

Robertson County School



Certified Evaluation Plan

Mission Statement

The mission of Robertson County Schools is to provide a safe, education-focused environment that fosters the development of all students to be college and/or career ready by graduation.

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PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

Section 1. Certified personnel in the Commonwealth:

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

To Students:

- Shall provide students with professional education services in a nondiscriminatory manner and in consonance with the accepted best practices 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; and
- 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.

To Parents:

- 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; and
- 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.

To the education profession:

- 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; and
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Assurances

Certified School Personnel Evaluation Plan

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

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156. 557).

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

All certified employees shall develop a Professional Growth Plan (PGP) and self-reflection that will be reviewed annually and aligns with school/district improvement plans.

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

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

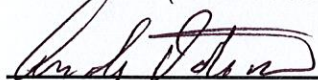
This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record (704.KAR 3:370).

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

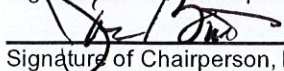
The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristics, as required by all applicable federal, state, and local laws.

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 7-15-2024 (704 KAR 3:370)



Signature of District Superintendent



Signature of Chairperson, Board of Education

7/22/24

Date
07/22/24

Date

Evaluation Advisory Committee

Administrators:

Aaron Massey, Assistant Superintendent/Instructional Supervisor
Tamara Leadingham-Jones, Director of Special Education
Shanda Gay, Principal

Teachers:

Lauren Hughes
Lenita Henson
Thomas Mitchell

EVALUATEE

Superintendent

Principal

Assistant Superintendent

Supervisors

Coordinator of ELL and Migrant Services

Director of Pupil Personnel

Food Service Director

Director of Human Resources

Director of Professional Development

Director of Categorical Program(Pre-School)

Director of Special Education

Gifted & Talented Coordinator

Assistant Principal

Gifted Instructor

Day Treatment/Alternative School

Special Education Teacher Consultant

District Assessment Coordinator

Teacher of Hearing Impaired

Special Education Teachers

Technology Resource Teacher

Speech Language Pathologist

Classroom Teacher

Guidance Counselor/Guidance Specialist

Library Media Specialist

EVALUATOR

Board of Education

Superintendent or Designated Administrator

Superintendent

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Superintendent or Designated Administrator

Principal or Designated Administrator

Gifted and Talented Coordinator

Principal

Director of Special Education or Designee

Superintendent or Designated Administrator

Director of Special Education or Designee

Director of Special Education or Designee

Superintendent or Designated Administrator

Principal

Principal or Designee

Principal

Principal

District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System Overview

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement.

Comprehensive system of education reform integrating:

- Relevant and rigorous standards
- Aligned and meaningful assessments
- Highly effective teaching and school leadership
- Data to inform instruction and policy decisions
- Innovation
- School improvement

All of these are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate high school college or career ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

Certified Teacher and Other Professional Effectiveness System

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

Roles and Definitions

- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
- **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devoted the majority of time in a position for which administrative certification is required by EPSB.
- **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
- **Conference:** A meeting between the evaluator and the evaluatee for the purpose 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.
- **Corrective Action/Improvement Plan:** A plan for improvement up to twelve months in duration
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth.
- **Evaluatee:** A certified school personnel who is being evaluated
- **Evaluation Committee:** A group, consisting of an equal number of teachers and administrators, who develop the personnel evaluation procedures and forms a local school district in KRS 156.557(5)(c)1.
- **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
- **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
- **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or a full lesson.
- **Job Category:** A group or class of certified school personnel positions with closely related functions.
- **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.

- **Observation:** A data collection process conducted by a certified observer in person or through video, for evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
- **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for evaluation and feedback.
- **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals (Library media specialists/school librarians, Therapeutic Specialists (SLP), Guidance Counselors/Social Worker, Instructional Coaches).
- **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
- **Performance Rating:** The summative description of a teacher, other professional, principal, assistant principal, evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation. A rating must be provided for an easy performance measure prior to determining the summative rating. Ratings are Ineffective, Developing, Accomplished, and Exemplary.
- **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses timely formative feedback to guide professional growth.
- **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c) (2) and (3) and that uses clear and timely feedback to guide professional development.
- **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflects student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to

the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

- **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skills.
- **Professional Practice Rating:** The rating that is calculated for a teacher, or other professional evaluatee, and principal or assistant principal evaluatee.
- **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance to identify areas for professional learning and growth.
- **Sources of Evidence:** Sources that are used as evidence to determine a certified evaluatee's overall professional practice rating.
- **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
- **Summative Evaluation:** Is defined by KRS 156.557 (1) (d).
- **Teacher:** Certified school personnel who have been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and hold a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- **Working Conditions Survey Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use from the department-approved working conditions survey.

Certified Evaluation Categories

Teachers	Other Professionals	Principals	District Certified
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<h3>Examples of Personnel Role Titles</h3>
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Traditional Classroom Teacher	Library Media Specialist	Principal	Deputy Superintendent
Any grade, any classroom-based content teacher	School based Psychologist serving students on a consistent schedule	Assistant Principal	Director of Continuous Improvement
P.E., Music, Art	Speech Pathologist	Associate Principal	DPP
Gifted & Talented, Special Education, Preschool	School Instructional Coach	Dean of Students	District Curriculum/Instructional Specialist
TRI, Alternative	School Counselor		District Director of Special Education
			District Technology Coordinator

The Kentucky Framework for Teaching

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

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 educators respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives educator performance, such as: school-specific priorities that may drive practice in one measure, an educator's variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice

All components and sources of evidence related supporting an educator's professional practice will be completed and recorded in a District approved technology platform.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Framework for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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

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 educators respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives educator performance, such as: school-specific priorities that may drive practice in one measure, an educator's variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice

All components and sources of evidence related supporting an educator's professional practice will be completed and recorded in a District approved technology platform. All summative ratings will be recorded in the department-approved technology platform and recorded in personnel records including the evaluatee's written statement in response to the summative rating, if given.

Teachers and Other Professionals PGES Timeline Guidance Chart				
Timeline	Activity	Task or Document	Responsibility of:	
			Teacher	Supervisor
Annually, within 30 calendar days of reporting for employment	PGES Orientation	Evaluation orientation meeting sign-in documentation	✓	✓
Annually, within 30 instructional days of the start of school	Professional Growth Planning Process	Initial Reflection of Practice	✓	
	Professional Growth Planning Process	Professional Growth Goal	✓	
	Professional Growth Planning (PGP)	PGP entered into a District approved technology platform	✓	
1 day prior to the scheduled mini observation window. 1 day prior to scheduled <u>full</u> observation	Pre-observation document and lesson plan submitted to principal/evaluator	Pre-observation form Lesson Plan or weekly plan		
	Pre-observation document for a mini may include a weekly plan	Minimum of 2 observations per cycle, one mini observation and one full observation (non-tenure)	✓	✓
	Observations (as determined by the educator plan cycle)	Minimum of 3 observations over a three-year cycle, two mini observations and one full observation (tenure)		
Within 5 working days after observation	Post-Observation Conference Self-Reflection	Post Observation Conference documentation, District approved technology platform		✓
		PGP	✓	
Ongoing Annually, fall or spring	Self-Reflection	PGP Review		
	Student Voice	Online, through Infinite Campus	✓	✓
Ongoing Annually, fall or spring by April 15th (observations completed) Summative evaluations by May 1st	Self-Reflection Student Voice Minimum of 2 observations per cycle, one mini observation and one full observation (non-tenure) Minimum of 3 observation over a three year cycle, two mini conferences and one full observation (tenure)	PGP Review Professional practice rating, as appropriate to cycle Overall performance measures as appropriate cycle Guidance for PGP for upcoming year-Professional Growth Plan and Cycle for Tenured Teacher Matrix	✓	✓

Self-Reflection and Professional Growth Planning

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

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom or environment observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and other professionals identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

The principal of each building will require a professional growth plan (to be completed within 30 instructional days after the beginning of the school year) and at least one self-reflection during the school year. Any certified personnel hired after the 30th instructional day shall complete a professional growth plan within 20 instructional days after the official date of hire. Professional Growth Plans and self-reflection(s) will be completed in a District approved technology platform. A summative self-reflection shall be completed prior to the teacher's or other professional's summative evaluation (one-year cycle or year 3 in a 3-year cycle) by April 1 of the summative year. Additional reflections may be necessary after observation feedback.

Observation

The observation process is one source of evidence to determine teacher and other professional effectiveness that includes evaluator and peer observation for each certified teacher and other professional personnel. The evaluator observation will provide documentation and feedback to measure the effectiveness of a teacher's and other professional's professional practice.

Kentucky Teacher Internship Program (KTIP) observations will be conducted according to criteria set forth by the Kentucky Education Professional Standards Board (EPSB).

School counselors will be placed on a one-year cycle to be evaluated annually.

Observation Model

One-Year Cycle Teachers and One-Year Cycle Other Professional (including school counselors)

There will be two observations in the summative cycle. Observers will use a hybrid progressive model, which includes one mini observation and one full class or lesson observation. One mini observation will be completed during the fall semester and the full observation will be the final observation and will be conducted by the evaluator. Evaluators will announce mini observations to the evaluatee by offering a five-day window span in which the mini observations. The evaluator may require additional evidence or documentation and/or additional observations.

Three-Year Cycle Teachers and Three-Year Cycle Other Professional

There will be three observations in the summative cycle. Observers will use a hybrid progressive model, which includes two mini observations and one full class or lesson observation. The two mini observations may occur over the span of the three-year cycle. The full class or lesson observation will be held during the third year of the three-year cycle and will be the final observation. Evaluators will announce mini observations to the evaluatee by offering a five-day window span in which the mini observation will take place. Evaluators will schedule full observations with the evaluatee. The evaluatee may request a full observation by the evaluator in lieu of a mini observation. The evaluator may require additional evidence or documentation and/or additional observations.

All observations completed by evaluators and must be documented in a District approved technology platform.

Observation Conferencing for Teachers and Other Professionals

Mini Observations (Evaluator)

A pre-observation conference will not be required for mini observations, but lesson plans or equivalent plans for teachers and other professionals should be available for the observer, upon request of the observer, at least one day prior to the observation. Lesson plans or equivalent plans for teachers and other professionals may be electronic, hard copy, or in a District approved technology platform. Observers shall provide post observation feedback to the evaluatee either electronically, through a District approved technology platform, or face-to-face within five (5) days after the observation.

Full Class or Full Lesson Observation

A lesson plan or an equivalent plan (for other professionals) and completed pre-observation form will be required in lieu of a formal pre-observation conference. The evaluatee shall submit both documents to the evaluator no later than one (1) day prior to the scheduled full class or full lesson observation. Document submission may be either electronic or hard copy. The evaluator shall conduct a post-observation conference with the evaluatee in a face-to-face meeting within (5) working days after the observation. A full class or full lesson observation shall be held at the end of the summative evaluation cycle. The summative conference shall be completed at the end of the summative cycle.

Observation Schedule for Teachers and Other Professionals

Initial observations may begin after the evaluation training takes place within thirty (30) calendar days of reporting for employment each school year. All observations must be completed by April 15.

One-Year Cycle

- One (1) mini observations during the fall semester
- One (1) full class or full lesson observation during the spring semester (the final observation in the summative evaluation cycle completed by the evaluator)
- NOTE: The evaluator may require additional evidence or documentation and/or additional observations.

Three-Year Cycle

- Two (2) mini observations during the span of the three-year cycle, but before the full observation.
- Year Three-full class or full lesson observation (the final observation in the summative evaluation cycle completed by the evaluator).
- NOTE: The evaluator may require additional evidence or documentation and/or additional observations.

Late hires/Absenteeism for teachers and other professionals

For one cycle teachers and other professionals:

- Any one year cycle teacher or other professionals hired on or before the 60th day of instruction will have all observations conducted as outlined in the above sections
- A supervisor may eliminate one of the required mini observations on a teacher or other professional hired AFTER the 60th day of the instruction
- A supervisor may eliminate one of the required minor observations if a teacher or other professional misses 60 or more consecutive days during the school year

Observer certification

All administrators serving as a primary evaluator must complete the initial Certified Evaluation Training and testing (KDE or approved provider) prior to conducting observations for the purpose of evaluation.

To ensure consistency of observations, evaluators must complete the six (6) hours of EILA-approved District approved evaluations training/updates as provided annually by the District for the purpose of evaluation. The training will allow observers to develop a deep understanding of how the four measures of the Kentucky Framework for Teaching are applied in observation. The training will include information on

- Framework for Teaching
- Best Practices
- Continuous Improvement

Only supervisors who participate in the annual District training/updates can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor does not participate in the trainings/updates, the district will provide the following supports:

- The district will provide materials presented in the trainings/updates face to face for all supervisors who will be required to evaluate teachers that are unable to attend a scheduled training.

In cases where the supervisor is not certified through the state system and is therefore unable to conduct observations during the observation window, or where the supervisor is a late hire, the superintendent or designee will use the following process to ensure teachers have access to observations and feedback:

- The assistant administrator (or the lead administrator if it is the assistant administrator that is not certified to conduct observations), central office administrators, or an administrator from another building (each fully certified and who have received updates) will conduct observations during the observation window, as assigned by the superintendent or designee. Observation data provided by a substitute observer will be considered a valid source of evidence only if the supervisor participated (passively) in the observation.
- Evaluators must complete the initial Certified Evaluation Training and testing (KDE or approved provider) prior to conducting observations for the purpose of evaluation prior to conducting a formative or summative evaluation.
- All evaluators must meet the CEP requirements before completing a formative or a summative evaluation. When the administrator acquires his/her certification, he/she shall assume responsibility for the remainder of the observation cycle.

Student Voice

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience, teaching practice, and other professionals' practice. The Director of Human Resources and Instructional Supervisor will serve as the Student Voice Point of Contact. The Student Voice Point of Contact will ensure that all teachers, other professionals, and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement, which is:

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

- All teachers and other professionals that serve students in grades 3-12 shall participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Building principals will determine the time of day that the Student Voice Survey will be administered within the window set by KDE between the hours of 7AM and 5 PM local time.
- Building principal will identify a group of students to participate in the Student Voice Survey for the other professionals who do not have an assigned class roster.
- Survey data will be considered only when ten or more students are respondents who have been enrolled in the class for a minimum of 15 days. For classes participating in the survey, only students whose parents return the signed letter will be exempt from the survey.
- A teacher or other professional who has students in more than one category of survey questions (K-2, 3-5, 6-12) will determine only one level of survey to administer to all students in that section. This information must be communicated to the building principal. The building principal shall contact the district Infinite Campus director who will make the appropriate designation in Infinite Campus.
- Students in the participating section(s) to take the Student Voice Survey (as determined by the building principal) will have equal access to the survey. Once a section has been determined, students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite support to ensure equal access. Guidance from individual students' IEP or 504 plans will ensure the survey is implemented with fidelity and student responses are confidential, regardless of the modification or additional support required. Students in the participating section(s) that are absent on the day the Student Voice Survey is administered shall be given the opportunity to complete the survey before the administrative window closes.
- Results will be used as a source of evidence for Professional Practice.

- Formative years' data will be used to inform Professional Practice in the summative years.
- All certified staff and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.
- Survey data will only be considered when 10 or more students are respondents. Efforts will be made to combine classes to ensure that 10 or more students participate in the survey. In the case where there are not 10 or more students, student voice data will not be used as a source of evidence to inform the certified staff's professional practice rating.
- In the event that the Student Voice Survey is state-approved to be administered to K-2 students, building principals will identify an adult to proctor K-2 students who participate in the Student Voice Survey. The proctoring process will be one-on-one; reading and clarifying questions; and inputting individual student responses into Infinite Campus. The proctor should be someone familiar to the student; but should not be the classroom teacher or other professional that is the focus of the survey.

Products of Practices/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidence to support the assessment of their professional practice. This evidence should yield information related to the teacher's practice within the measure. The evidence may be specific to Measure 1 and 4. The following is a suggested list of possible sources:

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

Individual Corrective Action Plan

A Corrective Action Plan for improving any deficiencies shall be developed by the evaluatee and evaluator at any time during the school year.

Any measure on the Framework for Teaching that is rated as “Ineffective” requires the development of an Individual Corrective Action Plan.

Specific timelines and follow-up observations shall be determined on the Corrective Action Plan form.

Certified Assistance Program (CAP)

In the event an Individual Corrective Action Plan proves unsuccessful regarding an employee’s performance, an evaluator may choose to initiate a CAP for that employee.

Purpose

The CAP is a systematic approach to provide additional support and feedback to certified employees whose performance evaluation in any measure is rated “Ineffective” and whose individual corrective action plan has proven unsuccessful. The goal of the program is to improve the evaluatee’s skill to an “Accomplished” rating on the district evaluation plan. **Composition of CAP Team**

The CAP team is a team effort with a focus on the teaching/coaching process. It is comprised of the following individuals:

- The building level evaluator (principal)
- The superintendent or superintendent designee
- One peer teacher who is appointed by the principal, after consultation with the evaluatee, during which the evaluatee gives written permission for the peer teacher’s participation.

Overview

The CAP outlines the following:

- General guidelines for CAP Process (Instructional Emphasis)
- Due process for evaluatee and CAP Team
- Desired and expected outcomes of CAP
- Guidelines for CAP Team Related to “Ineffective” rating

General Guidelines for CAP Process (Instructional Emphasis)

- Formal evaluation contacts increase to nine visits during the school year by the CAP team. Each committee member will conduct three visits.
- The CAP Team will meet with the employee and collaboratively identify areas of strength, as well as target areas for improvement. The Individual Corrective Action Plan will be reviewed/revised. The CAP Team may determine that developing a new PGP would be preferable to adding to or revising the Corrective Action Plan. The area(s) targeted will relate to instruction and obstacles that are impeding student learning and achievement.
- The first collaborative meeting will occur before June 1.

- The CAP Team will provide resources and ideas in the areas identified for professional growth.
- The evaluatee will conference with the CAP Team member within five working days of the observation. After each round of observations (to be scheduled by Oct. 1, Dec. 1, and Feb. 15 respectively), the team will jointly confer with the evaluatee concerning progress in the targeted area(s).
- A written summary will be provided to the employee at each of the joint conferences.

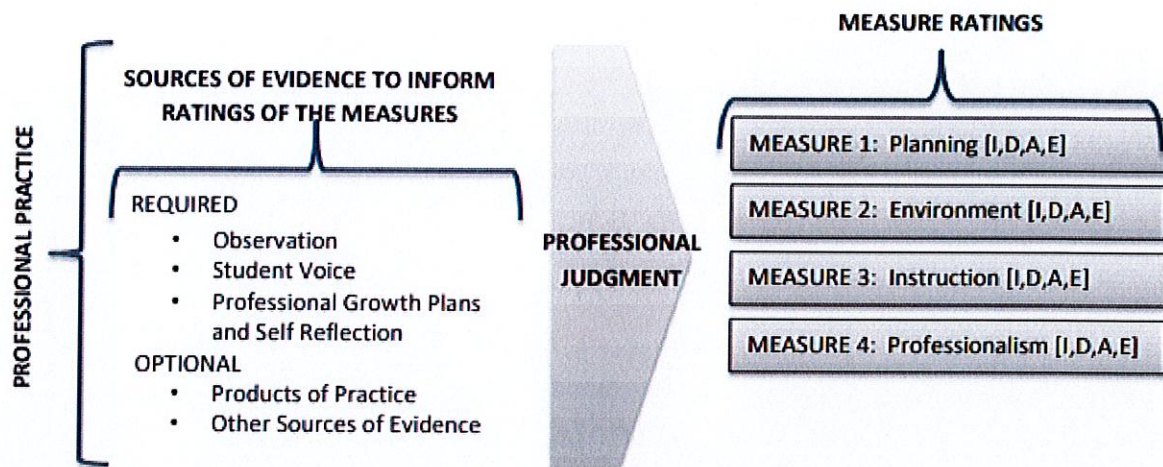
Determining the Overall Performance Measures for Teachers and Other Professionals

Supervisors are responsible for determining an Overall Performance Measure for each teacher and other professional at the conclusion of their summative evaluation year. The overall Performance Measures are informed by the educator's ratings on professional practice and student growth. The performance measures for all certified personnel below the level of superintendent are Planning, Environment, Instruction, and Professionalism. The evaluator determines the Overall Performance Measures based on professional judgment informed by evidence that demonstrates the educator's performance against the measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice and Overall Performance Category

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

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 measure at the culmination of an educator's cycle.



The supervisor will determine a summative rating for each measure based on evidence collected during the observation cycle. All ratings must be recorded on the district approved Summative Evaluation Form. Included in the evaluate official personal record and evaluates have the opportunity to submit a written statement in response to the summative rating and the response is required to be included in the official personal record.

An educator's Overall Performance Category is determined using the following steps:

- Determine the individual measure ratings through the use of sources or evidence and professional judgment.
- Apply decisions rules for determining the educator's Overall Performance Category.
- The district approved summative evaluation form must also be recorded in the department-approved technology platform.

Criteria for Determining a Teacher's Overall Performance Category

IF...	THEN...
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Rating shall be Exemplary or Accomplished
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Rating shall be Accomplished
Two Measures are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Rating shall be Accomplished or Developing
Measures 1 or 4 are rated INEFFECTIVE	Rating shall NOT be Exemplary
Measures 2 or 3 are rated INEFFECTIVE	Rating shall be Developing or Ineffective
Measures 2 and 3 are rated INEFFECTIVE	Rating shall be Ineffective

Forms And Supporting Documents

Framework for Teaching

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

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Robertson County Schools
Certified Evaluation
PRE OBSERVATION FORM

Name: _____ **Date of Conference:** _____ **Lesson Length:** _____
School: Robertson County **Age/GD Level:** _____ **# of Students:** _____
Subject: _____ **Topic:** _____ **# of IEP Students:** _____
Date of Lesson: _____ **Time of Lesson:** _____

Standards:

What do you want your students to know?

How will you assess your students?

_____ Open Response
_____ Questioning
_____ Performance Event or Exhibition
_____ Anecdotal
_____ Checklist
_____ Conference
_____ Observe
_____ Self-Assessment or Reflection
_____ Problem-Solving
_____ Product

Are there any special/unique situations? Explain.

Area of Individual Growth Plan that are addressed.

I have received a copy of the Pre-Observation Form after discussion with my supervisor.

Signature: _____ **Date:** _____

Evaluator: _____ **Date:** _____

Robertson County School
Teacher Formative Evaluation

Tenured _____ **Non-Tenured** _____ **School/Level** _____

Evaluatee/Observee _____ **Position** _____

Evaluator/ Observer _____ **Position** _____

Date of Observation _____

Date of Post Observation Conference _____

Domain - 1 Planning and Preparation	I	D	A	E	Evidences
1a: Demonstrating Knowledge of Content and Pedagogy					
1b: Demonstrating Knowledge of Students					
1c: Setting Instructional Outcomes					
1d: Demonstrating Knowledge of Resources					
1e: Designing Coherent Instruction					
1f: Designing Student Assessment					
Comments:					

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

Domain 3 - Instruction	I	D	A	E	Evidences
3a: Communicating with Students					
3b. Using Questioning and Discussion Techniques					
3c. Engaging students in learning					
3d. Using assessment in instruction					
3e. Demonstrating flexibility and responsiveness					
Comments:					

Domain - 4 Professional Responsibilities	I	D	A	E	Evidences
4a. Reflecting on Teaching					
4b. Maintaining Accurate Records					
4c. Communicating with Families					
4d. Contributing to the School District					
4e. Growing and Developing Professionally					
4f. Showing Professionalism					
Comments:					

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature & Date

Evaluatee Signature & Date

Robertson County School District

TGPES and OPGES

School Year: 2023-24

Name:

Connecting Priority Growth Needs to Professional Growth Planning:

Please select one or more areas that show how your goal connects with a priority area of need:

- | | |
|---|---|
| <input type="checkbox"/> Self-Reflection
<input type="checkbox"/> Assessment data-- College and Career Readiness, KOSSA, State assessment, CERT, I-Ready, or _____ | <input type="checkbox"/> Observations
<input type="checkbox"/> Comprehensive District or School Improvement Plan |
|---|---|

Component Alignment:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> 1A
<input type="checkbox"/> 1B
<input type="checkbox"/> 1C
<input type="checkbox"/> 1D
<input type="checkbox"/> 1E
<input type="checkbox"/> 1F
<input type="checkbox"/> 2A | <input type="checkbox"/> 2B
<input type="checkbox"/> 2C
<input type="checkbox"/> 2D
<input type="checkbox"/> 2E
<input type="checkbox"/> 3A
<input type="checkbox"/> 3B
<input type="checkbox"/> 3C | <input type="checkbox"/> 3D
<input type="checkbox"/> 3E
<input type="checkbox"/> 4A
<input type="checkbox"/> 4B
<input type="checkbox"/> 4C
<input type="checkbox"/> 4D
<input type="checkbox"/> 4E | <input type="checkbox"/> 4F
<input type="checkbox"/> 4G (Library)
<input type="checkbox"/> 4H (Library)
<input type="checkbox"/> 4I- (Library) |
|---|---|---|---|

Professional Growth Goal:

Activities	Materials/Supports/Resources	Target Date:

How will I know if I accomplished my goal, what evidence will be used to measure?

Beginning of Year- Plan Developed: Date: _____

- ☐ Approved
- ☐ Revise please and re-submit

End of Year Review: Date: _____

- ☐ Achieved
- ☐ Continue professional growth with this plan

- ☐ New plan for next year

Beginning of Year: Employee Signature

End of Year Review: Employee Signature

Beginning of Year: Evaluator Signature

End of Year Review: Evaluator Signature

Student Voice Ethics Statement

Student Voice Survey Confidentiality Agreement

This confidentiality agreement must be signed by the following:

- Employees who have user security rights or Student Information System-Login as User privileges in Infinite Campus
- Employees who have Open Database Connectivity (ODBC) access to the Infinite Campus database
- Employees who administer the K-2 Student Voice Survey

Students will take the Student Voice Survey in the student portal of Infinite Campus in March of 2024. The Student Voice Survey is a CONFIDENTIAL online survey. During the survey, students will be asked questions about a teacher and conditions in the classroom.

All employees who would potentially have access to the results of the Student Voice Survey must sign this confidentiality agreement.

Confidentiality Agreement:

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

Signature

Date

Parent Permission Sample Correspondence

Dear Parent or Guardian,

During the period of _____ - _____, your child will have the chance to complete an online survey at school called the Kentucky Student Voice Survey. This confidential survey allows students the opportunity to give feedback on specific aspects of his or her information for educators who are working to improve classroom and learning conditions.

Thank you for allowing your child to participate in this important survey. The survey will be conducted during school hours only. If you do not want your child to take this survey, please sign and return this form to your child's school by _____.

Only return this form if you Do Not Want Your Child to Participate.

Parent Signature

Date

Print student name

Teacher

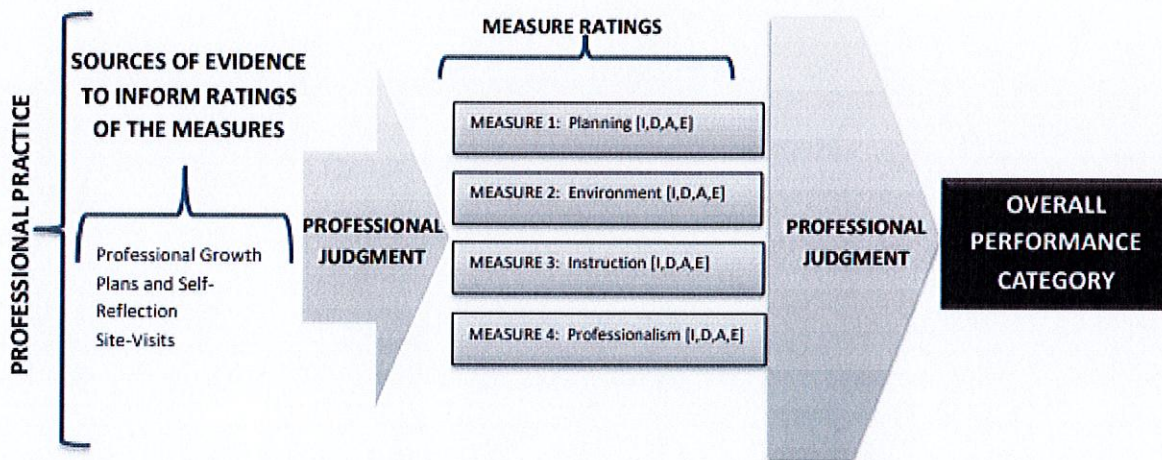
Principal and Assistant Principal Evaluation

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

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 of the standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: The Principal Performance Measures.

PRINCIPAL AND ASSISTANT PRINCIPAL PERSONNEL EVALUATION

The following graphic outlines the summative model for the Principal Personnel Evaluation



Planning	Environment	Instruction	Professionalism
Standard 3- Human Resource Management	Standard 2- School Climate	Standard 1-Instructional Leadership	Standard 6-Professionalism
Standard 4- Organizational Management	Standard 5- Communication & Community Relations		

Principal Performance Measures

The Principal Performance Measures are designed to support student achievement and professional best practices through the Measures of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication and Community Relations; and Professionalism.

Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the six measures. Performance for each measure will be rated according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is likely that a principal will "live in Accomplished but occasionally visit Exemplary." The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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

The 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 leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Required Sources of Evidence
- Professional Growth Planning and Self-Reflection
- Site-Visits

The following may also be used to inform rating of the relevant measures:

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

Professional Growth Planning and Self-Reflection-completed by principals and assistant principals

The Professional Growth Plan shall 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 principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- The initial self-reflection and professional growth plan conference to discuss and approve professional growth goals shall be completed by October 1 or within the first 90 days of employment.
- The progress of professional growth planning will be reviewed between the principal and evaluator during a mid-year review.
- An end-of-year review on the Professional Growth Plan shall be held between the principal and evaluator before or during the summative conference.
- The self-reflection and PGP using the district designated forms and electronic system.
- It is the responsibility of the building level principal to monitor and track the attainment of the assistant principal.

Site Visits-completed by supervisor of principal or completed by the head principal with the assistant principal

Site visits are a method by which the superintendent or his/her designee may gain insight into the principal's practice about the measure or a method by which a head principal may gain insight into an assistant principal's practice about the measures. During a site visit, the evaluator 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 about school improvement.

- Conducted at least twice each year. One visit will be conducted before the end of the first semester and one visit before the end of the second semester.
- Evidence to support the measures will be gathered during the site visit to assist the evaluator in assigning a rating.

- A conference between the principal and evaluator will be held at the time of the site visit or within five working days of each site visit. Site visits must include a face-to-face conference with the principal and superintendent/designee.

Self-reflection improves principal practice through ongoing, careful, consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each measure.

All principals and assistant principals will participate in self-reflection and professional growth planning each year. Principals should submit their Professional Growth Plans to the superintendent or the superintendent's designee on or before September 1, and assistant principals should submit theirs to the principal. Principals or assistant principals hired after September 1st shall submit their professional growth plan to the appropriate supervisor (as listed above) within 30 calendar days after the first official date of hire. The superintendent or designee will review the plans and ask for clarifications or revisions as needed. Principal and assistant principals shall participate in at least two self-reflections per year: mid-year (formative) and end-of-year (summative). The summative reflection shall include a reflection on the degree of professional growth goal attainment and the implications for next steps. Self-reflections and other documentation shall be submitted electronically to the superintendent or designee.

Timeline for Self-Reflection/PGP	
Timeline	Action
First 30 calendar days	Evaluation criteria and process used to evaluate shall be explained
First 90 work days	Develop PGP Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan
Fall semester	Site Visits, ongoing self-reflection
Spring Semester	Site Visits, ongoing self-reflection
By June 15	Summative Reflection and Evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response

Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional sources of evidence to support their own professional practice. This evidence should yield information related to the principal's/assistant principal's practice relating to each of the standards.

The following list is a suggested list of possible sources:

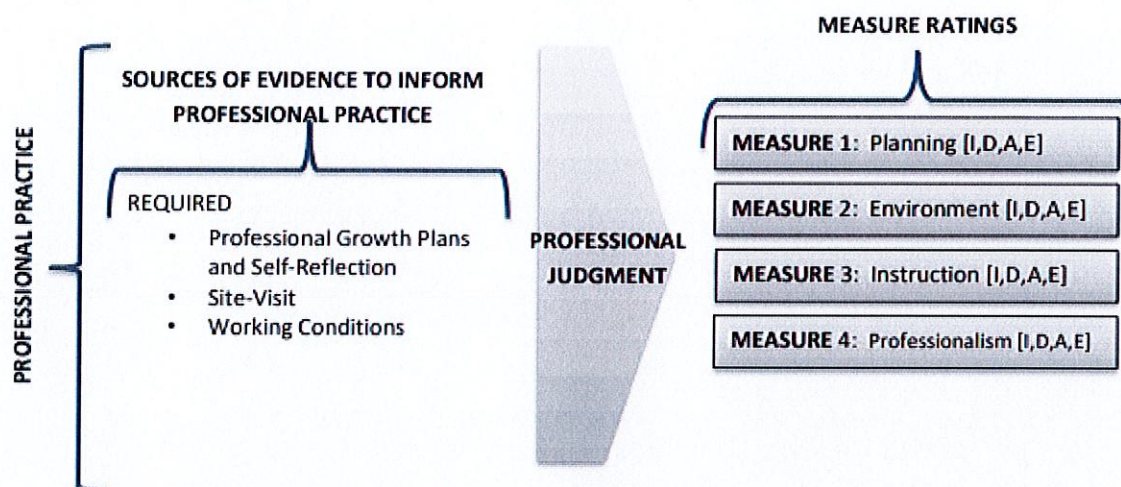
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys Professional Organizations membership
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- School web pages
- School plans such as CSIP, 30/60/90, assist program reviews, etc.
- State or Local Assessment data
- Additional sources deemed relevant by the supervisor

Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each principal after their summative evaluation year. The Overall Performance Category is informed by the principal's measure ratings on professional practice such as: Ineffective, Developing, Accomplished, or Exemplar. The summative evaluation should be documented in writing and included in the evaluatees official personnel record. Evaluatees have the opportunity to submit a writing statement in response to the summative rating, and the response is required to be included in the official personnel record.

Professional Rating Practice

- Record Ratings in the district approved technology platform
- Rating for professional practice shall be determined before or during the end-of-year conference.



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

IF...	THEN...
Principal or other building level administrator is rated Exemplary in at least three of the measures and no standard is rated Developing or Ineffective	Rating shall be Exemplary
Principal or other building level administrator is rated Accomplished in at least three of the measures and no standard is rated Ineffective	Rating shall be Accomplished
Principal or other building level administrator is rated Developing in two or more measures	Rating shall be Developing
Principal or other building level administrator is rated Ineffective in two or more measures	Rating shall be Ineffective