

**Boone County Schools**  
**Certified Evaluation Plan (CEP) 2024-25**

**June 2024**

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## Certified Teacher / Other Professional Personnel Evaluation

The vision for the Certified Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

### *Roles and Definitions*

- **Administrator:** An EPSB certified 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.
- **Appeals:** A process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
- **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 devotes 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 involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans and/or student growth goal plans.
- **Evaluated:** District/School personnel who is being evaluated.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5)(c)2.
- **Evaluation:** The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans and student growth.
- **Evaluation Committee:** A committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
- **Evaluation Plan:** A plan which includes evaluation forms and procedures. The procedures shall provide for all components of the Professional Growth and Effectiveness System including observations, professional growth planning, student growth goals, and student voice. Both the plan and procedures must be approved by the Kentucky Board of Education.
- **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
- **Framework for Teaching:** Research-based set of components of instruction that includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Full Observation:** An observation conducted by an employee's supervisor that includes an entire class

period or lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.

- **Job Category:** A group or class of certified school personnel positions with closely related functions.
- **Non-Tenured Teacher:** A teacher who is currently in year 1, 2, 3, or 4 of teaching in the district, and who completes a 1-year evaluation cycle.
- **Observation:** a data collection process conducted by a certified observer, in person or, if mutually agreed upon, through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits for a duration of at least 20 minutes.
- **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- **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.
- **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, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
- **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:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise, and other characteristics.
- **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
- **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
- **Professional Learning Community (PLC):** A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
- **Self-Reflection:** 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.

- **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- **Summative Evaluation:** The summary and analysis of all data, including but not limited to observations, student voice survey data, student growth goal data, self-reflection, and evidence collected by the teacher. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties. Is defined by KRS 156.557(1)(d).
- **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- **Tenured Teacher:** A teacher who has been granted tenure after 4 years of teaching in the district, and who completes a 3-year evaluation cycle as described in the chart on page 9.

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

### *Orientation*

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first 30 calendar days of employment.

This annual review shall be an explanation of the contents of the Certified Evaluation Plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria and the PSEL (Professional Standards for Educational Leaders) for principals and assistant principals.

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

## *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 domains of:

### **Framework for Teaching**

Planning & Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

### **Specialist Frameworks for Other Professionals**

Planning & Preparation  
Environment  
Delivery of Service  
Professional Responsibilities

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

The 2022 update of the Charlotte Danielson FfT may be used as a companion document to, but not as a substitute for, the Kentucky Framework for Teaching to support the evaluation process.

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 supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

### ***Sources of Evidence***

- Professional Growth Planning and Self-Reflection
- Observations
- Student Voice EL, MS, HS by December 1 (optional)
- Multiple measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence related to supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category. All summative Ratings will be recorded in the district approved technology platform.

## Sources of Evidence/Framework for Teaching Alignment

|  |                           | Planning   |                                      |                                    |  |                                   | Environment                               |                                       |                                  |                                     | Instruction                  |                                     |                                |  | Professionalism                  |                                 |   |                           |                                 |                                |   |  |
|--|---------------------------|--|--------------------------------------|------------------------------------|--|-----------------------------------|---|---------------------------------------|----------------------------------|-------------------------------------|------------------------------|-------------------------------------|--------------------------------|--|----------------------------------|---------------------------------|---|---------------------------|---------------------------------|--------------------------------|---|--|
| FRAMEWORK for TEACHING (EFT)                           | Domain                    | Planning & Preparation                           |                                      |                                    |  |                                   | Classroom Environment                     |                                       |                                  |                                     | Instruction                  |                                     |                                |  | Professional Responsibilities    |                                 |   |                           |                                 |                                |   |  |
|  | Component                 | 1a -Knowledge of content/pedagogy                | 1b-Demonstrate knowledge of students | 1c- Setting Instructional Outcomes | 1d-Demonstrates knowledge of resources | 1e-Designing Coherent Instruction | 1f- Designing Student Assessment          | 2a-Creating Env. of Respect & Rapport | 2b-Establish Culture of Learning | 2c-Maintaining Classroom Procedures | 2d-Managing Student Behavior | 2e-Organizing Physical Space        | 3a-Communicating with Students | 3b-Questioning & Discussion Techniques | 3c-Engaging Students in Learning | 3d-Using Assessment in Learning | 3e-Demonstrating Flexibility & Responsive | 4a-Reflecting On Teaching | 4b-Maintaining Accurate Records | 4c-Communicating With Families | 4d-Participating in Profess. Learning Comm. | 4e-Growing & Developing Professionally |
| SOURCES OF EVIDENCE<br>To Inform Professional Practice | Supervisor Observation    | Evidence (pre and post conferences)              |                                      |                                    |  |                                   | Evidence and Observation                  |                                       |                                  |                                     |                              | Evidence (pre and post conferences) |                                |  |                                  |                                 |   |                           |                                 |                                |   |  |
|  | Student Voice<br>OPTIONAL |  |                                      |                                    |  |                                   | Kentucky Student Voice Survey<br>OPTIONAL |                                       |                                  |                                     |                              |                                     |                                |  |                                  |                                 |   |                           |                                 |                                |   |  |
|  | Professional Growth       | Professional Growth Planning and Self Reflection |                                      |                                    |  |                                   |   |                                       |                                  |                                     |                              |                                     |                                |  |                                  |                                 |   |                           |                                 |                                |   |  |
|  | Self-Reflection           |  |                                      |                                    |  |                                   |   |                                       |                                  |                                     |                              |                                     |                                |  |                                  |                                 |   |                           |                                 |                                |   |  |

### Professional Practice

#### Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The Teacher 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 practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

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



**Self-reflection** will be required for all domains in the Framework for Teaching, with a deep reflection in one of the domains chosen for focus in the Professional Growth Plan. The self-reflection process will be completed by October 15 of each year. For employees hired after the start of the school year, the self-reflection must be completed within 30 calendar days of reporting for employment.

**Professional Growth Plans** will be submitted to the supervisor by October 15 of each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 calendar days of reporting for employment. Evaluating supervisors will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31 of each year. For employees hired after the start of the school year, the supervisor will have 15 working days to approve the professional growth plan after it is submitted by the employee. The professional growth plan process can be collaborative or directed. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on one of the later pages in this document.

### **Observation**

The observation process is one source of evidence to determine educator effectiveness. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. The rationale for observation is to encourage continued professional learning in teaching and learning through critical reflection.

### **The Progressive Observation Model 2 OPTIONS**

**OPTION 1: Traditional and scheduled formal annual observation** that follows the requirements outlined on page 10.

**OPTION 2: Frequent walk-through type evaluation process** that follows the requirements outlined on page 11. The evaluation system should be a fluid process marked by regular classroom visits, specific, regular feedback towards school goals, and support provided to teachers to meet school/individual needs. Regular classroom visits should be a minimum of six (6) walk-throughs annually. During visits data should be collected to measure progress towards agreed upon goals. Specific written feedback should accompany the data for each visit to highlight great things happening in the classroom, as well as feedback to help move the teacher towards continued improvement on their goals.

## *Observation Option 1 - Traditional and scheduled formal annual observation:*

### Non-Tenured Teachers and Other Professionals

There will be 2 observations and 1 summative evaluation each year. Both observations will be of a full class or lesson.

### Tenured Teachers

There will be 1 observation of a full class or lesson in each year of a tenured teacher's three-year cycle. The third year of the three-year cycle will include a summative evaluation.

Third party observations may be requested by the evaluatee within 10 workdays following a post-conference evaluation. Evaluatee shall have prepared relevant, updated documents that serve as sources of evidence for Domains 1 & 4 and present these to the third-party evaluator. Third party evaluator will use these sources of evidence to score domains 1 & 4 and will use the observation to score domains 2 & 3.

### Traditional Observation Conferencing

Observers will adhere to the following observation conferencing requirements for Teachers and Other Professionals:

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel at the Certified Evaluation Plan Orientation within 30 calendar days of reporting for employment for each school year.
- Formative Pre-conferences for each observation are optional as requested by the teacher.
- An observation post conference shall be conducted within five working days in person following each observation. A post conference shall consist of a professional discussion focusing on observation, sources of evidence, reflection, and improvement of professional practice relative to the Kentucky Framework for Teaching.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- All post conferences shall be completed in person or virtually.

### Traditional Observation Schedule

- Observations may begin after the evaluation orientation takes place within the first 30 calendar days of reporting for employment.

## **Observation Option 2 – Frequent walk-through type evaluation process**

The evaluation system should be a fluid process marked by regular classroom visits, specific, regular feedback towards school goals, and support provided to teachers to meet school/individual needs. Regular classroom visits should be a minimum of six (6) walk-throughs annually, at 10-15 minutes per walkthrough. During visits data should be collected to measure progress towards agreed upon goals. Specific written feedback should accompany the data for each visit to highlight great things happening in the classroom, as well as feedback to help move the teacher towards continued improvement on their goals.

**For the evaluator:** Effective evaluation is about quality, regular feedback to staff. The evaluation system and feedback should be positive and supportive utilizing instructional coaches and other resources to best support the teachers' needs. The feedback must be timely, consistent, and mindful of instructional practice, pedagogy, planning, effective collaboration and PLC work, with student outcomes and achievement as the primary focus of the feedback. A system for frequent and consistent classroom visits by the administrative team must be implemented and consistently shared and discussed during weekly administrative PLC's. Overall school data of progress towards goals should be a part of meetings with staff.

**For the evaluatee:** Evaluation is an ongoing process with regular reflection, study and growth. The evaluatee is responsible for implementing the consistent feedback and coaching provided by the evaluator and embrace the mindset of continuous improvement. The evaluatee will continue to work to grow and stay open and collaborative with team members, coach, and admin team to ensure growth. An open, trusting, and transparent communication system is integral between the evaluator and evaluatee in order for true growth to occur.

In OPTION 2, the choices for the observation tool must be directly or indirectly aligned to the KY Framework for Teaching, and include . . .

1. Boone County Schools Walk-Through Observation Tool
2. Boone County Schools 4 Key Commitments Tool
  - a. Deep Engagement
  - b. High Expectations
  - c. Grade Level Tasks
  - d. Strong Instruction
3. ELEOT (Effective Learning Environment Observation Tool) Information re: the ELEOT tool can be provided [here](#).
4. School developed tool which must be approved by Learning Support Services.

Training for OPTION 2 will be provided to the administrators (and teachers if requested) by Learning Support Services.

If either the evaluator or the evaluatee believe that the evidence collected from the OPTION 2 walk-through observation is not adequate for completing the evaluation, either party may request an OPTION 1 traditional observation be added.

**A summative meeting and signature by both evaluator and evaluatee are required for OPTION 2 as the final annual documentation, as noted in the timeline for each certified role group.**

Schools who wish to implement Option 2 must complete the form and procedures outlined on page 12.

# CERTIFIED EVALUATION PLAN OBSERVATION OPTION 2 VOTING FORM

Endorsed by the Boone County Board of Education and the Boone County Education Association

**School Name:** \_\_\_\_\_

**STEP 1:** Principal decides whether to pursue Option 2. (Principal’s discretion.)

**STEP 2:** Review observation options with the administration team, the SBDM council (discussion reflected in minutes) & Team Leaders.

**STEP 3:** Principal works with building BCEA representatives to conduct the faculty vote.

| OPTION 1   | OPTION 2   |
|--|--|
| <p>Traditional and scheduled formal annual observation that, following all traditional procedures as outlined in the CEP. See the Boone County Schools Certified Evaluation Plan (CEP) located on the district website for more specific guidelines.</p> | <ul style="list-style-type: none"> <li>● The evaluation system should be a fluid process marked by regular classroom visits, specific, regular feedback towards school goals, and support provided to teachers to meet school/individual needs. Regular classrooms visits should be a minimum total of six (6) walk-throughs annually. During visits data should be collected to measure progress towards agreed upon goals. Specific written feedback should accompany the data for each visit to highlight great things happening in the classroom, as well as feedback to help move the teacher towards continued improvement on their goals.</li> <li>● <b>For the evaluator:</b> Effective evaluation is about quality and regular feedback to staff. The evaluation system and feedback should be positive and supportive utilizing instructional coaches and other resources to best support the teachers’ needs. The feedback must be timely, consistent, and mindful of instructional practice, pedagogy, planning, effective collaboration and PLC work, with student outcomes and achievement as the primary focus of the feedback. A system for frequent and consistent classroom visits by the administrative team must be implemented and consistently shared and discussed during weekly administrative PLC’s.</li> <li>● <b>For the evaluatee:</b> Evaluation is an ongoing process with regular reflection, study and growth. The evaluatee is responsible for implementing the consistent feedback and coaching provided by the evaluator and embracing the mindset of continuous improvement. The evaluatee will continue to work to grow and stay open and collaborative with team members, instructional coach, and the administration team to ensure growth. An open, trusting, and transparent communication system is integral between the evaluator and evaluatee in order for true growth to occur.</li> </ul> |

**Faculty vote by secret ballot?** Yes \_\_\_\_ No \_\_\_\_ Date of Faculty Vote: \_\_\_\_\_

Faculty must approve this request by a 2/3 majority vote (taken by secret ballot) of **ALL** certified employees. If 2/3 majority does NOT choose OPTION 2, then by default, the school will follow traditional observation model, OPTION 1.

- **NUMBER OF (ALL) CERTIFIED STAFF (Including those not voting)** = \_\_\_\_\_
- **OPTION 2 VOTE RESULT** - For # \_\_\_\_ = \_\_\_\_%; Against # \_\_\_\_ = \_\_\_\_%

Principal Approval – Signature: \_\_\_\_\_

Building BCEA Rep Approval – Signature: \_\_\_\_\_

## Evaluation Timeline and Process

| Timeline for all Certified Staff (Except KTIP interns)   | 1st Year Teachers   | Non-tenured Teacher or Other Professional   | Tenured Teacher or Other Professional   | Administrator<br><small>*(See bottom of page for administrators having served more than 3 years in the same role.)</small>                                      |
|--|---|---|---|---|
|  | <b>1 Year Cycle</b>   | <b>1 Year Cycle</b>   | <b>3 Year Cycle</b>   | <b>1 Year Cycle</b>   |
| <b>Within the first 30 calendar days of reporting for employment</b>   | Initial orientation to review the evaluation instrument   | Initial orientation to review the evaluation instrument   | Initial orientation to review the evaluation instrument   | Initial orientation to review the evaluation instrument   |
| <b>By September 1</b><br>(Late hires: within 15 calendar days of reporting for employment)                               |   |   |   | Self-Reflection   |
| <b>Within 30 days of state testing data release</b><br>(Late hires: within 15 calendar days of reporting for employment) |   |   |   | Growth Goals submitted in the approved technology platform. Professional Growth Template submitted to CAO (Growth goal discussion meetings with CAO beforehand) |
| <b>By October 15</b><br>(Late hires: within 30 calendar days of the Self-Reflection submission)                          |   | Self-Reflection and Professional Growth Plan submitted to Principal in the department-approved technology platform. | Self-Reflection and Professional Growth Plan submitted to Principal in the department-approved technology platform. |   |
| <b>By October 31</b><br>(Late hires: within 15 working days of submission)   |   | Professional Growth Plan approved by Principal in the department-approved technology platform.                      | Professional Growth Plan approved by Principal in the department-approved technology platform.                      |   |
| <b>Within 10 working days following 1st formal observation by designated evaluator</b>                                   | Self-Reflection and Professional Growth Plan submitted to Principal in the department-approved technology platform. |   |   |   |

\*Administrators having served more than 3 years in the same role will be evaluated on a 3 Year Cycle. They will complete the Self-Reflection and Professional Growth Plan by October 15 annually. In the third year of their cycle only, they will participate in 2 site visits (the 1<sup>st</sup> by 12/31) and will complete the Self-Reflection, Summative Evaluation, and in person Summative conference by April 30.

|   |   |   |  |   |
|---|---|---|--|---|
| <p><b>IF following OPTION 1:</b></p> <p><b>September – April</b></p>  | <p>- Optional Formative Pre-conference for each observation as requested by teacher</p> <p><b>Formative Observations:</b></p> <p>- 1st full observation by supervisor <b>by 11/15</b></p> <p>- 2nd full observation by supervisor <b>by 4/15</b></p> <p><b>Post-conferences:</b></p> <p>- 1 conference after <u>each</u> observation by the supervisor, within 5 working days of each observation</p> <p>- Action Plan on Professional Growth</p> <p><b>Ongoing self-reflection</b></p> | <p>- Optional Formative Pre-conference for each observation as requested by teacher</p> <p><b>Formative Observations:</b></p> <p>- 1st full observation by supervisor <b>by 11/15</b></p> <p>- 2nd full observation by supervisor <b>by 4/15</b></p> <p><b>Post-conferences:</b></p> <p>- 1 conference after <u>each</u> observation by the supervisor, within 5 working days of each observation</p> <p>- Action Plan on Professional Growth</p> <p><b>Ongoing self-reflection</b></p> | <p>- Optional Formative Pre-conference for each observation as requested by teacher</p> <p><b>Formative Observations:</b></p> <p>- 1 observation <u>In all three years of tenured cycle:</u></p> <p>1 full observation <u>each year</u> by <b>4/15</b> for 3 years with emphasis on decision rules, evidence sources, and professional practice ratings being in the 3rd final Summative year.</p> <p><b>Post-conferences:</b></p> <p>- 1 conference after <u>each</u> observation by the supervisor, within 5 working days of each observation</p> <p>- Action Plan for Professional Growth</p> <p><b>Ongoing self-reflection</b></p> | <p><b>Two site visits:</b></p> <p>One before Dec. 31</p> <p>One before April 30</p> <p><b>Post-conferences:</b></p> <p>within 5 working days of site visit:</p> <p>Mid-Year review (Formative Conference)</p> <p>End-of-Year review (Summative Conference)</p> <p>Formal site visits not required for assistant principals</p> <p>Assistant principals receive at least one formative conference with principal each year</p> |
| <p><b>If following Option 1 OR Option 2</b></p> <p><b>By April 30</b></p>   | <p><b>Each year:</b> Self-Reflection, Summative Evaluation, and Summative conference in person</p>  | <p><b>Each year:</b> Self-Reflection, Summative Evaluation, and Summative conference in person</p>  | <p><b>At end of 3 Year Cycle only:</b> Self-Reflection, Summative Evaluation, and Summative conference in person</p>   | <p><b>Each year:</b> Self-Reflection, Summative Evaluation, and Summative conference in person</p>  |
| <p>The following summative forms should be completed and submitted to HR upon completion of the SUMMATIVE for all teachers/other professionals, KTIP interns, and principals:</p> <ul style="list-style-type: none"> <li>- <b>“Teachers &amp; Other Professionals - Summary Report for Summary Evaluation,”</b></li> <li>- <b>“KTIP Interns - Summary Summative Intern Recommendation Form,” (only when funding is available)</b></li> <li>- <b>“Principals and Other District Certified Personnel – Summary Report for Summative Evaluation,”</b></li> </ul> |   |   |  |   |

### Observer Certification Process

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation provided by KDE or other state approved provider.

A total of 6 hours annually is required to ensure consistency of observations. New evaluators must also be trained by a KDE or KDE approved vendor, tested, and approved using the Proficiency Observation training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are 3 sections of the proficiency system:

Total of 6 hours required annually for personnel evaluation/observer training.

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment
- Only supervisors who have passed the proficiency assessment can conduct observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

### Observation Certification Support System for Administrators

| Initial Support  | Support for Second Attempt   | Support for Third Attempt   |
|--|--|---|
| All new evaluators will participate in a cohort group to prepare for the proficiency exam. The cohort may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules and exam; study guides; group discussions | Superintendent or his/her designee will assign a mentor who has passed the proficiency test. The mentor may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules; study guides; discussion groups; in-person modeling. | Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor until the proficiency exam is passed.<br><br>Both the observer and the supervisor shall be present during observations.<br><br>Continue mentor supports. |

- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors from the district pool will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions regarding the PGP.
- Supervisors hired after the first day of school will complete the certification procedure within 45 calendar days of their first day of employment.
- If a supervisor is unable to perform observation duties as determined by the superintendent or his/her designee, certified supervisors from the district pool will substitute in observing teachers for the supervisor until he/she resumes his/her duties. **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**
- Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor’s role.
- If he or she has not obtained observer certification by April 1, the supervisor will be non-renewed.

- When warranted, and with the consent of the teacher evaluatee, a certified supervisor may be hired by the district on a temporary basis to complete teacher evaluations.

### ***Observer Calibration***

Learning Support Services will provide all certified observers a minimum of 6 hours of observation calibration training each year.

### ***Products of Practice/Other Sources of Evidence***

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. Evidence should yield information related to the educator’s practice within the domains:

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

Other Possible Sources of Evidence may include:

- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- Other evidence as deemed appropriate by school or district

### ***Student Growth as Additional Source of Evidence for Professional Practice***

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth shall be included as additional sources of evidence for professional practices. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, measurement of student growth goals, or other sources of data provided by the teacher that clearly demonstrates student growth.



### Rating Professional Practice

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

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 Domain at the culmination of an educator's cycle.

- Provide a summative rating for each measure based on evidence.
- All ratings **must** be recorded on the district-approved forms and signed by both the supervisor and the employee. A copy of the formative report will also be given to the evaluatee.
- For each summative evaluation, a "Summary Report for Summative Evaluation" found in Appendix C will be completed and signed by both the supervisor and the employee. A copy will be given to the evaluatee and the original will be sent to Human Resources for placement in the employee's personnel file.

### Determining the Overall Performance Category

An educator's Overall Performance Category is determined by utilizing the following decision rules:

#### CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

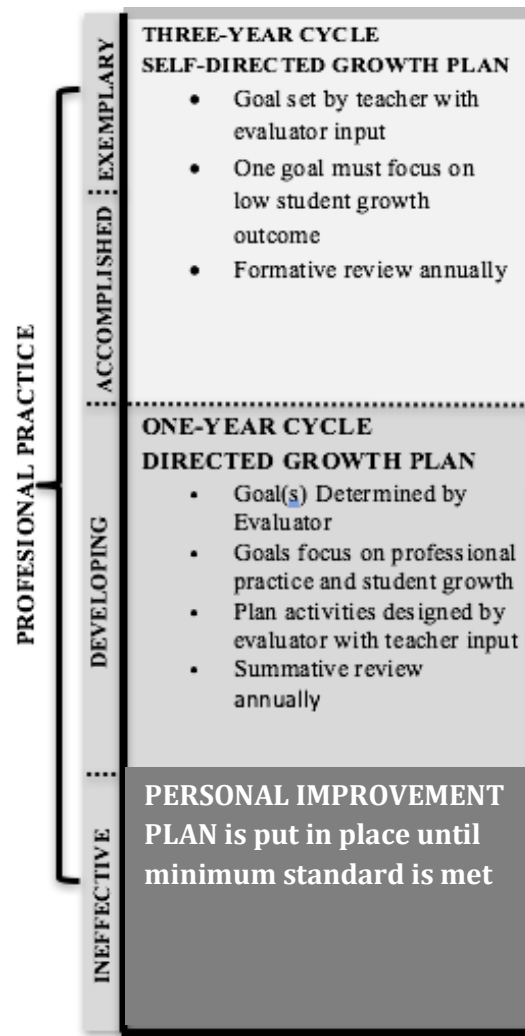
| IF...   | THEN...   |
|---|---|
| One or more of the measures are rated <b>INEFFECTIVE</b>                                  | Professional practice shall be <b>INEFFECTIVE</b>                 |
| Two measures are rated <b>DEVELOPING</b> , and two measures are rated <b>ACCOMPLISHED</b> | Professional Practice shall be no higher than <b>DEVELOPING</b>   |
| Two measures are rated <b>DEVELOPING</b> and two measures are rated <b>EXEMPLARY</b>      | Professional Practice shall be no higher than <b>ACCOMPLISHED</b> |
| Two measures are rated <b>ACCOMPLISHED</b> and two measures are rated <b>EXEMPLARY</b>    | Professional practice rating shall be <b>EXEMPLARY</b>            |

## Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the duration of the summative cycle is determined using the **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS**, and should be documented on the Certified Evaluation Plan Evaluator Control Sheet and submitted annually to Learning Support Services.

In calculating TENURED teachers' 3rd year cycle SUMMATIVE rating, evaluators will use decision rules for determining professional practice, sources of evidence and measures from the summative year, along with professional judgment to determine final ratings.

### PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS



### *Personal Improvement Plan (PIP)*

A Personal Improvement Plan is a plan developed collaboratively by the evaluator and the evaluatee. The plan may be written at any time during the school year when improvement is needed to correct one or more deficiencies that cannot wait for the formal observation, and shall be written if the evaluatee receives an “Ineffective” for any component in any of the 4 domains. Specific assistance and activities are identified in the personal improvement plan.

The personal improvement plan shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of personal improvement plans shall be documented on the Personal Improvement Plan form. A “Personal Improvement Summary Form” will be completed by the evaluator once the teacher has met the required standard(s), thus indicating that the requirements of the plan have been met.

It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards PIP goals and objectives.

If a PIP begins in the first semester of the school calendar, it may continue no longer than May 1. If the PIP begins in the second semester of the school year, and on May 1 the evaluator determines that the evaluatee is close to meeting the objectives of the PIP, the evaluator may extend the PIP timeline no more than one semester.

Teachers who fail to make sufficient progress to meet evaluation standards identified by May 1 may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the teacher will be notified by May 15.

## ***Principal & Assistant / Vice Principal and Other District Certified Personnel Evaluation***

The vision for the Certified Evaluation Plan is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

### ***Roles and Definitions***

- **Administrator:** 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.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
- **Evaluatee:** District/School personnel that is being evaluated.
- **Other District Certified Personnel:** These include District Office Administrators, District Supervisory Personnel, Directors, and Coordinators.
- **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.
- **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.
- **Impact KY Working Conditions Survey:** A working conditions survey of all school staff conducted every year to provide feedback on specific aspects of the school's work environment.

### ***Principal and Other District Certified Personnel Evaluation Components***

The following overview applies to all administrators having served 3 or LESS years in the same role. Administrators having served MORE than 3 years in the same role will be evaluated on a 3 Year Cycle as described on the bottom of page 13.

#### ***Overview***

#### ***Professional Standards for Educational Leaders (PSEL)***

The Professional Standards for Educational Leaders (PSEL) The Standards embody a research and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success: 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

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

### *Sources of Evidence*

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits (at least 2 per year)
  - Impact Kentucky Working Conditions Survey
- Evaluators may use the following categories of evidence in determining overall ratings:
  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g. surveys)
  - Superintendent designated goals aligned to district vision/mission

### *Professional Practice*

#### *Professional Growth Planning and Self-Reflection –*

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 administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All principals, assistant principals, and other district certified personnel will participate in Self-Reflection each year by September 1<sup>st</sup>. For administrators hired after the start of the school year, the Self-Reflection must be completed within 15 working days of the first day of employment.
- Self-Reflections will be approved by the superintendent or his/her designee within 15 working days of submission.
- All principals, assistant principals, and other district certified personnel will develop Professional Growth Plans each year. All Professional Growth Plans will be submitted no later than 30 working days after state testing data becomes available. Since principals and assistant principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For

administrators hired after the release of state testing data, the administrator must submit a professional growth plan within 15 working days of the first day of employment.

- Professional Growth plans will be approved by the superintendent or his/her designee within 15 working days of submission.

### *Site-Visits for Principal / Formative Conferences with Assistant Principal*

Site visits are a method by which the superintendent or his/her designee may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent or his/her designee 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.

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will be conducted before December 31<sup>st</sup> of the school year. Second site visit will be conducted prior to April 30 of the school year. For principals hired after December 31, two site visits will be conducted prior to April 30 of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the collection and documentation of evidence. Documentation of evidence will be connected to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal, with evidence being collected and documented, for the purpose of reflecting on current practice and making next step goals.

### *Products of Practice/Other Sources of Evidence*

Principals/Assistant Principals and Other District Certified Personnel may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

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

### *Student Growth as Additional Source of Evidence for Professional Practice*

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth shall be included as additional sources of evidence for professional practices and to inform the rating for Standard 10 - School Improvement. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, or other sources of data provided by the principal that clearly demonstrates schoolwide student growth.

**Determining the Overall Performance Category**

Superintendents or his/her designee are responsible for determining an Overall Performance Category for each administrator at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the administrator’s ratings on professional practice.

**Rating Overall Professional Practice**

- Record ratings on the district approved forms.
- Overall professional practice ratings will be assigned by **April 30** of each school year.

A principal’s, assistant principal’s, or other district office certified personnel’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Performance Rating:

**CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL’S OVERALL PERFORMANCE RATING**

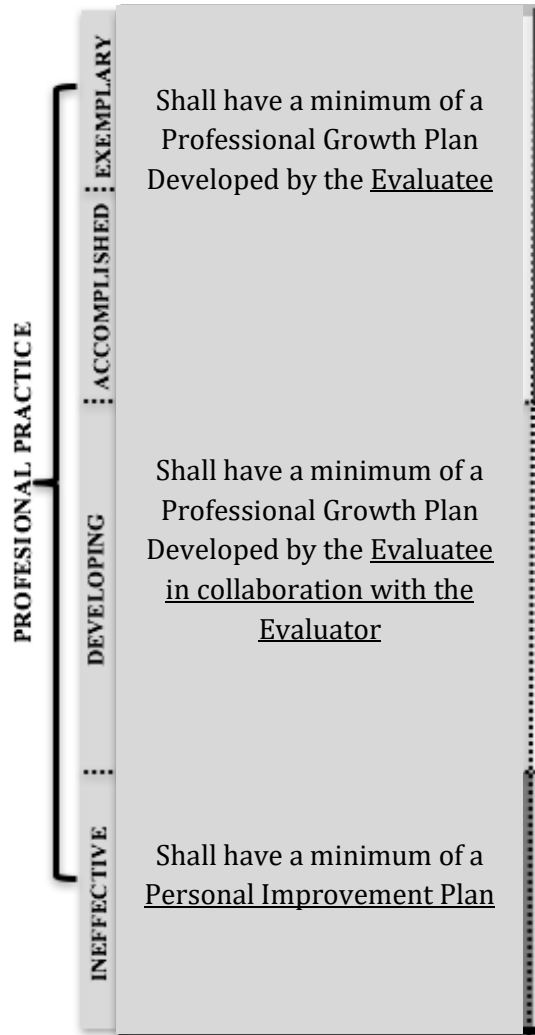
| IF...   | THEN OVERALL PERFORMANCE RATING SHALL BE... |
|---|---|
| Principal, Assistant Principal or Other District Certified Personnel is rated Exemplary in at least SEVEN of the standards and no standard is rated Developing or Ineffective | Exemplary                                   |
| Principal, Assistant Principal or Other District Certified Personnel is rated Accomplished in at least FIVE standards and no standard is rated Ineffective                    | Accomplished                                |
| Principal, Assistant Principal or Other District Certified Personnel is rated Developing in at least FOUR standards   | Developing                                  |
| Principal, Assistant Principal or Other District Certified Personnel is rated Ineffective in ONE or more standards  | Ineffective                                 |



*Professional Growth Plan and Summative Cycle*

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal or Other District Certified Personnel using the following chart:

**PROFESSIONAL GROWTH PLAN AND CYCLE FOR  
PRINCIPALS, ASSISTANT PRINCIPALS, and OTHER DISTRICT CERTIFIED PERSONNEL**



### *Responsibilities for Evaluation*

1. The Boone County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The superintendent or his/her designee will evaluate principals and central office personnel.
3. The director of special education will evaluate district special education staff, speech therapists, and occupational and physical therapists.
4. Principals will evaluate assistant principals, guidance counselors, librarians, and teachers.
5. Principals, in collaboration with the Director of Early Childhood will evaluate preschool staff.
6. Principals, in consultation with the Coordinator of Language Learners will evaluate all ELL staff.
7. The Assistant Superintendent for Learning Support Services will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System and other professionals utilizing the old evaluation system.

## *Appeals Process*

(See Board of Education Policy 03.18)

The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557. The panel shall consist of two members and two alternates elected by and from the certified employees of the District and one certified employee and alternate appointed by the Board. The District will collect nominations and hold elections for the panel positions. Terms shall be for two years and run July 1 to June 30. Members may be reappointed or reelected. The Board appointed certified employee shall be the chairperson of the panel.

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten working days of the receipt of the summative evaluation. The appeal shall be signed and in writing on a form prescribed by the district. The form shall state that evaluation records may be presented to and reviewed by the panel.

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings in collaboration with the teachers' association. There shall be an 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. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation. The evaluatee has the right to the presence of a chosen representative.

No panel member shall serve on any appeal panel considering an appeal for which there is a conflict of interest as indicated in Board Policy 03.18.

At the conclusion of the hearings, the panel shall issue a recommendation to the district superintendent within fifteen working days from the date the appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law and as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Department of Education.

## *Appeals Procedural Guidelines for LEA Appeals Panel Hearing*

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

Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. These copies will be presented to either the BCEA President or the Chairperson of the panel. The members of the appeals panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the district office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

The panel will meet, discuss all documents and prepare questions to be asked of each party by the chair. The time and place of the hearing will be determined. Panel members may ask additional questions during the hearing.

The hearing will be held at a time and place set by the panel. The evaluatee and evaluator will be notified of said time and invited to appear before the panel. The evaluatee responds to the appeal and answer questions from the panel.

Both the evaluator and the evaluatee may be represented by legal counsel, KEA, and/or BCEA who may speak for the individual they represent during the hearing.

The hearing will be audio taped, and a copy will be provided to both parties if requested in writing.

Witnesses may be invited to provide information one at a time but will not be permitted to observe the proceedings.

The following procedures will be followed during the hearing:

- Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel, which has been agreed upon by the appeals panel and BCEA president.
- Each party will be allowed to make a statement of claim. The evaluator will begin.
- The panel may question the evaluatee and evaluator.
- Each party will be asked to make closing remarks.
- The chairperson of the panel will make closing remarks.

***Certified Employee Appeals Form***

(To be submitted within ten (10) working days after receipt of the summative evaluation)

Certified Employee Name: \_\_\_\_\_

Address: \_\_\_\_\_

Title: \_\_\_\_\_

Location: \_\_\_\_\_

**Please answer the following questions & attach to this appeal form:**

In your opinion what evaluation procedures have not been followed thus rendering your summative evaluation unfair?

Attach a copy of your summative evaluation and additional pages to this form. Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.

\_\_\_\_\_  
Certified Employee's Signature

\_\_\_\_\_  
Date

*Decision of the Appeals Panel*

Attach additional pages if necessary.

(A recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.)

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

### Who Evaluates Who?

| Role Groups                                 | Primary Evaluator | Secondary Evaluator |
|---|-------------------|---------------------|
| Speech/Language Teachers                    | Principals        | LSS                 |
| Instructional Coaches                       | LSS               | Principals          |
| Preschool Teachers                          | Principals        | LSS                 |
| English Learner Teachers                    | Principals        | LSS                 |
| Physical Therapists/Occupational Therapists | LSS               | Principals          |
| Vision & Hearing Impaired Teachers          | LSS               | Principals          |
| Home Hospital Teachers                      | Student Services  | LSS                 |
| Psychologists                               | Student Services  | LSS                 |
| College/Career Coaches                      | LSS               | Principals          |

**\*NOTE: These role groups MUST follow the “Option 1” of the CEP for their evaluation process.**

## Virtual Teachers

For any certified teacher who is instructing virtually, the teacher will follow the Charlotte Danielson Framework for Remote Teaching found [HERE](#). The framework focuses on connecting the relevant aspects of teaching remotely to the framework.

|  |   |
|--|---|
| <b>Domain 1: Planning &amp; Preparation</b>    | <ul style="list-style-type: none"> <li>● 1A Knowledge of Content &amp; Pedagogy</li> <li>● 1B Demonstrates Knowledge of Students</li> <li>● 1E Designs Coherent Instruction</li> </ul>  |
| <b>Domain 2: The Classroom Environment</b>     | <ul style="list-style-type: none"> <li>● 2A Creates an Environment of Respect &amp; Rapport</li> <li>● 2D Managing Student Behavior</li> </ul>  |
| <b>Domain 3: Quality Instruction</b>           | <ul style="list-style-type: none"> <li>● 3A Communicates with Students</li> <li>● 3B Using Questioning and Discussion Techniques to Promote Higher Level Thinking</li> <li>● 3C Engages Students in Meaningful Learning</li> <li>● 3D Uses Assessment in Instruction</li> <li>● 3E Demonstrates Flexibility &amp; Responsiveness</li> </ul> |
| <b>Domain 4: Professional Responsibilities</b> | <ul style="list-style-type: none"> <li>● 4A Reflects on Teaching and Lesson Effectiveness</li> <li>● 4B Maintains Accurate Records</li> <li>● 4C Communicates with Families</li> <li>● 4D Participates in a Professional Community</li> <li>● 4E Grows and Develops Professionally</li> <li>● 4F Shows Professionalism</li> </ul>           |



## Boone County Schools

### Domain 1: Planning and Preparation

| Component   | Ineffective  | Developing   | Effective   | Virtual Look Fors   | Exemplary  |
|---|--|--|---|---|--|
| <b>1A:<br/>Demonstrates knowledge of content and pedagogy</b> | The teacher's plans and practice displays little knowledge of the BCS curriculum, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. | The teacher's plans and practice reflect solid knowledge of the BCS curriculum, prerequisite relationships between them, and the instructional practices specific to that discipline.                              | The teacher's plans and practice reflect solid knowledge of the BCS curriculum, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.                                     | The teacher uses virtual pedagogy that is appropriate for effective instruction in their content area and/or grade level.   | The teacher's plans and practice reflect extensive knowledge of the curriculum and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| <b>1B:<br/>Demonstrates knowledge of students</b>             | The teacher demonstrates little or no knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.        | The teacher indicates the importance of understanding students' developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class. | The teacher displays knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiency, interest, and special needs, and attains this knowledge for the groups of students.                              | The teacher uses virtual techniques, skills, activities to get to know your students in a virtual setting.  | The teacher actively seeks and demonstrates knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.                    |
| <b>1E:<br/>Designs coherent instruction</b>                   | The designed learning activities are poorly aligned with the instructional outcomes and do not represent a coherent structure. The experiences and resources are suitable for only some students.                  | The designed learning activities demonstrate partial alignment with instructional outcomes. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.              | The teacher designs learning activities, modifies instruction per the IEP, and selects resources suitable for diverse learners that are aligned to the instructional outcomes. The lesson or unit has a clear and sequential structure. | Evidence of differentiated virtual activities. The teacher maintains Schoology consistent with best practices providing students with a constant, predictable learning environment. | The teacher coordinates knowledge of content, of students, and of resources to design learning activities aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage.                                  |

### Domain 2: The Classroom Environment

| Component  | Ineffective  | Developing  | Effective   | Virtual Look Fors  | Exemplary  |
|--|--|---|---|--|--|
| <b>2A:<br/>Creates an environment of respect and rapport</b> | Classroom interactions, between and among the teacher and students are negative, inappropriate, or insensitive. Students are not willing to take risks.  | Classroom interactions, between and among the teacher and students are generally appropriate and free from conflict. There may be occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences. Students are seldom willing to take risks. | Classroom interactions between teacher and students are caring, respectful, and appropriate to students' culture and development. Teacher encourages polite and respectful student interactions where students are comfortable and willing to take risks. | <b>The teacher continues to model cultural competency and awareness within their virtual classroom. It is evident that all students feel included.</b>   | Classroom interactions between teacher and students are sensitive to students' culture and levels of development. Students consistently take risks without hesitation. Students take responsibility for upholding a positive classroom environment.          |
| <b>2D:<br/>Managing Student Behavior</b>                     | There is no evidence that expectations for behavior have been established and there is little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the teacher has tried to establish expectations for student behavior. The teacher tries, with uneven results, to monitor behavior and respond to misbehavior.   | Expectations for behavior appear to be clear to students, and the teacher monitors student behavior against those expectations. The teacher's response to student misbehavior is consistent, appropriate and respects student dignity.                    | <b>The teacher monitors various online discussions, blogs, collaborative assignments, etc. during asynchronous instruction and appropriately addresses unacceptable and insensitive synchronous or asynchronous behaviors.</b> | Expectations for behavior are clear with evidence of student participation in setting them. The teacher's monitoring of student behavior is sensitive to individual student needs. Students take an active role in monitoring the expectations for learning. |

### Domain 3: Quality Instruction

| Component  | Ineffective  | Developing   | Effective  | Virtual Look Fors  | Exemplary   |
|--|--|--|--|--|---|
| <b>3A: Communicates with students</b>  | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of oral and written language contains errors or is inappropriate for students' cultures or levels of development.      | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of oral and written language is correct but may not be completely appropriate for students' cultures or levels of development.  | Expectations for learning, directions and procedures, and explanations of content are clear to students. Oral and written language is appropriate for students' cultures and levels of development.  | The teacher effectively uses Schoology and approved BCS Digital Resources along with various online tools to communicate with students in both synchronous and asynchronous environments.  | Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written language is clear and expressive, extends students' vocabularies, is appropriate to students' cultures and levels of development.                                       |
| <b>3B: Uses questioning and discussion techniques to promote higher level thinking</b> | The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. A few students dominate discussion.  | Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.  | Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students are provided the opportunity to participate in the discussion, with the teacher stepping aside when appropriate.   | The teacher uses discussion boards (e.g. collaborative google docs, Padlet, Jamboard, etc.) along with other supplemental materials to encourage higher level thinking.  | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions, assume responsibility for the discussion, initiate topics and ensure that all voices are heard.  |
| <b>3C: Engages students in meaningful learning</b>                                     | Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in partial intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Pacing of the lesson is inconsistent. | Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are provided the opportunity to engage in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. | The teacher designs synchronous instruction to actively engage students in the learning process. The amount of time spent in synchronous learning is appropriate to the needs of the learner. Asynchronous instruction encourages critical thinking, has elements of student choice, and is differentiated to meet the need of the learner(s). | Students, throughout the lesson, are highly intellectually engaged in significant learning and contribute to the activities, student groupings, and selection of materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |

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| <b>3D:<br/>Uses assessment in instruction</b>              | Assessment is not used in instruction, either through teacher monitoring of progress or student self assessment. Teacher feedback to students is poor quality and not timely. Students are not aware of the assessment criteria used to evaluate their work.                   | Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self assessment by students, monitoring of progress of learning by the teacher and/or students. Students are fully aware of the assessment criteria used to evaluate their work. Teacher feedback to students is timely and high quality. | <a href="#">Formative and summative assessment via instructional technology is seamlessly embedded in classroom pedagogy (e.g. EdPuzzle, Kahoot, Quizlet, Flipgrid, Google Forms, Padlet, Plickers, etc.).</a>   | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high quality feedback to students from a variety of sources.  |
| <b>3E:<br/>Demonstrates flexibility and responsiveness</b> | The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside students' questions; when students experience difficulty, the teacher blames the students or their home environment. | The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of instructional strategies to draw upon.        | The teacher promotes the successful learning of all students, adjusting instruction plans as needed and accommodating student questions, needs, and interests by using a broad repertoire of instructional strategies.   | <a href="#">The teacher develops online activities that are differentiated to meet the needs of the learners. The teacher is available to meet with student(s) to answer questions, remediate, or enrich learning. As appropriate, students are provided a choice in how they want to show their learning.</a> | The teacher promotes the successful learning of all students, adjusting instructional plans as needed. The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

## Domain 4: Professional Responsibilities

| Component  | Ineffective  | Developing   | Effective   | Virtual Look Fors   | Exemplary   |
|--|--|--|---|---|---|
| <b>4A:<br/>Reflects on teaching and lesson effectiveness</b> | The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.                                      | The teacher's reflection is more subjective than objective and does not cite specific evidence of student learning. The teacher recognizes improvement is needed but has limited strategies to improve the lesson. | The teacher reflects on the effectiveness of the lesson based on student learning. The teacher identifies the need for specific alternative instructional options for future teaching. The teacher may make some specific accommodations to meet the students' needs. | <a href="#">The teacher continues to self assess effectiveness of their instruction in a virtual classroom</a>  | The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence based on student learning. The teacher draws on an extensive repertoire to suggest alternative strategies as to how the lesson might be improved. |
| <b>4B:<br/>Maintains accurate records</b>                    | The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.     | The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.   | The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and align with the BCS grading policy.  | <a href="#">The teacher deletes recorded synchronous instruction per BCS guidelines.</a>  | The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and align with the BCS grading policy. Students maintain records of their level of mastery.                     |
| <b>4C:<br/>Communicates with families</b>                    | The teacher's communication with families about the instructional program is nonexistent. The teacher makes no attempt to engage families about individual progress. | The teacher has limited communication with families about the instructional program. The teacher makes sporadic attempts to engage families about individual student progress.                                     | The teacher frequently provides information about the instructional program and makes an effort to engage families about individual student progress.   | <a href="#">The teacher effectively uses instructional technology (Google Classroom, Canvas, and other approved BCS Digital Resources) along with traditional modalities to communicate with parents.</a> | The teacher frequently provides information about the instructional program and consistently makes an effort to engage families about individual student progress.  |
| <b>4D:<br/>Participates in a professional community</b>      | The teacher avoids participation in a professional community or in school and district events and projects; relationships with colleagues                            | The teacher becomes involved in the professional community and in school and district  | The teacher participates actively in the professional community in school and district events   | <a href="#">The teacher collaborates with peers in an effort to continually learn about best practices</a>  | The teacher makes a substantial contribution to the professional community and to school and district events and project, and assumes a   |

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|  | are negative or self-serving.  | events and projects when specifically asked; relationships with colleagues are cordial.  | and projects. Professionalism is maintained.   | related to virtual teaching.   | leadership role among the faculty.   |
| <b>4E:<br/>Grows and develops professionally</b> | The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. | The teacher participates in professional development activities that are required but limits the integration into instructional practices. The teacher acknowledges with some reluctance feedback from supervisors and colleagues. | The teacher participates in professional development and integrates into instructional practices as appropriate. The teacher acknowledges feedback from supervisors and colleagues.  | The teacher participates in professional learning opportunities to increase capacity related to teaching in a virtual environment. | The teacher actively pursues professional development opportunities and implements new strategies.<br>The teacher seeks feedback from supervisors and colleagues to improve instruction.   |
| <b>4F:<br/>Shows professionalism</b>             | The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with BCS and school regulations.   | The teacher has a sense of ethics and professionalism, but they show little initiative in gaining knowledge that would improve their ability to serve students. The teacher complies with BCS and school regulations.              | The teacher demonstrates a high level of ethics and professionalism in dealings with both students and colleagues and complies fully with BCS and school regulations. The teacher works to ensure that all students receive a fair opportunity to succeed. | The teacher continues to demonstrate professionalism while working in an online environment.                                       | The teacher uses their influence to support a high level of ethics and professionalism in dealings with both students and colleagues.<br>The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with BCS and school regulations.<br>The teacher is proactive in ensuring that all students have a fair opportunity to advance to the next level. |

# Appendix A - Individual Personal Improvement Plan (PIP)

## Boone County Schools

Teacher Name: \_\_\_\_\_ Position \_\_\_\_\_

Administrator Name: \_\_\_\_\_

School year: \_\_\_\_\_ Implementation Date: \_\_\_\_\_

| AREA OF NEED<br>(Domain and Component) | OBJECTIVE / GOAL | Procedures / activities for achieving objective / goal | Appraisal method and target date | Required periodic checks set in (at minimum) one month intervals as described below. Initials and dates indicate progress is satisfactory otherwise noted |
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Teacher and administrator will meet per the schedule above to review progress toward goals and make any necessary adaptations.

A Professional Improvement Plan indicates that there is a need for immediate and sustained improvement. Failure to make improvement as outlined in the plan could result in a recommendation for non-renewal of the teacher's contract. This plan was thoroughly reviewed by:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**NOTE:** KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duty.

**Appendix B – Links to all District Evaluation Forms are available on the district website [HERE](#).**