 2 Mini-Observations • 2 Walk Throughs 	<p>TEACHER Data Conference #1</p> <ul style="list-style-type: none"> • Growth plan development (including self-reflection), submission, and approval • Plans for Deeper Learning Activity if applicable • Mini-Observation By Evaluator (post observation conferences include self-reflection) 	<p>PRINCIPAL Data Conference #1</p> <ul style="list-style-type: none"> • Growth plan coaching and evaluation (PGP completed and approved by Oct 1) • Mini-Observation (Year 1 only) • 2 Walk Throughs 	<p>TEACHER Data Conference #1</p> <ul style="list-style-type: none"> • Growth plan development (including self-reflection), submission, and approval • Plans for Deeper Learning if applicable • Mini-Observation By Evaluator (Year 1 Teachers Only)
January - April	<p>Data Conference #2</p> <ul style="list-style-type: none"> • One (1) Formative Observation • MAP data • Deeper Learning Activity • Examine common assessments, KPREP data, exit slips, flashbacks, and other data and develop specific plans for specific classes and children • 1 Walk Through Observations • Formative Observation Post-Conference 	<p>Data Conference #2</p> <ul style="list-style-type: none"> • Share all common assessment and other data (including MAP and KPREP) so far and Deeper Learning results • Self-reflection • 1 Formative Observation (post observation conference includes self-reflection) 	<p>Data Conference #2</p> <ul style="list-style-type: none"> • MAP data • Deeper Learning - Discuss student performance • Examine common assessments, KPREP data, exit slips, flashbacks, and other data and develop specific plans for specific classes and children • Mini Observation (Year 1 only) • 1 Walk Through Observations • Formative Evaluation and Post-Conference (year 2 only) 	<p>Data Conferences #2</p> <ul style="list-style-type: none"> • Mini-Observation (Year 1 Teachers Only) • Post-observation conferences include self-reflection

	<p>Data Conference #3</p> <ul style="list-style-type: none"> • Deeper Learning • Examine common assessments, exit slips, flashbacks, and other data to determine progress of specific classes and children • Determine student progress and growth • Summative conferences 	<p>Data Conference #3</p> <ul style="list-style-type: none"> • Share common assessment and other data so far and Deeper Learning results for all classes (includes self-reflection) • Summative Conference (self-reflection and determination of overall performance label) 	<p>Data Conference #3</p> <ul style="list-style-type: none"> • Deeper Learning • Examine common assessments, exit slips, flashbacks, and other data to determine progress of specific classes and children • Determine student progress and growth • Summative Conferences 	<p>Data Conference #3</p> <ul style="list-style-type: none"> • 1 Formative Observation AND Summative Conference (Year 2 Teachers Only) • Post-observation conferences include self-reflection
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Note: BCTIP teachers will participate in two (2) formative observations by their evaluator and three (3) formative observations by their mentor during the year.

Specialist Frameworks for Other Professionals

Other Professionals: Other Professionals will be evaluated using Specialists Framework tailored for their job descriptions. All other elements of performance ratings will be identical to the CEP.

<https://education.ky.gov/teachers/PGES/TPGES/Documents/OPGES%20Framework%20School%20Guidance%20Counselors.pdf>

Evaluation Standards and Performance Criteria for Teachers and other Professionals

<i>The Kentucky Framework for Personnel Evaluation Role Group, Measure, and Performance Criteria</i>				
	Performance Measures			
Performance Criteria	<i>1: Planning</i>	<i>2: Environment</i>	<i>3: Instruction</i>	<i>4: Professionalism</i>
<u>Teacher</u> Kentucky Framework for Teaching	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other</u> Professional Kentucky Frameworks for Teaching - Specialists Frameworks	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities

THE EVALUATION PROCESS

EMPLOYEE ORIENTATION TO EVALUATION PLAN

Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's evaluation system within 30 calendar days of employees reporting for employment. This includes providing a copy of the evaluation plan to all employees in the Fall. Thereafter, the annual review will include providing a copy of the certified evaluation plan to all new employees and to any returning employee who requests one. The contents of the evaluation plan must be reviewed with each employee prior to any observation/evaluation. Observations may begin after the evaluation training takes place.

The annual review shall be an explanation of the contents of the evaluation plan, including the Evaluation Standards and Performance Criteria for Teachers, Other Professionals and Administrators. Each building principal is responsible annually for developing and explaining to building personnel the Measures, Components, Indicators, Performance Levels, and other Performance Criteria and Evaluation Standards in the Certified Evaluation Plan, as well as any criteria that are building specific, based on the schools' CSIP. The building principal is responsible for providing, upon employee request, a copy of any additional job description, which is not included in this Evaluation Plan.

The list of Evaluation Standards and Performance Criteria for Certified Staff shall be considered the standard the evaluatee is expected to meet. It is important that these criteria (and other performance expectations covered by the criteria, such as descriptions, applicable local Board policies, and the Kentucky School Personnel Code of Ethics) be understood by all parties.

INDIVIDUAL PROFESSIONAL GROWTH PLAN

All Teachers and Other Professionals participate in self-reflection and professional growth planning each year. The Professional Growth Plan is an individualized plan that includes goals for enrichment and development that are established by the person being evaluated with the assistance of the evaluator. It will be based on measurable student data and will include action plans to achieve the goals/objectives and a method of evaluating success. Teachers may document the IPGP in a district electronic evaluation collection tool.

An employee's Individual Professional Growth Plan (IPGP) must be aligned with the specific goals, objectives, and action plans of the school's Comprehensive School Improvement Plan (CSIP) and Professional Development plan, and the Evaluation Standards and Performance Criteria of the district evaluation system.

The Professional Growth Plan can be built as early as May 1 of the current year for continuing employees. The advantage of including the IPGP in the spring for the next school year is that professional development activities tied to growth objectives may be available for the certified employee during the summer before the next school year. The IPGP must be completed with employees new to a building (newly hired or transferred employees) no later than October 1 of the new school year.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

The IPGP must be reviewed annually by the evaluator and evaluatee. This should occur during data conference #3 for teachers and by April 15 for non-teaching certified school personnel. When new growth objectives for an IPGP are appropriate, they may be developed during the end-of-year conference for the succeeding school year. Principals will report to their evaluator the extent to which teachers in the building have developed IPGPs, and their plan for approving and monitoring IPGPs.

The self-reflection process is a key to professional growth and improvement, and is ongoing. Teachers will demonstrate self-reflection during each data conference (total of 3) and the summative conference. Self-reflection will be required and evident as teachers discuss student performance on common assessments, MAP, and Deeper Learning tasks. In addition, self-reflection will be a required component during all post-observation conferences (full observations and mini-observations), as well as development and monitoring of the IPGP.

In the event that an employee is hired late in the year, the employee must be trained in PGES and the certified evaluation plan within 30 calendar days of reporting for employment. The new employee must have an IPGP developed and submitted for approval within 30 calendar days of being trained on PGES and the certified evaluation plan.

FORMATIVE EVALUATION

Formative evaluation, by definition in 704 KAR 3:345, is a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance. All monitoring or observation of performance shall be conducted openly and with full knowledge of the employee.

Formative Observation Framework:

Three observations are required in the summative cycle.

All BCTIP teachers will receive five formative observations with pre- and post-conferences – 2 from the principal and 3 from the mentor. (Please see the appendix for all BCTIP details).

Non-tenured and tenured teachers will be observed using the plan as described below:

<i>Non-Tenured (Every Year)</i>	<i>Tenured (2 Year Cycle)</i>
2 Mini-Observations By Evaluator (to be completed in the first semester) 1 Full-Length Observation (to be completed in the second semester) 1 Summative Conference	<u>Year 1:</u> 2 Mini-Observations By Evaluator (one per semester) <u>Year 2:</u> 1 Full-Length Observation (to be completed in the second semester) 1 Summative Conference

Additional info:

- If a teacher is hired after the 60th school day, he/she will receive a minimum of one (1) mini-observation by the evaluator, one (1) mini-observation by a peer, one (1) full-length observation by the evaluator, and a summative conference.
- If a teacher or other professional evaluatee does not report for work sixty (60) or more consecutive school days, the evaluatee’s minimum number of observations will be reduced to one (1) peer observation, one (1) full-length observation by the evaluator, and a summative conference.
- If a tenured teacher rates “ineffective”, that teacher will move to the non-tenured observation plan for the following year and in subsequent years until he/she is rated above “ineffective” during his/her summative evaluation.

All observations will be completed using the Danielson Framework and may be entered into a district electronic evaluation collection tool. If a peer observation is conducted, it will include no

summative or evaluative comments and may be entered into the district electronic evaluation collection tool program. All teachers that conduct peer observations will be trained to complete peer observations. Peer observations may be assigned at the discretion of the principal.

In addition to mini-observations, every teacher will receive a minimum of 2 walk-through observations per year. During these walk-through observations, a district Learning Walk form or a school-designed form may be used.

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialist shall be provided. The selection of the third party observer shall be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five (5) working days of the teacher's written request, the evaluator shall select the third party observer

During the formative evaluation cycle for certified non-classroom employees, data will be collected according to the standards of their framework.

Before every full-length observation, a pre-observation conference is required. This conference must happen before the observation, but a specific time frame is not required. This conference may happen in person or electronically, meaning the evaluator may electronically submit the plan for the lesson to be observed and the evaluator may provide pre-observation feedback electronically. Pre-observation conferences are not required for mini observations.

In identifying areas (strengths, enrichment, and/or improvement) to be recognized in the Post-Observation Conference, there is no set number. Sometimes more areas will be identified than actually will be targeted. The evaluator will decide the most important priorities and key the emphasis upon them. The priorities could be areas of strength, enrichment, and/or improvement. Post-observation conferences shall occur within 5 work days of the observation, and are required after both mini-observations and full-length observations, and may happen in person or electronically.

For classroom teachers, if any component during formative or summative conferences is rated as Ineffective, there must be a corresponding action plan to remediate or assist. This may be specifically noted and written on the Framework for Teaching Form, or an Individual Corrective Action Plan (ICAP) may be established. For non-classroom teachers, if an area of improvement is noted in a conference, the item must have a corresponding prescription, or action plan, to remediate or assist. This may be specifically noted on an Individual Corrective Action Plan (ICAP) that may be established.

During the post-observation or summative conference, once an area of improvement, with corresponding procedures, has been noted on either a Framework for Teaching Form Post-Observation Conference Form or an ICAP, its implementation begins immediately. The primary responsibility for initiating activities and procedures in either an ICAP or Formative Report Form is

with the evaluatee, except as written otherwise and agreed upon during conferencing. Creation of an individual corrective action may happen at the principal's discretion based on formative evaluation data, summative evaluation data, or for other reasons (e.g. Code of Ethics violation, etc.)

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress. If satisfactory progress is being achieved, few modifications, if any, will be called for. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. Contacts other than the first and subsequent formative observations/conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences be held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process. To this end, each certified person new to the district shall receive training in the use of effective teaching strategies and a common terminology for teaching behaviors, using a variety of research-based models.

The evaluator will be expected to make formal/informal observations, as appropriate, so that meaningful feedback can be given in a clinical way - emphasizing objectivity in data collection and collaboration in its interpretations. Administrators in Boyle County who will be primary evaluators have been and will be trained in the concepts and skills of clinical supervision and in a variety of observational processes. In addition, certified employees designated as evaluators will complete training which allows their compliance with KRS 156.557(3)(c); 704 KAR 3:345 Section 6(5).

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. This training consists of 12 hours of training and is provided by KDE and KASA.

To ensure consistency of observations, evaluators must also be trained yearly on best practices. Principals will receive six (6) hours of EILA approved evaluation update training each year. This training will allow observers to develop a deep understanding of the four performance measures of the Frameworks. All new administrators will complete evaluation training by October 1. All staff who serve as observers will receive specific training annually on best practices in observation, as well as observer practice for inter-rater reliability.

Supervisors hired late will be given access to Initial Certified Evaluator Training immediately, and support will be given to these supervisors in completing their training through a mentor assigned by the superintendent.

- Only supervisors who have completed initial certified evaluation or update training can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the required training, the district will provide the following supports:
 - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

In cases where the supervisor has not completed the required training 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:

- If an administrator has difficulty achieving certification, support will be provided through individual or small group mentoring/coaching sessions provided by district staff and/or other certified administrators.
- In the event that an evaluator who has completed training is not available to one or more staff members, an alternate evaluator will be assigned by the superintendent. In a school in which multiple evaluators are employed, evaluations will be assigned to other administrators with the proper certification. If no other evaluator with certification exists within the building, an alternate evaluator will be assigned by the superintendent. This may be another certified evaluator from within the district or a temporary hire from outside the district.
- If an evaluator is hired late and has not completed required evaluation training, they will have 30 calendar days to complete the training.

Data Conferences

Three (3) data conferences are required between the evaluator and the evaluatee every year. The first data conference must happen by October 1. The second data conference must happen by February 1st, and the third data conference must happen by April 15. More data conferences may be scheduled if needed. Teachers will complete all necessary data collection and record it on the data conference worksheet prior to the data conference with the principal.

Student Growth

Growth can be monitored the following ways.

- 1) Content Mastery - A benchmark of 70% will be set for proficient and 90% for distinguished on common assessments. At each data conference, common assessment results will be presented for each assessment that has been given. The principal and teacher will set goals for the level of proficiency desired. They will also make plans for and/or reflect on the performance of individual students and the class as a whole that will result in the desired level of proficiency. Levels of proficiency will be monitored at each conference and will serve as one source of data.
- 2) MAP testing - Student growth goals will be set based on the Fall administration of MAP. Teachers will present their student growth goals to their evaluator during the following data conference when MAP testing occurs.
- 3) Deeper Learning - Growth can be monitored using the ratings sheets. Many teachers will be required to complete 2 Deeper Learning Activities each year.
- 4) Enduring Skills - Growth can be monitored on selected enduring skills.

Boyle County Student Growth Measurement

Using the Ratings sheets, Deeper Learning #1 or Enduring Skills Measurement #1	MAP
<ul style="list-style-type: none"> ● 0.0 to 0.9 (Expected Growth = 1.3 to 1.5 points) ● 1.0 to 1.9 (Expected Growth = .8 to 1.0 points) ● 2.0 to 2.5 (Expected Growth = .6 to .7 points) ● 2.6 to 2.9 (Expected Growth = .4 to .5 points) ● 3.0 to 3.5 (Expected Growth = .2 points) ● 3.6 to 3.9 (Expected Growth = .1 points) 	<p>Low Growth = Less than 55% of students in class(es) meeting expected RIT goal from Fall to Winter*</p> <p>Expected Growth = 55% -75% of students in class(es) meeting expected RIT goal from Fall to Winter*</p> <p>High Growth = More than 75% of students in class(es) meeting expected RIT goal from Fall to Winter*</p> <p>* Based on point by point MAP goal-setting function</p>

Deeper Learning Specifics

Deeper Learning activities/presentations of learning will be evaluated by the deeper learning ratings sheets by the principal for quality of the design and effectiveness of the implementation of the DL event. Teachers are encouraged to invite district personnel, community members, peer teachers, and/or students to each Deeper Learning event.

Deeper Learning units (PBL, LDC, IBL, MDC, other) will be developed by teachers and submitted to school administrators for quality control. The quality control process will be focused on rigor (as evidenced by congruence between both the activities and assessments and the learning targets for the unit) and adherence to the district guidelines for quality Deeper Learning units.

Each Deeper Learning activity will encourage 21st century skills. The Deeper Learning Ratings sheets should be used to help ensure rigor and progress with 21st century skills. A common, district-wide rubric exists to measure these skills.

At each data conference, Deeper Learning results will be presented for each activity that has occurred. The principal and teacher will monitor progress toward their growth goals, make plans for and/or reflect on the performance of individual students, and discuss the growth of the class as a whole toward the desired level of skill proficiency. Ongoing self-reflection will be a key component of the data conference process.

Content Mastery Protocol

Common Assessments are those assessments created by teachers in content teams and have been quality controlled for congruence at the district level. Common assessments must be used as the primary summative assessment at the end of a unit and/or nine weeks. In the utilization of common assessments, the following methods are prohibited:

- Students may not use open notes or study guides during the common assessment
- Students may not be given bonus points on common assessments
- If a teacher allows students to retake all or part of a common assessment for partial credit, the score reported to the principal during data conferences must be the original score
- Students must take the common assessments as an individual, not in groups or pairs
- Students may not take the common assessment as a take-home test
- Teachers may not score the common assessment “on a curve” – the score reported must be the actual score
- Common assessments will not be given in a whole group setting with the teacher reading the test to the class, with the exception of grade K and 1, in which common assessments may be given in small groups. Students with disabilities who have a reader listed as an accommodation may have the test read to them.

I-Ready Administration Protocols

- The classroom teacher may be present during I-Ready administration. However, the teacher is prohibited from providing help to students as they complete the test. Teachers may give encouragement and clarify directions when needed, but will not provide clarification or assistance for students regarding content or processes within questions on the test.
- Because MAP is a nationally normed, adaptive achievement test, students with disabilities who have “reader” listed as an accommodation on their IEP may not have a reader on the reading portion of the test. These students may, however, have a reader on the math and language tests.
- Teachers must ensure, to the best of their ability, that testing conditions are identical during all of the administrations of I-Ready (Fall, Winter, Spring). This includes but is not limited to, the time of day and/or period during which the test is given, and the quality of the testing environment – quiet and free from distractions, encouraging tone set by the teacher, teacher attentiveness, etc.
- Reading and Math must be given on separate days(K-8).

Teacher Signature (acknowledges understanding of common assessment and I-Ready protocols)

_____ Date: _____

Other Sources of Evidence Chart: By Grade Level And Content Area

Level	Content	Other Sources of Evidence	Growth Measurement
K-2	All Subjects	Common Unit Assessments, MAP	MAP
3-5	Math and Reading	Common Unit Assessments, MAP, KSA	MAP and KSA
3-5	Science and Social Studies	Common Unit Assessments, KSA, Deeper Learning(2)	Two Deeper Learning Activities- one per semester
6-12	All	Common Assessments, KSA, Deeper Learning(2)	KSA, and two Deeper Learning Activities - one per semester
6-12	Science, Social Studies, CTE and Related Arts	Common Assessments, KSA, Deeper Learning(2)	Two Deeper Learning Activities - one per semester
K-12 Nine week classes and elementary weekly “specials” classes (only see the same group of students once per week), K – 12 Foreign Language, and preschool	Foreign Language, Art, Music, PE, Life Skills, Band, Drama, Dance, and classes as assigned by principal	Enduring Skills (local) or Deeper Learning (see above description) – Teachers will identify enduring skills (skill statements of learning that endure beyond a test date) that embody their course. In the first data conference of the year, the teacher will identify one or more enduring skills that is deficit in one or more classes. With the principal, the teacher will develop both a plan to ensure student growth in terms of that skill and a measurement tool to be used before the 2 nd and 3 rd data conferences. A measurement tool must be designed to show growth in the enduring skill.	

Note: Teachers who administer Deeper Learning events must do the same type of event (LDC, MDC, IBL, PBL or other) during both administrations.

Other sources of evidence that can be used to support the evaluation process:

- Communication logs
- Timely, targeted feedback from mini or informal observations (walk-through observations)
- Student data records
- Student work
- Teacher reflections and/or self-reflections
- Teacher committee or team contributions
- Engagement in professional development
- Action research

SUMMATIVE EVALUATION

Summative evaluation means the summary of, and conclusions from, all evaluation data, including formative evaluation data. Summative evaluations will occur at the end of a non-tenured employee's evaluation cycle annually and a tenured employee's evaluation cycle every 2 years. The Summative evaluation process includes a conference between the evaluator and the evaluated certified employee and a written evaluation report. At the conclusion of the evaluation cycle, the evaluatee will also have the opportunity to submit a written statement in response to the summative rating. The response will be included in the official personnel record.

The evaluator will assess results, reviewing all data collected during the evaluation cycle under which the evaluatee falls. This is done so the evaluator can make a determination whether or not an evaluatee's work is satisfactory, and, if necessary, can be done at any time during the cycle, so long as previous steps in the cycle have been completed and documented. Teacher performance will be determined based on multiple sources of data. Then, a teacher summative rating will be determined by a combination of formative observation, growth data, and other sources documented during the evaluation cycle.

In deciding whether or not an evaluatee's work is satisfactory, the evaluator shall identify the Performance Measures and indicators which are being met as determined by the Performance Levels, and, where they are not being met, whether movement toward attainment is indicated by reviewing data from formative evaluation (i.e., evaluatee's progress, or lack of, toward accomplishment of improvement objectives established for the employee).

Non-attainment of a domain does not necessarily indicate overall unsatisfactory performance. Failure - either through unwillingness or inability - to make satisfactory progress as previously documented by the evaluator on Framework for Teaching Forms, Individual Corrective Action Plan(s), memos, the Data Conference Worksheet, or other forms of documentation - does indicate overall unsatisfactory performance. When this is the case, the evaluator must indicate in the appropriate place on the Summative Evaluation Form.

For those employees whose Summative evaluation will result in a termination of employment, the written recommendation for non-renewal of contract accompanied by supporting documentation, must be given to the Superintendent no later than April 15. Official notice of contract non-renewal must be given to the employee no later than May 15th of the school year during which the contract is in effect (KRS161.750 (2)).

Determining the Summative Rating for Certified Staff

Supervisors are responsible for determining a Summative Rating for each certified staff member at the conclusion of their yearly summative evaluation. The Summative Rating is informed by the Kentucky Frameworks and PSEL. The evaluator determines the Summative Rating based on professional

judgment informed by evidence that demonstrates the educator's performance against the Performance Measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Evaluation Rating

The Kentucky Framework for Teaching and Other Specialists stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific performance measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will:

- 1) Organize and analyze evidence for each individual educator based on these concrete descriptions of practice
- 2) Determine the individual performance measure ratings through the use of sources of evidence and professional judgment.
- 3) Apply Decision Rules for determining an educator’s overall rating.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Performance Measure at the culmination of an educator’s cycle. The evaluator will provide a summative rating for each measure based on evidence and may record in the district electronic evaluation collection tool.

Determining the Summative Rating

All summative ratings must be recorded in the district-approved platform. Evaluators will determine a rating for each of the 4 performance measures and then apply decision rules for summative ratings.

A certified employee’s Overall Performance Category is determined by the following criteria:

CRITERIA FOR DETERMINING A CERTIFIED STAFF MEMBER’S SUMMATIVE RATING

IF...	THEN...
Measures 2 AND 3 (Environment and Instruction) are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE
Measures 2 OR 3 (Environment or Instruction) are rated INEFFECTIVE	Performance Rating shall be DEVELOPING or INEFFECTIVE
Measures 1 OR 4 (Planning or Professionalism) are rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Performance Rating shall be EXEMPLARY

Decision Rules for Determining Educator’s Summative Rating

- Creation of an individual corrective action may happen at the evaluator’s discretion based on formative evaluation data and/or for other reasons (e.g. Code of Ethics violation, etc..), and MUST happen based on summative evaluation findings of “Ineffective” in any Domain.

Professional Growth Plan and Summative Cycle

Based on the overall Summative Rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the chart below.

PGP and Summative Cycle Matrix

Type and Length Of Plan For Evaluatees		
Exemplary/ Accomplished	Collaborative Growth Plan <ul style="list-style-type: none"> • Goals set by evaluatee with evaluator input • One goal must focus on area identified by “Low” Student Growth Measure 	Self-Directed Growth Plan <ul style="list-style-type: none"> • Goals set by evaluatee with evaluator input • Activities are evaluatee directed/designed and implemented with colleagues
Developing	Evaluator Directed Growth Plan <ul style="list-style-type: none"> • Goal Determined By Evaluator • Focus on Low Performing Areas observed Through Professional Practice Measures • Activities will be determined/designed by evaluator with evaluatee input • Additional observations beyond “2 and 2” plan required (teachers only) 	
Ineffective	Up To 12 Month Improvement Plan <ul style="list-style-type: none"> • Goal Determined By Evaluator • Focus on low performing areas 	Evaluator Directed Growth Plan <ul style="list-style-type: none"> • Goal Determined By Evaluator • Focus on Low Performing Areas observed Through Professional Practice Measures • Activities will be determined/designed by evaluator with evaluatee input • Additional observations beyond “2 and 2” plan required (teachers only)

ADMINISTRATORS WHO RECEIVE ANNUAL EVALUATIONS

Administrators who receive annual Summative evaluations according to 704 KAR 3:370 are central office certified staff, principals, assistant principals. These administrators must have an individual Professional Growth Plan and a Summative Evaluation each year, whether they are tenured or non-tenured.

PRINCIPALS, ASSISTANT PRINCIPALS, and DISTRICT LEVEL ADMINISTRATORS

Principal evaluations are conducted by the superintendent, while assistant principal evaluations are conducted by the building principal. District level administrators are conducted by their immediate supervisor. The Superintendent is evaluated by the Board of Education.

MULTIPLE SOURCES OF EVIDENCE

- Professional Growth Planning
- Evaluatee Self-Reflection
- Observations of evaluatee in work settings
- Data (Relevant To Job Performance)
- Other measures of progress in targeted areas
- Evaluation Conferences (2 per year)
- Other sources (surveys, etc.)

OPPORTUNITY FOR RESPONSE

Both parties in the Boyle County evaluation system have the opportunity to make written comments in spaces provided on Individual Corrective Action Plans and the Summative Evaluation form. Additional written responses may also be made and attached. Signatures on evaluation forms merely indicate that the evaluation process has been executed and do not necessarily indicate an agreement.

A copy of the evaluation shall be provided to the evaluatee. 704 KAR 3:345, Section 4(2)(e).

OFFICIAL FORMS

All evaluations of certified staff in the Boyle County School System will be recorded on official forms provided in this plan or their digital equivalent, and all summative evaluation forms (except the superintendent's) will be filed in the employee's personnel file at the Board office.

THE RIGHT TO APPEAL

The Boyle County Board of Education shall establish and maintain an evaluation appeals panel for certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

APPEALS PROCESS

For appeals to the local evaluation appeals panel, all certified personnel shall have the:

1. Right to a hearing as to every appeal; and
2. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
3. Right to presence of evaluatee's chosen representative.

I. PROCEDURE FOR CERTIFIED PERSONNEL WISHING TO APPEAL AN EVALUATION

A. Summative

1. No more than ten (10) work days after receipt of the final evaluation forms, the certified employee must present a request, on the appropriate form, for a review of the evaluation to the Appeals Panel c/o the Superintendent. The request must:
 - a. Be attached to a copy of the final evaluation form.
 - b. Include a written statement which details both the disagreement and the reason(s) for his/her disagreement (procedural and/or qualitative).
2. The Chair will convene the Appeals Panel and it will complete its review of the evaluation data no more than five (5) work days after receipt of the request for review. The panel may issue, to both appellant and evaluator, no more than two (2) work days after meeting to review the appeal, an invitation to meet with the panel. The purpose of this review will be to obtain additional information needed to prepare for a hearing.
 - a. All documentation obtained to this point is made available to both the evaluator and evaluatee, and both parties are notified of the hearing date by the Chair of the Appeals Panel.
 - b. This hearing is to take place no more than five (5) work days after receipt of the notification.

- c. Both the appellant and the evaluator are notified of the right to be accompanied by a chosen representative.
 - d. After reviewing all documents and interviewing both evaluator and appellant, the local appeals panel will reach its decision by consensus.
 - e. The panel shall issue its written opinion to the Superintendent, within three (3) work days. A copy of the results of the hearing shall be placed in the appellant's official file, attached to the Summative evaluation in question.
 - f. The entire process, from the time the appeal is filed until the panel issues its recommendation to the Superintendent, must be completed within fifteen (15) work days.
3. The superintendent must respond to the appellant no more than fourteen (14) calendar days after receipt of the written statement from the Appeals Panel's Chair. In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured appellees.
 4. Under the law, any certified employee has a right to appeal directly to the Kentucky Board of Education if the employee believes that the local school district failed to properly implement the approved evaluation system. The appeal shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

II. THE SELECTION PROCEDURE FOR ELECTED MEMBERS OF THE LOCAL CERTIFIED EVALUATION APPEALS PANEL

- A. Before September 1, yearly, all certified employees shall be given an opportunity to volunteer to serve as a member of the Certified Employee Appeal Panels.
- B. Employees interested in serving, if elected, are to express interest to the Central Office within one week of receipt.
- C. By September 15, the Central Office will prepare and distribute to all certified employees a ballot listing alphabetically all applicants, along with their position title and work location.
- D. Completed ballots are to be returned to the Central Office(digitally if possible) before the advertised due date.
- E. Central Office personnel will tabulate ballots and the two applicants receiving the

greatest number of votes shall be elected for one-year terms. If there is a tie a run-off election will be held. If no volunteers are received, the current members of the appeals panel will continue in their role on the panel (unless otherwise requested).

- F. Every two years, the superintendent will present to the Board, one certified member(will serve as the chair) and one alternate to serve a two (2) year term.
- G. The name of the elected and/or appointed applicants shall be presented to the Board at its next meeting so that the Board may appoint them to serve a two year term. The 3rd highest vote-getter shall be designated an alternate member by the Board.

EVALUATION FOLDER

The evaluatee and evaluator shall each set up a school evaluation folder. This folder may be digital, and will hold the following:

- Professional Growth Plan(s) (As described in 704 KAR 3:345, Section 1, Paragraph 11, (a, b and c).
- Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Conference Form, as required
- Summative Evaluation for Form

The above items will constitute the basic information that will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will cause to be placed in evaluatee's folders at the Central Office, the originals of the Summative Evaluation Form.. This form is to be considered the official copy of the evaluatee's performance report.

Notes:

- (1) For areas of strength, enrichment, and/or improvement, specific Standards and Criteria will be noted in a Formative Report form; either in narrative

- or by listing the number and letter.
- (2) Prescription - Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.

 - (3) **No** item regarding growth, poor or unacceptable performance, may be listed on either Formative or Summative Form(s) **unless it is written and a copy given to the evaluatee.**

 - (4) The evaluator's notes, at his/her option, may be attached to Formative Forms. Where they are, they become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.

 - (5) Records retention of the school (principal's working) evaluation folder should be as follows:
 - (a) Seven years, including four years of annual evaluation data for non-tenured employees, and three years data from the evaluation cycle after employee has gone on tenure;
 - (b) Thereafter six years, which includes data from two evaluation cycles for tenured certified employees.

CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records.

The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Principal and Assistant Principal in evaluatee's building, the Superintendent, and Program Directors.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.

Principal and Assistant Principal Evaluation

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District/School personnel that is being evaluated
4. **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
5. **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
6. **IMPACT Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.

Principal Evaluation

Timeline	Principal Evaluation
August - December	<ol style="list-style-type: none"> 1. Deeper Learning Phase 1 2. MAP data (August – December) 3. Common assessment data (August – December) 4. CEP implementation 5. Survey results 6. Principal Performance Standards (PSEL standards) discussed and principal scored 1 -4 on each Principal Performance documented based on 4 performance measures
January - June	<ol style="list-style-type: none"> 1. Deeper Learning Phase 2 2. MAP data – was growth achieved? 3. Common assessment data – are students mastering content? 4. CEP implementation monitored 5. Survey results 6. Principal Performance Standards (PSEL standards) discussed and principal scored 1 -4 on each Principal Performance documented based on 4 performance measures 7. Principal Performance documented based on 4 performance measures
July	Growth plan based on PSELStandards

Principal Evaluation Components – Overview and Summative Model

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards (leading to performance measures) and an overall Professional Practice rating is paramount in this process.

Professional Standards for Educational Leaders (PSEL)

<https://education.ky.gov/teachers/PGES/Documents/Professional-Standards-for-Educational-Leaders.pdf>

The PSEL are designed to support student achievement and professional best-practice through the standards of 1) Mission, Vision, and Core Values; 2) Ethics and Professional Norms; 3) Equity and Cultural Responsiveness; 4) Curriculum, Instruction, and Assessment; 5) Community of Care and Support for Students; 6) Professional Capacity of School Personnel; 7) Professional Community for Teachers and Staff; 8) Meaningful Engagement of Families and Community; 9) Operations and Management; 10) School Improvement. Included in the 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 summative rating 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. 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 or apply additional support 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 judgment will be used to rate administrators on standards. The standards will be considered holistically when assigning labels for each of the four (4) performance measures. To determine a summative label, the same decision making rules will be used that are used with other certified staff.

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Working Conditions Survey (IMPACT)
- Student Growth data
- Other Measures of student learning
- Products of Practice

Sources of Evidence Framework for Principals, Other Building-Level, and District-Level Administrators

Kentucky Principal Standards: Professional Standards for Educational Leaders (PSEL)	Performance Measure: Planning	Performance Measure: Environment	Performance Measure: Instruction	Performance Measure: Professionalism
	<p>Standard 1: Mission, Vision and Core Values</p> <p>Standard 9: Operations and Management</p> <p>Standard 10: School Improvement</p>	<p>Standard 3: Equity and Cultural Responsiveness</p> <p>Standard 5: Community of Care and Support for Students</p> <p>Standard 7: Professional Community for Teachers and Staff</p>	<p>Standard 4: Curriculum, Instruction and Assessment</p> <p>Standard 6: Professional Capacity of School Personnel</p>	<p>Standard 2: Ethics and Professional Norms</p> <p>Standard 8: Meaningful Engagement of Families and Community</p>
Required Sources of Evidence	Self-Reflection and Professional Growth Plan			
	Observations and/or Site Visits (conferences)			
	Multiple Measures of Student Learning			

Professional Growth Planning and Self-Reflection – completed by educational leaders

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.

All leaders will participate in self-reflection and professional growth planning each year. Professional growth plans will be due to the superintendent (or immediate supervisor) by October 1. If a leader is hired late, the professional growth plan will be due within 60 days of the first day of employment.

Site-Visits

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 will be conducted at least twice each year (once per semester) and post-conferences to discuss performance on observed Principal Performance Standards will occur during CIA meetings. If a principal is hired late, the superintendent will conduct at least two site visits. However, the timelines may be adjusted to meet the requirement. Evidence will be documented by the superintendent in the form of anecdotal notes and artifacts collected from the school. These meetings are held between the superintendent and principal and are not public. Principals will conduct a minimum of two evaluative conferences with assistant principals each year.

Products of Practice/Other Sources of Evidence

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules

Determining the Summative Rating

The evaluator is responsible for determining a summative rating for each of the 4 performance measures on the district provided summative evaluation tool and then apply decision rules for summative ratings.

A certified employee's Overall Performance Category is determined by the following criteria:

**CRITERIA FOR DETERMINING A CERTIFIED STAFF MEMBER'S
SUMMATIVE RATING**

IF...	THEN...
Measures 2 AND 3 (Environment and Instruction) are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE
Measures 2 OR 3 (Environment or Instruction) are rated INEFFECTIVE	Performance Rating shall be DEVELOPING or INEFFECTIVE
Measures 1 OR 4 (Planning or Professionalism) are rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Performance Rating shall be EXEMPLARY

Decision Rules for Determining Educator's Summative Rating

- Creation of an individual corrective action may happen at the evaluator's discretion based on formative evaluation data and/or for other reasons (e.g. Code of Ethics violation, etc.), and MUST happen based on summative evaluation findings of "Ineffective" in any Domain.

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the chart below.

Professional Growth Plan and Summative Cycle

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS

PROFESSIONAL PRACTICE RATING	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
	ACCOMPLISHED			
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
	INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.		
		LOW	EXPECTED	HIGH

Evaluation Standards and Performance Criteria for Education Administrators

Professional Standards for Educational Leaders (PSEL)

Standard 1: Mission, Vision, and Core Values:

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2: Ethics and Professional Norms:

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standards 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.

Standards 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.

Standards 5: Community of Care and Support for Students:

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes academic success and well-being.

Standard 6: Professional Capacity of School Personnel:

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7: Professional Community for Teachers and Staff:

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8: Meaningful Engagement of Families and Community:

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9: Operations and Management:

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

Standard 10: School Improvement:

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

CODE OF ETHICS
704 KAR20:680

Section 1: Certified personnel in the Commonwealth:

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

<u>THE STUDENTS</u>	<u>THE PARENTS</u>	<u>EDUCATION PROFESSION</u>
<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 of physical harm; and sexual assault 	<ul style="list-style-type: none"> ● Shall make reasonable 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 which maintain the dignity and integrity of the profession. ● Shall accord just and equitable treatment to all members of the profession in the 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.

Literacy Design Collaborative Ratings Sheet: Boyle County Schools**Design (Scale of 0 - Poor to 4 - Excellent)**

___ Rigor: Guiding /essential question (if applicable, depending on LDC template used) and task are intellectually rigorous.

___ Congruence: Task and sources are clearly connected to grade-level standards for the subject or course. LDC event is placed within the appropriate unit as a “formative” look at student mastery of the concepts that have been taught in the unit.

___ Text Connection: Task is based on multiple text sources, with primary sources strongly preferred. It is better if an excerpt from the textbook isn’t a source, but if it is, it may only be one of the sources. It is optimal for the task to contain 3-4 text sources, with students allowed to choose at least two texts to use when preparing to write in response to the task.

___ Critical Reading: The nature of the LDC is complex, requiring the student to demonstrate deep, critical understanding of the text, including all pertinent information and multiple variables within it.

___ Critical Thinking: Students must respond in a way that can be fully explained and defended, and student responses aren’t “cookie cutter” in nature. When critical thinking is required:

- Multiple correct/plausible responses are possible
- Arguments/stances aren’t easy and may have both positive and negative repercussions
- Responses/arguments require a well-reasoned rationale
- Responses require synthesis of information in text or other media that leads to a claim that may not be clear-cut or easy
-

___ Comprehensive Approach: There is clear evidence that the LDC event is more than just a “prompt written on the board”. Knowledge- and skill-building lessons have been developed and taught in the days leading up to the writing of the LDC piece.

___ Design Average

Implementation (Scale of 0 - Poor to 4 - Excellent)

___ Monitoring and Instruction: Teacher provides the appropriate amount of guidance and structure for writing, not so much structure that the students’ pieces become “cookie cutter”. Teacher provides students with “just in time” probing questions and tips for students, giving them just enough information to get them writing again.

___ Expectations and Modeling: Students have a clear understanding of what to do while working due to detailed, step-by-step explanations and modeling of the work to be done. Teacher uses both teacher and student exemplar models of various pieces.

___ Rubric: LDC has a detailed rubric that contains everything that will be assessed. Rubrics for 21st Century Skills have also been used for assessing the performance of each child in the class.

___ Implementation Average

Math Design Collaborative Ratings Sheet: Boyle County Schools**Design (Scale of 0 - Poor to 4 - Excellent)**

- ___ Rigor: MDC event is clearly connected to grade-level standards for this subject/course and is placed within the appropriate unit as a “formative” look at student mastery of the concepts that have been taught in the unit.
- ___ Diagnostic Work: Students have been grouped based on diagnostic data completed during the pre-assessment of the MDC.
- ___ Critical Thinking: MDC is an event with planned, pre-prescribed questions to ask during the lesson to promote critical thinking. These questions should be planned based on the student pre-assessment and asked during the lesson.
- ___ Communication: Students are required to communicate as they collaborate to complete the task. The MDC event is designed in such a way that student use of math vocabulary is an expectation, in addition to conversation about different methods that can be used to solve the problems.
- ___ Design Average

Implementation (Scale of 0 - Poor to 4 - Excellent)

- ___ Collaboration: The MDC event creates the need for conversation and cooperation within pairs or groups of students in order to succeed in the lesson. All members of the group are participating.
- ___ Fidelity: The MDC is implemented as it is designed and written, from start to finish. The teacher does not omit or change sections of the lesson.
- ___ Expectations and Modeling: Students have a clear understanding of what to do while working in pairs or groups through detailed, step-by-step explanations and/or modeling of the work to be done.
- ___ Monitoring: Teacher provides “just in time” probing questions (as prescribed by MDC) for student pairs or groups, as well as well-placed teacher tips, giving them just enough information to get them moving again when they aren’t productively struggling, but rather are “stuck”. MDC event is scaffolded in such a way that a “productive struggle” is required of all students in order to complete the next step or layer in the task. Completion of the entire task by all students isn’t necessarily required, but critical thinking is.
- ___ Assessment: MDC event concludes with a well-executed formative assessment that provides ample evidence of each child’s mastery of the concept or skill. “Formative” means the information gathered from the MDC event will be used to tailor instruction for the whole group, small groups, and individual students during the remainder of the unit. (Note: This element may be assessed and discussed by the principal during the data conference)
- ___ Implementation Average

Inquiry-Based Learning Event Ratings Sheet: Boyle County Schools
Design (Scale of 0 - Poor to 4 - Excellent)

___ Rigor: IBL event is clearly connected to grade-level standards for this subject/course. There is evidence that the student has gathered information from a variety of engaging sources.

___ Real-World and Relevant Compelling Question: IBL is relevant to the real world and is engaging to students.

___ Required Critical Thinking: Components require critical thinking and in tandem with the other components requires the student to demonstrate full understanding of multiple variables and pertinent information, then develop a solution, devise a path of action, and/or respond in a way that can be fully explained and defended by the student. When critical thinking is required:

- Multiple correct/plausible solutions, actions, or responses are possible
- Solutions, actions, or responses are unique
- Solutions, actions, or responses require well-reasoned arguments
- Solutions, actions, or responses require synthesis of information that leads to a decision that may not be clear-cut or easy
- Solutions, actions, or responses require a rationale

___ Formative & Summative Assessments: IBL includes formative assessments through supporting questions and tasks, and ends with a summative task.

___ Design Average

Implementation (Scale of 0 - Poor to 4 - Excellent)

___ Engagement: Teacher and students are overtly engaged in tasks rooted in texts and other relevant sources. Students are overtly engaged in both independent and group settings.

___ Facilitation and Instruction: Teacher demonstrates an optimal balance of active instruction versus facilitation, provides “just in time” probing questions and well-placed teacher tips that provide just enough information to get students moving again when they aren’t productively struggling, but rather are “stuck”.

___ Accountability: Students are working independently or collaboratively in a way that is designed to hold students accountable through formative and summative tasks.

___ Implementation Average

Project-Based Learning Event Ratings Sheet: Boyle County Schools**Design (Scale of 0 - Poor to 4 - Excellent)**

___ Rigor: PBL event is clearly connected to grade-level standards for this subject/course. There is evidence that the student has gathered information from a variety of sources, rather than just via lecture.

___ Real-World: PBL event details a real-life situation, problem, or project that someone in a real job would have to solve or create

___ Required Critical Thinking: PBL event reflects a complex problem or situation in which the student has to demonstrate full understanding of all of the variables, then devise a solution or path of action that can be fully explained and defended by the student. When critical thinking is required:

- Multiple correct/plausible solutions are possible
- Solutions are unique
- Solutions aren't easy and may have both positive and negative repercussions
- Solutions require well-reasoned arguments
- Solutions require synthesis of information that leads to a decision that may not be clear-cut or easy
- Solutions require a rationale
- Portions of student work required in the PBL are self-directed

___ Design Average

Implementation (Scale of 0 - Poor to 4 - Excellent)

___ Relevant Audience: During the Presentation of Learning, audience members consist of professionals and others who have in depth understanding of the topic, allowing them to ask critical questions that a lay person wouldn't be able to ask.

___ Rubric: PBL has a detailed rubric that contains everything that will be assessed. Rubrics for 21st Century Skills have also been used for assessing the performance of each child in the class.

___ Group selection and accountability: Students, in groups of 3-4, are working collaboratively in a way that is designed to hold all members accountability for equal participation during both the work phase and presentation. Students are required to adhere to timelines and meet set deadlines.

___ Implementation Average

Common Assessment Scores (Goal = 70% class average)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Avg.
1 st Period													
2 nd Period													
3 rd Period													
4 th Period													
5 th Period													
6 th Period													
Average													

MAP Growth Chart (High, Expected, Low)

	Map Class % of Students Meeting Expected Winter Score	<p>MAP Growth</p> <p>Low Growth = Less than 55% of students met their expected growth goal (Fall to Winter)</p> <p>Expected Growth = 55% to 75% of students met their expected growth goal (Fall to Winter)</p> <p>High Growth = More than 75% of students met their expected growth goal (Fall to Winter)</p>
1 st Period		
2 nd Period		
3 rd Period		
4 th Period		
5 th Period		
6 th Period		
Overall Average		

MAP Growth and Common Assessment Correlation

	Common Assessment Average	MAP Class % of Students Meeting Their Expected Growth Score (Fall to Winter)
1 st Period		
2 nd Period		
3 rd Period		
4 th Period		
5 th Period		
6 th Period		

Boyle County Teacher Internship Program

Mentors will be hired for every teacher completing his/her internship year. Mentors must have 3 years' experience and Rank II equivalency. Mentors will have these responsibilities:

- Attend 3 hours of mentorship training once every 3 years
- Attend 1 hour new teacher/mentor orientation luncheon
- Spend a documented 40 hours outside the classroom and 20 hours inside the classroom with a new teacher. Time will be spent planning, analyzing data, gathering materials, building digital resources, and providing other needed supports. Substitutes will be provided for in-class time.
- Attend BCTA sessions as needed(selected by BCTA administrative leaders) with new teacher – these hours may count as outside the classroom hours
- Perform 3 full-length observations (Fall, Winter, Spring) and participate in 3 joint post-observation conferences along with principal – joint conference #1 will be an orientation, and joint conferences #2 and #3 will be post-observation conferences
- Complete all mentor/mentee progress reports and submit them to the building principal.

New teachers required to complete BCTIP include any teacher with zero full years of experience, including Option 6 hires and those hired through other alternative certification routes. Any teacher hired after September 1 will not participate in BCTIP until the following school year. BCTIP teachers will be required to:

- Attend all BCTA sessions
- Complete a self-assessment at the beginning of the year and again immediately prior to joint conference #3
- Spend a documented 40 hours outside the classroom and 20 hours inside the classroom with a mentor. Time will be spent planning, analyzing data, gathering materials, building digital resources, and providing other needed supports. Substitutes will be provided.
- Perform 5 full-length lessons to be observed (Fall, Winter, Spring) – 2 by the principal and 3 by the mentor
- Participate in 3 joint post-observation conferences along with principal - joint conference #1 will be an orientation, and joint conferences #2 and #3 will be post-observation conferences
- Participate in 3 data conferences, providing data and other evidences, as requested, of any/all students' academic performance and growth (student names will not be included)

Principals/Assistant Principals will have these responsibilities:

- Provide all needed support to new teachers to facilitate significant growth during their internship year. This includes, but is not limited to:
 - Frequent, timely feedback
 - Walkthrough observations
 - Other building-related support (Infinite Campus navigation, copiers, purchase orders, emergency drills, etc.)
- Perform 2 full-length observations (Fall, Winter, Spring) and participate in 3 joint post-observation conferences along with mentor
- Complete all requirements of the Boyle County Certified Evaluation plan

Mentor Teacher Out-of-Class Mentoring Time

The mentor teacher is required to spend a total of 40 out-of-class mentoring hours with a teacher intern (16 KAR 7:010). "The resource teacher shall divide the consultation time.... into appropriate increments that provide support for the teacher intern throughout the semester." The mentoring time should be spread throughout the internship year with a minimum of 20 out-of-class hours per semester. Mentoring hours should be time spent with the intern to assist him/her in becoming a successful classroom teacher. All descriptions of approvable activities must reflect specifically with what the RT did with the intern and how these activities relate to student learning & the intern's professional growth.

The mentor teacher's out-of-class mentoring time should be completed with the intern when the mentor teacher is NOT being paid by the school district. This time can be after school hours, on days school is not in session and teachers aren't paid, or on weekends. It should not be done during regular school hours or on paid district professional development days, with the exception of required BCTA sessions.

The Following Are Examples of APPROVABLE Out-Of-Class Mentoring Activities:

- Discuss expectations of internship year & review KTIP materials.
- Review with intern the 22 Components of the Kentucky Framework for Teaching.
- Review with intern the intern's PGP & share strategies for addressing areas for growth.
- Work with intern to develop lesson plans.
- Discuss ways to add technology to incorporate stronger content into lesson plans.
- Discuss collaboration with other teachers/administrators & how the intern is doing.
- Discuss parent/teacher conferences & "role play" possible conference.
- Discuss discipline problems. Share strategies & techniques on discipline & classroom management such as re-arranging desks & setting rules.
- Discuss school policy & procedures & state guidelines for referring students to special education and completing IEPs.
- Collaborate to create a variety of assessments for lessons.

The Following Are Examples of UNAPPROVABLE Out-Of-Class Mentoring Activities:

- Working with students
- Parent/Teacher Conferences
- Attending faculty meetings
- Attending ballgames, dances, plays, parades, etc.
- Working concession stands for after school events
- Working bus duty or hall duty
- Attending baby or wedding showers or other parties
- Shopping at Wal-Mart or other stores
- KTIP Committee meetings
- Attending professional development activities/conferences together (with the exception of required BCTA sessions)
- Attending SBDM, Consolidated Planning, or other committee meetings

Mentor Teacher In-Class Mentoring Time

The mentor teacher is required to spend a total of 20 in-class mentoring hours assisting and assessing the intern within the school day (16 KAR 7:010). The mentoring time should be spread throughout the internship year with 10 hours per semester.

In-Class Mentoring Activities are defined as:

- In-Class Observations
 - where the Resource Teacher observes Intern
 - where the Intern observes the Resource Teacher
 - Collaborative Planning within school hours to provide prompt feedback on observations and discuss implications for the Professional Growth Plan (PGP)

In-class mentoring hours should be completed when the intern is teaching different classes and/or content and at different times during the day. Observe what is being taught, how it is being taught and how the intern is interacting with his/her classroom. Note the student's response and behavior. Share your observation with the intern and discuss/share strategies for improvement and implementation in his/her classroom. Offer praise for strengths in his/her teaching techniques.

The Following Are Examples of APPROVABLE In-Class Mentoring Activities:

- Observed intern teaching a lesson focused on listening skills of the students. Observed the intern's teaching style and interaction with students.
- Observed students working in groups on math manipulatives, geometric shapes and calendar activities. Intern moved from group to group assisting them as needed and answered questions. Particularly noted his/her assistance with a special needs student.
- Observed intern teaching a lesson on how to write responses to open-response questions.
- Observed intern's use of technology in the classroom. Intern used a Slides presentation to introduce a lesson on Life Science. Students appeared to like the presentation and interacted well with the intern.

The Following Are Examples of UNAPPROVABLE In-Class Activities:

- BCTIP Committee meetings
- Field trips
- Staff or faculty meetings
- Training sessions or workshops

BOYLE COUNTY SCHOOLS CERTIFIED EVALUATION PLAN FORMS

Individual Professional Growth Plan	Form A
Pre-Observation Form (Optional)	Form B
Formative Evaluation Form for Teachers	Form B1
Individual Corrective Action Plan	Form C
Local Evaluation Appeals Form	Form C1
Application for Evaluation to Membership-Local Evaluation Appeals Panel	Form C2
Summative Evaluation Form for Certified Employees	Form D
Formative Evaluation Form for Educational Leaders	Form E1
Formative Evaluation Form for Media Specialists	Form E2
Formative Evaluation Form for Counselors	Form E3
Formative Evaluation Form for Other Professionals	Form E4

Instructions for Completing the Individual Professional Growth Plan

This Plan is to be completed by the employee with assistance from the immediate supervisor.

Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2) © states, "The evaluation system **shall** include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.**

Does your growth plan goal(s) along with one of the school/district improvement goals or objectives?

Present Professional Development (PD) Stage

(Select one of the following PD stages that matches your personal stage of growth.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation

R = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

Growth Goal(s) and Objective(s)

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s) and Objective(s)?

Procedures and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objective(s)?

Additional Support

List additional personnel who may be involved in any aspect of the plan's accomplishment. For example: John Doe, Principal; Jane Doe mentor; I. M. Great, resource teacher.

Expected Impact

Describe the Expected Impact in terms of improved student performance, change in teacher practice, or completion of finished product.

Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s) and objective(s).

INDIVIDUAL PROFESSIONAL GROWTH PLAN

Name: _____ Position: _____

Date _____ Location _____

Present Professional Development Stage: Awareness Preparation Implementation Refinement

Growth Objective Goals(s) (describe desired outcomes):

Procedures and Activities for Achieving Goals and Objectives:

School and/or District Resources to assist in accomplishing the goals:

Expected Impact:

Evidence of Completion with Target Dates for completion or review:

Employee's Comments:

Supervisor's Comments:

Date Plan was Developed: _____ Signatures:	Plan was: <input type="checkbox"/> Achieved <input type="checkbox"/> Revised <input type="checkbox"/> Continued
Evaluatee/ Date	Evaluatee/ Date
Evaluator/ Date	Evaluator/ Date

PRE-OBSERVATION INSTRUMENT FOR TEACHERS

_____ Educator	_____ Date Pre-Conference	_____ School
_____ Subject Area	_____ Period / Time	_____ Grade / Level

Professional Growth Plan Performance Area: (Must reflect school goals in the School Plan)

Total # of Students in class _____ # of Students with IEP'S _____ # Years of Experience _____

Pre-Observation Worksheet

1. What are the lesson learning targets?

2. Standard # _____
is addressed in this lesson design.

3. How will you formatively assess the
students'
mastery of the content?

4. What teaching techniques will be used?

5. Is this experience
_____ a Deeper Learning Activity
_____ review
_____ new learning

6. List any specific teaching behaviors
you would like to be monitored.

7. Are there any special circumstances
of which the evaluator should be
aware?

Evaluatee's Signature
Date

Evaluator's Signature
Date

BOYLE COUNTY SCHOOLS FORMATIVE EVALUATION FORM FOR TEACHERS

Name: _____ Position: _____

Date _____ Location _____

Performance Measure	Component	Ineffective, Developing, Accomplished, Exemplary
Planning	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	
Environment	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	
Instruction	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	
Professionalism	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	

Strengths and/or Areas For Growth:

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____

BOYLE COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Name: _____ Position: _____

Date _____ Location _____

Standard Number	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method And Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

Individual Corrective Action Plan Developed:	Status: <u> </u> Achieved <u> </u> Revises <u> </u> Continued <u> </u>
<p>_____ Evaluatee's Signature (Date)</p> <p>_____ Evaluator's Signature (Date)</p>	<p>_____ Evaluatee's Signature (Date)</p> <p>_____ Evaluator's Signature (Date)</p>

**BOYLE COUNTY SCHOOLS
LOCAL EVALUATION APPEALS FORM**

Evaluation being appealed is:

_____ Formative

_____ Summative

_____ Copy of Post-Observation Conference Form is attached.

Reason for the Appeal: (Attach pages as needed)

_____ 1. For appeal of formative evaluation submit this form to Program Coordinator c/o the evaluator.

_____ 2. For second appeal of formative evaluation, submit this form to the Appeals Panel c/o the Superintendent.

_____ 3. For appeal of summative evaluation, submit this form to the Appeals Panel c/o the Superintendent.

NOTE: Evaluation records may be presented to and reviewed by the local evaluation appeals panel.

Signature of Appellant

Date appeal is filed

**APPLICATION FOR ELECTION TO MEMBERSHIP
LOCAL EVALUATION APPEALS PANEL**

EVALUATION PLAN

I, _____, am willing to serve as a member of the Local Evaluation Appeals Panel, if elected to do so by the District's certified employees.

Signature

Date

School

Grade/Subject Area

**BOYLE COUNTY SCHOOLS
SUMMATIVE EVALUATION FORM
CERTIFIED EMPLOYEES**

(This summarizes all the evaluation data including formative data, products and performances, evaluation folder materials, professional development activities, conferences and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Location _____

Performance Measure	Ratings (Ineffective, Developing, Accomplished, Exemplary)
Planning	
Environment	
Instruction	
Professionalism	
Overall	

Individual professional growth plan reflects a desire/ need to acquire further knowledge/ skills in the performance measure checked below:

1. ____ 2. ____ 3. ____ 4. ____

Evaluator's comments: _____

Evaluatee's comments: _____

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

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

- Signature does not signify agreement, but that the observation findings have been discussed with the evaluatee by the evaluator
- *Opportunities for appeal processes at both the local and state levels are a part of Boyle County Public Schools 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 local district plan.*

**BOYLE COUNTY SCHOOLS
FORMATIVE EVALUATION FORM
FOR EDUCATIONAL LEADERS**

Evaluatee _____ **Position** _____

Evaluator _____ **Location** _____

Performance Measures	Performance Level				Evidence
	I	D	A	E	
PLANNING					
Standard 1: Mission, Vision, and Core Values					
Standard 9: Operations and Management					
Standard 10: School Improvement					
ENVIRONMENT					
Standard 3: Equity and Cultural Responsiveness					
Standard 7: Professional Community for Teachers and Staff					
INSTRUCTION					
Standard 4: Curriculum, Instruction, and Assessment					
Standard 5: Curriculum of Care and Support for Students					
Standard 6: professional Capacity of School Personnel					
PROFESSIONALISM					
Standard 2: Ethics and Professional Norms					
Standard 8: Meaningful Engagement of Families and Community					

Evaluatee's Signature _____ **Date** _____

Evaluator's Signature _____ **Date** _____

**BOYLE COUNTY SCHOOLS
FORMATIVE EVALUATION FORM
Library Media Specialist**

Evaluatee _____ **Position** _____

Evaluator _____ **Location** _____

Performance Measures	Performance Level				Evidence
	I	D	A	E	
PLANNING	I	D	A	E	
1A: Demonstrating Knowledge of Content Curriculum and Process					
1B: Demonstration Knowledge of Students					
1C: Supporting Instructional goals					
1D: Demonstrating Knowledge and Use of Resources					
1E: Demonstrating a Knowledge of Literature and Lifelong Learning					
1F: Collaborating in the Design of Instructional Experiences					
ENVIRONMENT	I	D	A	E	
2A: Creating an environment of respect and rapport					
2B: Establishing a Culture for Learning					
2C: Managing Library Procedures					
2D: Managing student behavior					
2E: Organizing physical space					
INSTRUCTION	I	D	A	E	
3A: Communicating Clearly and Accurately					
3B: Using Questioning and Research Techniques					
3C: Engaging Students in Learning					

3D: Assessment in instruction (whole class, one-on-one and small group)					
3E: Demonstrating flexibility and responsiveness					
PROFESSIONALISM	I	D	A	E	
4A: Reflecting on practice					
4B: Maintaining Accurate Records					
4C: Communicating with School Staff and Community					
4D: Participating in a Professional Community					
4E: Growing and Developing Professionally					
4F: Collection Development and Maintenance					
4G: Managing the Library Budget					
4H: Managing Personnel					
4I: Professional Ethics					

Evaluatee's Signature _____ **Date** _____

Evaluator's Signature _____ **Date** _____

**BOYLE COUNTY SCHOOLS
FORMATIVE EVALUATION FORM
For School Counselors**

Evaluatee _____ **Position** _____

Evaluator _____ **Location** _____

Performance Measures	Performance Level				Evidence
	I	D	A	E	
PLANNING					
1A: Demonstrating knowledge of counseling theory and techniques					
1B: Demonstrating knowledge of child and adolescent development					
1C: Establishing goals for the counseling program appropriate to the setting and the students served					
1D: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district					
1E: Plan in the counseling program integrated with the regular school program					
1F: Developing a plan to evaluate the counseling program					
ENVIRONMENT					
2A: Creating an environment of respect and rapport					
2B: Establishing a culture for productive communication					
2C: Managing routines and procedures					
2D: Establishing standards of conduct and contributing to the culture for student					

behavior throughout the school					
2E: Organizing physical space					
INSTRUCTION	I	D	A	E	
3A: Assessing student needs					
3B: Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs					
3C: Using counseling techniques s individual and classroom programs					
3D: Brokering resources to meet needs					
3E: Demonstrating flexibility and responsiveness					
PROFESSIONALISM	I	D	A	E	
4A: Reflecting on practice					
4B: Maintaining records and submitting them in a timely fashion					
4C: Communicating with families					
4D: Participating in a professional community					
4E: Engaging in Professional Development					
4F: Showing professionalism					

Evaluatee's Signature _____ **Date** _____

Evaluator's Signature _____ **Date** _____

**BOYLE COUNTY SCHOOLS
FORMATIVE EVALUATION FORM
Other Professionals**

Evaluatee _____ Position _____

Evaluator _____ Location _____

Performance Measures	Performance Level				Evidence
	I	D	A	E	
PLANNING					
1A:					
1B:					
1C:					
1D:					
1E:					
1F:					
ENVIRONMENT					
2A:					
2B:					
2C:					
2D:					
2E:					
INSTRUCTION					
3A:					
3B:					
3C:					
3D:					
3E:					
PROFESSIONALISM					
4A:					
4B:					
4C:					
4D:					
4E:					

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____