2026-2027
EMPLOYEE EVALUATION PLANS

Warren County Public Schools
303 Lovers Lane
Bowling Green, KY 42103
270 781-5150

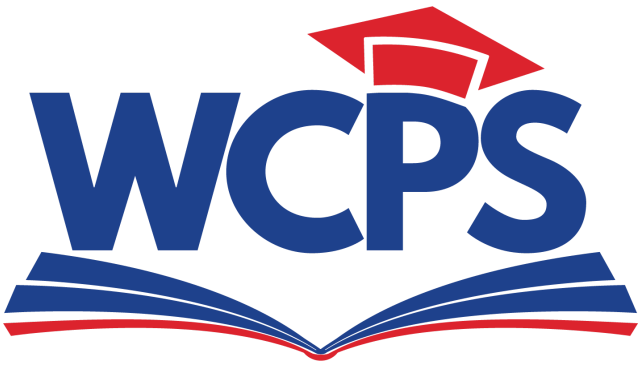
Superintendent
Rob Clayton

Evaluation Contact
Dr. Sarah Johnson
Kyle Cassady

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CERTIFIED EVALUATION PLAN



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Superintendent
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Evaluation Contact
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CERTIFIED EVALUATION PLAN ASSURANCES

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

- This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Sarah Baker, Principal, Bristow Elementary School
Katherine Beals, Teacher, Plano Elementary School
Amy Buss, Director of Technology, District Technology
Tori Caudill, Teacher, North Warren Elementary
Joe Dan Cline, Teacher, Jody Richards Elementary School
Allen Michael Corder, Teacher, Greenwood High School
Chrissy Daigle, Teacher, Warren Central High School
Ashley Gaddie, Teacher, Alvaton Elementary School
Adam Hatcher, Principal, Greenwood High School
Colton Isaacs, Principal, Warren Central High School
Brooke Knight, Principal, Rockfield Elementary School
Nicholas Lowe, Principal, Jennings Creek Elementary
Derick Marr, Principal, Rich Pond Elementary
David Stobaugh, Teacher, South Warren Middle School
Adam Vincent, Technology Resource Teacher, District Technology
Dr. Wesley Waddle, Director of Human Resource, Human Resources

- 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)
- All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)
- All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) 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 characteristic, as required by all applicable federal, state, and local law.
- 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 June 18, 2026. (704 KAR 3:370)

_____	_____	_____	_____
District Superintendent	Date	Board of Education Chairperson	Date

Evaluation Plan (50/50) Committee

In order to develop and implement an evaluation system for Warren County Public Schools, a committee comprised of an equal number of teachers and administrative personnel was established. This committee will be referred to throughout this document as the 50/50 Committee. The 50/50 Committee may meet in person, virtually, and/or through email as determined by district evaluation contact. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

The district shall designate a contact person responsible for monitoring evaluation training and implementing the district evaluation plan.

2026-2027 50/50 Committee

Sarah Baker, Principal, Bristow Elementary School
Katherine Beals, Teacher, Plano Elementary School
Amy Buss, Director of Technology, District Technology
Tori Caudill, Teacher, North Warren Elementary
Joe Dan Cline, Teacher, Jody Richards Elementary School
Allen Michael Corder, Teacher, Greenwood High School
Chrissy Daigle, Teacher, Warren Central High School
Ashley Gaddie, Teacher, Alvaton Elementary School
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Nicholas Lowe, Principal, Jennings Creek Elementary
Derick Marr, Principal, Rich Pond Elementary
David Stobaugh, Teacher, South Warren Middle School
Adam Vincent, Technology Resource Teacher, District Technology
Dr. Wesley Waddle, Director of Human Resources, Human Resources

2026-2027 Appeals Committee

Kim Coomer, Area Technology Center
Brittany Stewart, Warren Central High School

Casey Franks, Briarwood-Alternate

District Evaluation Plan

The vision for the District 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

1. **Administrator:** Means an employee for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **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.
4. **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.
5. **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.
6. **Comparability:** A goal that contains a uniform expectation for student achievement and is consistently aligned with standards.
7. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
8. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an ineffective standard rating(s) on the summative evaluation or ineffective performance at any time during the school year.
9. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
10. **Evaluatee**: District/School personnel who are being evaluated.
11. **Evaluator (Primary)**: Administrator/director who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
12. **Evidence**: Documents or demonstrations that indicate proof of a particular descriptor.
13. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
14. **Full/Formal Observation**: An observation consisting of one full instructional period, (i.e., bell to bell)
15. **Full-Time Certified Sub:** A certified employee, below the level of superintendent, assigned to a specific school/location
16. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice.
    b. Principals who are rated ineffective in professional practice.
17. **Job Category:** A group or class of certified school personnel positions with closely related functions.
18. **Kentucky Framework for Teaching:** The document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
19. **Mini Observation:** An observation that does not have to be scheduled in advance with the evaluatee and will last approximately 20-30 minutes.
20. **Observation**: Documentation and feedback on a teacher's professional practices and observable behaviors.
21. **Performance Measures/Domains:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
23. **Performance Rating:** The summative description of an evaluatee's performance. Performance ratings are Ineffective, Developing, Accomplished, or Exemplary on this scale.

24. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
25. **Performance Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those Principal Performance Standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
26. **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.
27. **Professional Growth**: Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
28. **Professional Growth Plan**: An individualized plan (including goals) that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the primary evaluator.
29. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
30. **Ratings**: Teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Kentucky Framework for Teaching and other established criteria.
31. **Rigor**: Congruency to the Kentucky Core Academic Standards.
32. **Scheduled Observation:** An observation that has been planned and scheduled by the primary evaluator and evaluatee.
33. **Site-Visit:** Methods by which superintendent or designee may gain insight into whether a principal is meeting the performance standard(s).
34. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
35. **Summative Evaluation:** Is defined by KRS 156.557(1)(b).
36. **Surveys:** Tools used to provide information to principals about perception of job performance.
37. **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.
38. **Working Conditions Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
39. **Unscheduled/Unannounced Observation:** An observation that has not been previously scheduled with the evaluatee.
40. **Working Day:** A day is defined as any day in which school is in session for instruction.
41. **Workplace Visit:** A visit to the evaluatee's workplace assignment by which a primary evaluator may gain insight into whether the evaluatee is meeting the performance standards.

Certified Evaluation Plan Overview

The Kentucky Framework for Teaching and the Kentucky Framework for Other Professionals, and District Certified Employees (DCE) are designed to support student achievement and the professional practice of classroom teachers and other certified employees. All employees will be evaluated according to their primary job assignment. All teachers (including full-time certified subs) will be evaluated using the performance measures from this framework and the results will be reported on district-approved forms. See page 13 for detailed information about the teacher evaluation process. Other Professionals (OP) are defined as the following job assignments and will be evaluated using the performance measures from their respective framework. The evaluation results will be reported on district-approved forms. See page 13 for detailed information about OP evaluation process. District level certified employees will follow the same evaluation guidelines as teachers and other professionals. The Instructional Specialists framework will be used to guide in the selection and evaluation of evidences for district certified employees.

Other Professionals (OP):

- Guidance Counselors
- Library Media Specialists
- Therapeutic Specialists (Speech Language Pathologists, Physical Therapist, Occupational Therapist)
- Certified District Level Psychologists
- School/District Instructional Specialists (Curriculum Coordinators, Interventionists, District RTI Coaches, Instructional Coaches, Reading/Math District Interventionists, Building Level Student Services Coordinator, District Certified Employees)

District Certified Employees (DCE)*

- Assistant Superintendent
- Directors
- Assistant Directors
- Coordinators
- Preschool Facilitators
- Reading and Math Facilitators
- Technology Integration Specialists
- Student Assistance Staff
- Truancy/Dropout Prevention Staff
- Home-Hospital Teachers
- Deaf/Hard of Hearing Specialists
- Special Education Consultants
- Vision Consultants
- Personnel Recruitment Facilitators
- Others to be determined by the District Evaluation Plan Point of Contact

*Staff not holding valid teacher certification will be evaluated using the classified evaluation plan.

Kentucky Framework for Teachers, Other Professionals, and Other District Certified Employees (DCE)

Framework for Teaching
Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Frameworks for Other Professionals and DCEC
Planning and Preparation
Environment
Delivery of Service
Professional Responsibilities

The Frameworks 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 documenting professional practice is situated within one or more of the four Performance Measures of the framework. Performance is rated for each measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each Performance Measure. The timelines outlined throughout the Certified Evaluation Plan may be adjusted as necessary for extenuating circumstances.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over reliance on one individual data point or rote calculation of practice based on predetermined formulas. Primary 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 primary 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 Performance Measure, 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 might include, but are not limited to, the following:

- Classroom observation feedback
- Professional Growth Plan and Review Documentation
- Student Growth/Achievement
- Self-assessment and self-reflection
- Assessment data
- Surveys
- Team-developed curriculum units
- Lesson plans / Video lessons
- Professional Development
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Student pre, post, formative and/or summative course evaluations
- Teacher interviews, Teacher reflections and/or self-reflections
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Progress monitoring data
- Membership in professional organizations
- Site-Visit / Workplace Visit

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties. For job category, specific sources of evidence, visit the Kentucky Department of Education web site at this link for teachers and other professionals.

Teachers/Other Professionals:
https://www.education.ky.gov/epsb/Pages/goteachky.aspx

Performance Criteria of the Kentucky Framework for Teaching

Planning
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 Assessments

Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Organizing Physical Space

Instruction
3a Communicating with Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment in Instruction
3e Demonstrating Flexibility and Responsiveness

Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records
4c Communicating with Families
4d Participating in the Professional Community
4e Growing and Developing Professionally
4f Showing Professionalism

All Performance Measures will be considered in determining the employee's professional practice rating. Performance Measures 1 and 4 will be measured through artifacts, conferencing, and/or observations. Performance Measures 2 and 3 will be measured through observation and conferencing.

Assignment of Primary Evaluator

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it on the Primary Evaluator Assignment Form to the district certified evaluation plan contact. Late hires, after September 1, will have a primary evaluator assigned within the first 30 days of employment.

Required:
- All employees must receive certified evaluation plan training within the first 30 calendar days of reporting to work. The primary evaluator shall ensure that this training has been completed.
- When applicable, the district will adhere to the approved guidelines when completing evaluations.

Primary Evaluator Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training provided by KDE and annual district certified/classified training prior to conducting observations for the purpose of evaluation. Administrators who are evaluating first year teachers must also complete the current requirements, if applicable.

To ensure consistency of evaluations, primary evaluators must also be trained yearly through administrator professional development by receiving the annual, six hour, EILA or PD approved evaluator training update.

Professional Growth Planning

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

Reflective practices and professional growth planning are repetitive processes. The teacher:

(1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
(2) collaborates with his or her primary evaluator 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.

Required:

- All teachers and other professionals will participate in professional growth planning each year according to the schedule below. Teachers are encouraged to continuously self-reflect on their professional practice throughout the school year. See Tables 1, 2, and 3 for professional growth planning timelines.
- Multiple sources of data shall be used to develop the Professional Growth Plan and can be used throughout this entire process. Teachers with Accomplished or Exemplary overall summative evaluation cycle rating shall complete a self-directed growth plan. However, any individual measure that is rated as Ineffective on a summative evaluation shall be addressed in the PGP. See page 54 for the Professional Growth Form.
- For teachers with an overall summative evaluation cycle rating of Developing or Ineffective, a “directed” growth plan shall be done in consultation with the primary evaluator.
- Employees who do not fulfill their contractual obligations for completing professional development may be placed on a corrective action plan.

Table 1: Timeline for PGP for Tenured Teachers, Other Professional Employees, and District Certified Employees

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator, develops a Professional Growth Plan and action steps by October 31.
November-March	Implementation/Reflection on progress and impact of the plan on his/her professional practice.
March-April 20	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted.
April 20	Primary evaluator recommends re-employment/termination to the superintendent. Annual review of PGP must be completed for all tenured teachers recommended for termination.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 2: Timeline for PGP for Non-Tenured Teacher, Other Professional Employees, and District Certified Employees

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator after completion of mini-observation to develop growth plan and action steps by October 31.
November-March	Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after the second mini-observation is completed.
March-April 20	Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for the next step will be a point of discussion at meeting with the primary evaluator.
April 20	Primary evaluator completes the summative evaluation and recommends re-employment/termination to superintendent

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 3: Timeline for Late Hires (tenured and non-tenured)

Evaluation Plan Orientation	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
Teachers hired after the first day of instruction	Complete PGP within 30 days of their hire date.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observation Model for Teachers, Other Professionals, and District Certified Employees

The observation process is one source of evidence to determine educator effectiveness that includes primary evaluator observation for each certified teacher and other professional. The primary evaluator observation provides documentation and feedback to measure the effectiveness of professional practice. The primary evaluator observation will be used to complete the summative evaluation process. See page 23 for teacher/OP/DCE formative and summative observation/evaluation documents. Observations may begin after the certified evaluation plan training has been completed, but no earlier than 30 calendar days after the first day of teacher employment.

Primary evaluator will conduct two mini-observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini-observation session. The mini-observation shall focus on Performance Measures 2 and 3 only. The final observation is a full/formal observation consisting of one full instructional period.

Mini-observations do not have to be announced/scheduled, however, the primary evaluator must be visible and the teacher must be aware that an observation is occurring.

Observation/Evaluation Timeline (tenured and non-tenured) *

Required:

Non-tenured

- Non-tenured employees will have a minimum of 3 observations/evaluations conducted by the primary evaluator (2 minis and 1 full/formal). The final evaluation is conducted by the primary evaluator and includes a full/formal observation. Each year is considered a summative evaluation cycle for non-tenured employees.
- All evaluations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the evaluation form.

*Retired Teachers returning to service shall be evaluated as a year one, tenured staff, annually.

Tenured

- Tenured teachers will receive one full/formal observation by the supervisor and four mini-observations/formative evaluations over the five-year summative cycle. The primary evaluator shall complete one mini-observation in the first year, one mini-observation in the second year, one mini-observation in the third year, one mini-observation in the fourth year, and a full/formal being the final observation/evaluation completed during the final year of the cycle.
- OP employees will follow a five-year cycle with a minimum of 5 primary evaluator observations/evaluations. Years 1-4 will consist of a mini-observation each year by the primary evaluator and Year 5 will consist of a full/formal.
- All evaluations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the evaluation form.

Table 4: Observation/Evaluation Schedule for Tenured Employees *

Year One	Year Two	Year Three	Year Four	Year Five
Mini-observation and formative evaluation by primary evaluator by April 20	**Mini-observation and formative evaluation by primary evaluator by April 20**	**Mini-observation and formative evaluation by primary evaluator by April 20**	**Mini-observation and formative evaluation by primary evaluator by April 20**	**Full/formal observation and summative evaluation by primary evaluator by April 20**

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 5: Observation/Evaluation Schedule for Non-Tenured Employees *

Every Year
Mini-observation and formative evaluation by primary evaluator by October 31
Mini-observation and formative evaluation by primary evaluator by January 31
Full/formal observation and summative evaluation by primary evaluator by April 20

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observation/Evaluation Timeline for Late Hires, Emergency Leaves of Absence, and Board Approved Leaves of Absence (tenured and non-tenured) *

Teachers hired during the first semester of instruction will complete all components of the observation/evaluation schedule. Teachers hired during the third quarter of instruction will receive one-mini/formative and one full/formal observation from the primary evaluator. Teachers hired during the fourth quarter of instruction will receive one-mini observation/formative by the primary evaluator.

An evaluatee who takes a leave of absence before the completion of their evaluation cycle will have their evaluation cycle adjusted by the District Evaluation Plan Point of Contact. The primary evaluator is responsible for contacting the plan Point of Contact.

***Additional observation(s)/evaluation(s) may be conducted if deemed necessary by the primary evaluator. If the overall rating for a summative evaluation yields an ineffective rating for any Performance Measure, a corrective action plan shall be developed and additional observation(s)/evaluation(s) shall be required. The frequency and type of additional observation(s) will be left to the discretion of the primary evaluator and the district evaluation point of contact.**

Observation/Evaluation Conferencing

Required

Primary evaluators will adhere to the following observation/evaluation conferencing requirements:

- **Full/Formal** – The full/formal observation will be scheduled at least 2 working days prior to the observation and the teacher notified of the pending observation. An **electronic** pre-conference communication shall take place at least one working day prior to the observation. A **person-to-person, post-observation conference** will be conducted within 5 working days after the full/formal observation. All data will be used as evidence for evaluations and entered onto the district approved forms. If the post-observation conference is not held within the 5 working days, another full/formal observation must be scheduled.

- **Mini** – **No pre-conference meeting** is required for this observation. The mini observation may be announced or unannounced and will include Performance Measures 2 and 3 of the Framework for Teaching. A **person-to-person**, post-observation conference will be conducted within 5 working days after the mini-observation. If the post-observation conference is not held within the 5 working days, another mini observation must be conducted. All data will be used as evidence for evaluations and entered onto district approved forms.

- **Summative** –
  - The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, formative evaluation results from all mini and full/formal observations and other evidence in the cycle will be reviewed so that an overall performance rating for all Performance Measures in the Framework can be determined.

  - The summative evaluation form will be completed by April 20 of the summative evaluation year. The summative evaluation form will include an overall rating for each Performance Measure as well as an overall performance rating for the evaluation cycle.

  - The summative evaluation form shall be signed by both the primary evaluator and evaluatee. The summative evaluation form shall be included in the district teacher personnel file annually.

Formative Evaluation Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating. Sources of evidence will be cited on the formative evaluation document.

Each individual performance measure will be rated by considering the evidences against the performance criteria from the KyFFT and Specialist Frameworks. The rating of each individual performance measure will be calculated by selecting the performance level at which the majority of the components are scored.

Required:
- Observation (mini, full formal, classroom, site-visit)
- PGP
- Post Observation Document / Self Reflection

Optional:
- Additional sources of evidence from page 9 of the CEP or KDE links provided.

Summative Evaluation Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating. Sources of evidence will be cited on the summative evaluation document.

The summative individual performance measure ratings will be calculated by considering each of the individual performance measures from the three formative evaluations for non-tenured employees. The summative individual performance measure ratings will be calculated by considering each of the individual performance measures from the five formative evaluations for tenured employees. The score will be calculated by determining where the majority of the individual performance measures are scored. (The primary evaluator can determine if the most recent formative evaluation is a more accurate reflection for the summative rating.)

The overall summative rating will be determined by considering the four individual performance ratings from the summative evaluation form. The overall summative rating will be calculated by determining where the majority of the summative individual performance measures are scored.

Required:

- Non-tenured annual Formative Evaluation Results (2-mini and 1-full formal)
- Tenured Formative Evaluation Results (4-mini and 1-full formal)
- PGP
- Post Observation Conference / Self-Reflection

Optional:

- Additional sources of evidence from page 9 of the CEP or KDE links provided.

Table 6: Timeline for Tenured Employees

Year One	Year Two	Year Three	Year Four	Year Five
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)
Professional Growth Plan (10/31)	Professional Growth Plan (10/31)	Professional Growth Plan (10/31)	Professional Growth Plan (10/31)	Professional Growth Plan (10/31)
Implementation/ Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 20)	Implementation/ Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 20)	Implementation/ Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 20)	Implementation/ Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 20)	Implementation/ Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 20)
An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 20)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 20)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 20)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 20)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 20)
One mini observation by Primary evaluator (4/20)	One mini observation by Primary evaluator (4/20)	One mini observation by Primary evaluator (4/20)	One mini observation by Primary evaluator (4/20)	One formal/full observation by Primary evaluator (4/20)
Formative Evaluation	Formative Evaluation	Formative Evaluation	Formative Evaluation	Summative Evaluation

Year One	Year Two	Year Three	Year Four	Year Five
completed (4/20)	completed (4/20)	completed. (4/20)	completed. (4/20)	completed. (4/20)
Primary evaluator recommends reemployment/termination to Superintendent (4/20)	Primary evaluator recommends reemployment/termination to Superintendent (4/20)	Primary evaluator recommends reemployment/termination to Superintendent (4/20)	Primary evaluator recommends reemployment/termination to Superintendent (4/20)	Primary evaluator recommends reemployment/termination to Superintendent (4/20)
Formative evaluation forms submitted to Personnel Office annually.	Formative evaluation forms submitted to Personnel Office annually.	Formative evaluation forms submitted to Personnel Office annually.	Formative evaluation forms submitted to Personnel Office annually.	Summative Evaluation Form submitted to Personnel Office annually.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

See page 23 for teacher/OP formative and summative evaluation documents.

Table 7: Timeline for Non-Tenured Employees

Every Year
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Assignment of Primary Evaluator (9/1)
Professional Growth Plan (10/31)
Two mini observations/formative evaluations by primary evaluator (10/31 and 1/31)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 20)
Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator. (April 20)
One full/formal observation by primary evaluator (4/20)
Assignment of an overall summative rating (4/20)
Primary evaluator recommends reemployment/termination to Superintendent (4/20)
Summative Evaluation Report submitted to Personnel Office annually.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

See page 23 for teacher/OP formative and summative evaluation documents.

Principals Evaluation Plan Overview

(Principal, Assistant Principal, and Dean)

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

Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice in the areas of Planning, Environment, Instruction, and Professionalism. The PSEL standards include:

- Standard 1. Mission, Vision, and Core Values
- Standard 2. Ethics and Professional Norms
- Standard 3. Equity and Cultural Responsiveness
- Standard 4. Curriculum, Instruction, and Assessment
- Standard 5. Community of Care and Support for Students
- Standard 6. Professional Capacity of School Personnel
- Standard 7. Professional Community for Teachers and Staff
- Standard 8. Meaningful Engagement of Families and Community
- Standard 9. Operations and Management
- Standard 10. School Improvement

Included in the CEP are Guiding Questions/Prompts that provide examples of observable, tangible behaviors that provide evidence of each standard. The Guiding Questions/Prompts 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 an evaluatee's professional practice will be situated within one or more of the ten standards. Performance will be rated for each performance measure according to the four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

All principals, assistant principals, and deans must have a review of the PEP within the first 30 calendar days of reporting to work. All principals, assistant principals, and deans will receive two formative evaluations annually and one summative evaluation within a 5-year evaluation cycle. Additional evaluations may be performed at the discretion of the immediate supervisor based upon a case-by-case analysis of evaluation criteria.

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. Primary evaluators will also take into account how evaluatees 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 primary evaluators the flexibility to account for a wide variety of factors related to individual evaluatee's 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. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

Required sources of evidence might include, but are not limited to, the following:

- Professional Growth Planning and Self-Reflection
- Site-Visits / Workplace Visits

Optional:
Primary evaluators may use the following categories of evidence in determining overall ratings:

- Working Conditions Survey
- Studer Survey
- Other Measures of Student Learning
- Products of Practice
- Other Sources

Assignment of Primary Evaluator

The Superintendent will designate the primary evaluator for each Principal by July 31 of each school year. The Principal at each school will be the primary evaluator for Assistant Principals and/or Deans at their respective school.

Professional Growth Planning

Completed by Principals, Assistant Principals, and Deans

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. A Principal/Assistant Principal/Dean Professional Growth Plan may be directed or self-directed.

Directed Growth Plan
Goal(s) are determined by the primary evaluator and shall focus on an area of professional practice.

Self-Directed Growth Plan
Goal(s) are set by the employee, with input from the primary evaluator.

Required:

- All Principals, Assistant Principals, and Deans will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goals (see page 54). Late hires must have their PGP submitted within 30 days of hire.
- Employees who do not fulfill their contractual obligations for completing professional development or EILA hours shall be placed on a corrective action plan.

Site-Visit/Workplace Visit

Completed by Primary Evaluator of Principal, Assistant Principal, and Dean.
For this section the term "Principal" includes Assistant Principal and Dean.

Site / workplace visits are a method by which the primary evaluator may gain insight into the principal's practice in relation to the standards. During a site-visit, the primary 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 in relation to improvement.

Required

- Site-visits will be conducted at least twice each year with the results reported on the district-approved forms (see page 45). (Formal site-visits are not required for the assistant principal or dean.)

- A Principal hired after the start of the school year will be required to complete both site-visits. Both could be conducted during the second semester if the hire date prohibited the Superintendent or designee from completing the first site-visit during the first semester.
- Principals will evaluate Assistant Principals/Deans using the district-approved form (see page 45).

Principal Site-Visit Conferencing

At least 3 conferences will take place between Primary Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Collaborative Conference (Completed by September 30.)
    - Discuss reflections of data
    - Discuss reflections of the PSEL
    - Discuss and come to agreement on the Professional Growth Plan
    - Questions/Concerns/Comments
    - Set tentative date for first site-visit
    - All documentation completed on district approved forms and a copy provided to the evaluatee
2. 1st Site-Visit Post-Conference (To be completed within 30 calendar days of first site-visit.)
    - Purpose of Meeting
    - Discuss first observation/site-visit and provide feedback
    - Discuss documentation of each standard-determine if any other documentation is needed
    - Questions/Concerns/Comments
    - Set tentative date for second site-visit
    - All documentation completed on district approved forms and a copy provided to the evaluatee
3. 2nd Site-Visit Post-Conference (To be completed within 30 calendar days of the second site-visit.)
    - Purpose of Meeting
    - Discuss second observation/site-visit and provide feedback
    - Review connections to PSEL
    - Share progress toward Professional Growth Plan
    - Discuss progress of each standard-determine if any other documentation is needed
    - Questions/Concerns/Comments
    - Overall Performance Category determined and Summative Evaluation completed (see page 58). A copy shall be provided to the evaluatee

Formative Evaluation Rating

(Principals, Assistant Principals, and Deans)

Evidence documenting professional practice is situated within the 10 PSEL are arranged in the four performance measures of Planning, Environment, Instruction, and Professionalism. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the formative evaluation document.

The rating for each individual performance measure will be calculated by selecting the performance level at which the majority of the components are scored.

Required

- PGP
- Site / Workplace Visit
- Post Site-Visit Conference Self Reflection
- Other Sources of Evidence

Table 8: Combined Principal/Assistant Principal/Deans PEP Timeline

Completed by July 31	Superintendent assigns Primary Evaluator for each Principal
Completed no later than the end of the first 30 calendar days after reporting for employment each year.	Primary Evaluator reviews expectations of PEP
Completed by September 30 (All documentation completed and Primary Evaluator approval given through district approved form.)	Beginning of year collaborative conference.
August to December (All documentation completed and Primary Evaluator approval given through district approved form.)	Primary Evaluator Conducts a 1st Site-Visit / Workplace Visit
(Post site-visit / workplace visit conferences conducted within 30 calendar days)	1st Site-Visit / Workplace Visit post-conference with Principal to review Professional Growth Plan Goal(s), connections to PSEL, and discuss site-visit as well as modify any strategies.
Completed by April 20 (All documentation completed and Primary Evaluator approval given through district approved form.)	Primary Evaluator completes 2nd Site-Visit / Workplace Visit
(Post site-visit / workplace visit conferences conducted within 30 calendar days)	2nd Site-Visit / Workplace Visit post-conference with Principal to review their Professional Growth Plan Goal(s), connections to PSEL, and discuss site-visit as well as modify any strategies. Summative Evaluation completed on district approved form.
Completed annually	Paperwork filed with Personnel Office.

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

All dates are tentative based on the adjustment of the school calendar. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Principals shall adhere to the same evaluation timeline for evaluating their Assistant Principals/Deans.

Summative Evaluation Rating

(Principals, Assistant Principals, and Deans)

The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from site/workplace visits and other evidence in the cycle will be reviewed so that an overall performance rating for all principal performance measures can be determined.

The summative evaluation form (see page 59) will be completed annually of the summative evaluation year (5th year). The summative evaluation form will include an overall rating for each standard as well as an overall performance rating for the evaluation cycle.

The summative evaluation form shall be signed by both primary evaluator and evaluatee. The summative evaluation form shall be included in the district personnel file annually of the summative evaluation year (5th year). The evaluatee will also be provided a copy of the summative evaluation form.

For Principals

- The Superintendent/designee will determine the overall performance rating for each Principal on each performance measure. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating. The Superintendent/designee will adhere to the PEP Timeline.

- The summative individual performance measure rating will be determined by using the performance levels of each performance measure for the two formative evaluations (site/workplace visits). The score will be calculated by selecting where the majority of the individual performance measures are scored. (The primary evaluator can determine if the most recent formative evaluation is a more accurate reflection for the summative ratings.)

- The overall summative evaluation rating will be determined by considering the four individual performance ratings from the summative evaluation. The overall summative rating will be calculated by selecting where the majority of the summative individual performance measures are scored. Professional judgement and the individual performance measures will be implemented to determine an employee's overall summative rating.

  Required
  - PGP
  - Formative Evaluation results
  - 2 site/workplace visits

  Optional
  - Additional sources of evidence from page 9 of the CEP.
  - Evidence provided by evaluator or evaluatee.

For Assistant Principals / Deans

- The Principal will determine the overall performance measure for each Assistant Principal/Dean. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the formative rating. The Principal will adhere to the PEP Timeline.

  Required
  - PGP
  - Formative Evaluation results
  - 2 site/workplace visits

  Optional
  - Additional sources of evidence from page 9 of the CEP.
  - Evidence provided by evaluator or evaluatee.

Teacher, Other Professionals, and District Certified Employee Evaluation Documents

Primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

Pre-Observation Document

Employee Name	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Date of Planned Observation	

Pre-Conference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in learning? What will you do? What will the students do? Will the students work in groups, or individually, or in a large group? Provide any materials the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you like me to specifically observe during the lesson?	

Primary Evaluator Observation – Notes & Evidence Collection

Teacher / Other Professionals Name:		Physical Classroom Layout:
Date:		
Beginning Time:		
Ending Time:		
Number of Students:		
Other General Information:		

Time	Actions and Statements/Questions by Teachers and Students	Performance Measure / Component

Teacher / Other Professionals Name:	
Date:	

Time	Actions and Statements/Questions by Teachers and Students	Performance Measure / Component

Teacher Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
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 Assessments				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Classroom Environment				
2A - Creating an Environment of Respect and Rapport 2B - Establishing a Culture for Learning 2C - Managing Classroom Procedures 2D - Managing Student Behavior 2E - Organizing Physical Space				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Instruction				
3A - Communicating with Students 3B - Using Questioning and Discussion Techniques 3C - Engaging Students in Learning 3D - Using Assessment in Instruction 3E - Demonstrating Flexibility and Responsiveness				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on Teaching 4B - Maintaining Accurate Records 4C - Communicating with Families 4D - Participating in the Professional Community 4E - Growing and Developing Professionally 4F - Showing Professionalism				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

Teacher Summative Evaluation Form

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Primary Evaluator	
Date Of Summative Conference	
PD Days Completed	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation				
Classroom Environment				
Instruction				
Professional Responsibilities				
Overall Rating:				

Professional Growth Plan Review
Primary Evaluator Comments
Evaluatee Comments

Evaluatee (please check appropriate line): **_____I agree with this summative evaluation**
_____I disagree with this summative evaluation

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

Therapeutic Specialist Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license 1B - Establishing goals for the therapy program appropriate to the setting and the students served 1C - Demonstrating knowledge of District state and federal regulations and guidelines 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students 1F - Developing a plan to evaluate the therapy program				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Establishing rapport with students 2B - Organizing time effectively 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the treatment center 2E - Organizing physical space for testing of students and providing therapy				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Service)				
3A - Responding to referrals and evaluating student needs 3B - Developing and implementing treatment plans to maximize student s success 3C - Communicating with families 3D - Collecting information; writing reports 3E - Demonstrating flexibility and responsiveness				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Collaborating with teachers and administrators 4C - Maintaining an effective data management system 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

School Psychologist Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students 1B - Demonstrating knowledge of child and adolescent development and psychopathology 1C - Establishing goals for the psychology program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention 1F - Developing a plan to evaluate the psychology program				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Establishing rapport with students 2B - Establishing a culture for positive mental health throughout the school 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the testing center 2E - Organizing physical space for testing the students and storage of materials				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Service)				
3A - Responding to referrals consulting with teachers and administrators 3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines 3C - Chairing evaluation team 3D - Planning interventions to maximize student's likelihood of success 3E - Maintaining contact with physicians and community mental health service providers 3F - Demonstrating flexibility and responsiveness				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Communicating with families 4C - Maintaining accurate records 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

Library Media Specialist Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating Knowledge of Content Curriculum and Process 1B - Demonstrating Knowledge of Students 1C - Supporting Instructional Goals 1D - Demonstrating Knowledge and Use of Resources 1E - Demonstrating a Knowledge of Literature and Lifelong Learning 1F - Collaborating in the Design of Instructional Experiences				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Environment				
2A- Creating an environment of respect and rapport 2B - Establishing a Culture for Learning 2C - Managing Library Procedures 2D - Managing student behavior 2E - Organizing physical space				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Service)				
3A - Communicating Clearly and Accurately 3B - Using Questioning and Research Techniques 3C - Engaging Students in Learning 3D - Assessment in Instruction (whole class, one-on-one and small group 3E - Demonstrating Flexibility and Responsiveness				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on Practice 4B - Maintaining Accurate Records 4C - Communicating with School Staff and Community 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Collection Development and Maintenance 4G - Managing the Library Budget 4H - Managing Personnel 4I - Professional ethics				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

Instructional Specialist Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement 2C - Establishing clear procedures for teachers to gain access to the instructional support 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Service)				

3A - Collaborating with teachers in the design of instructional units and lessons
3B - Engaging teachers in learning new instructional skills
3C - Sharing expertise with staff
3D - Locating resources for teachers to support instructional improvement
3E - Demonstrating flexibility and responsiveness

Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

	I	D	A	E
Professional Responsibilities (for full evaluations only)				

4A - Reflecting on practice
4B - Preparing and submitting budgets and reports
4C - Coordinating work with other instructional specialists
4D - Participating in a professional community
4E - Engaging in professional development
4F - Showing professionalism including integrity and confidentiality

Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

Guidance Counselor Formative Evaluation Document

Employee Name / Employee ID#			
Cycle			
School			
Grade Level/Subject(s)			
Observer			
Date of Observation			
Date of Post Observation Conference			
PD Days Completed		EILA Hours Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				

1A - Demonstrating knowledge of counseling theory and techniques
1B - Demonstrating knowledge of child and adolescent development
1C - Establishing goals for the counseling program appropriate to the setting and the students served
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
1E - Plan in the counseling program integrated with the regular school program
1F - Developing a plan to evaluate the counseling program

Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

	I	D	A	E
Environment				

2A - Creating an environment of respect and rapport
2B - Establishing a culture for productive communication
2C - Managing routines and procedures
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school
2E - Organizing physical space

Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

	I	D	A	E
Instruction (Delivery of Service)				
3A - Assessing student needs 3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs 3C - Using counseling text makes an individual and classroom programs 3D - Brokering resources to meet needs 3E - Demonstrating flexibility and responsiveness				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Maintaining records and submitting them in a timely fashion 4C - Communicating with families 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

Other District Certified Employee Formative Evaluation Document
(DCE/Administrators/Directors/Educational Facilitators)

Employee Name / Employee ID#			
Cycle			
Work Location			
Area			
Observer			
Date of Observation			
Date of Post Observation Conference			
PD Days Completed		EILA Hours Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement 2C - Establishing clear procedures for teachers to gain access to the instructional support 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Service)				
3A - Collaborating with teachers and administrators in the design of instructional units and lessons 3B - Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement 3E - Demonstrating flexibility and responsiveness				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other instructional specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity and confidentiality				
Plus / Evidence:	Delta / Evidence:			
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

Other District Certified Employees (DCE) and Other Professionals (OP) Summative Evaluation Form

Employee Name / Employee ID#			
Cycle			
School			
Grade Level/Subject(s)			
Primary Evaluator			
Date of Observation(s)			
Date Of Summative Conference			
PD Days Completed		EILA Hours Completed	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation				
Environment				
Instruction (Delivery of Service)				
Professional Responsibilities				
Overall Rating				

Professional Growth Plan Review
Primary Evaluator Comments
Evaluatee Comments

Evaluatee (please check appropriate line): **_____I agree with this summative evaluation**
_____I disagree with this summative evaluation

Primary Evaluator (please check appropriate line): **____Employee Professional Development / EILA Credits are Up to Date**
____Employee Professional Development / EILA Credits are NOT Up to Date

The evaluation is not the sole factor taken into consideration in determining continued employment.

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

Post-Observation Document (Optional)

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflection:

How successful was the lesson in meeting learning targets? What evidence (observations, student work, or artifacts) supports your conclusion, and how will you support students who did not meet the targets?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Administrator

(Principal/Assistant Principal/Dean)

Evaluation Plan Documents

Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected PEP documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

Formative Site-Visit / Workplace Visit Form
Principal/Assistant Principal/Dean Evaluation Plan

Employee Name	
Employee ID#	
School	
Duty Assignment	
Primary Evaluator/Observer	
Date of Observation	
Date Of Conference	
PD Days Completed	
EILA Hours Completed	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning				

Standard 1 – Mission, Vision, and Core Values Standard 10 – School Improvement	Standard 9 – Operations and Management
Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

	I	D	A	E
Environment				

Standard 3 – Equity and Cultural Responsiveness	Standard 7 – Professional Community for Teachers and Staff
Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

	I	D	A	E
Instruction				

Standard 4 – Curriculum, Instruction, and Assessment Standard 6 – Professional Capacity of School Personnel	Standard 5 – Community of Care and Support for Students
Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

	I	D	A	E
Professionalism				

Standard 2 – Ethics and Professional Norms	Standard 8 – Meaningful Engagement of Families and Community
Plus / Evidence:	Delta / Evidence:
Sources:	
Comments:	

Additional Comments:

Professional Growth Plan Review
Summary Primary Evaluator Comments
Summary Evaluatee Comments

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

Standard Specific Information from Formative Evaluation/Observation/Visit:

Standard 1: Mission, Vision, and Core Values

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

Effective leaders:
a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Evidence requested by the primary evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 2: Ethics and Professional Norms

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

Effective leaders:
a) Act ethically and professionally in personal conduct, relationships with others, decision- making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 3: Equity and Cultural Responsiveness

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

Effective leaders:
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Suggested Guiding Questions/Prompts:

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 4: Curriculum, Instruction, and Assessment

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

Effective leaders:
a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Suggested Guiding Questions/Prompts:

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 5: Community of Care and Support for Students

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

Effective leaders:
a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).
Primary Evaluator's Feedback:

Standard 6. Professional Capacity of School Personnel

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

Effective leaders:
a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 7: Professional Community for Teachers and Staff

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

Effective leaders:
a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 8: Meaningful Engagement of Families and Community

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

Effective leaders:
a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

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

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 9: Operations and Management

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Standard 10: School Improvement

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

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

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

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

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

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

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

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

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

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

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Primary Evaluator's Feedback:

Formative Evaluation/Observation/Visit Guiding Questions:

1. Please describe any innovative and effective leadership strategies that you have used this year.
2. What opportunities have you created this year for collaboration among teachers?
3. How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?
4. How do you make sure curriculum standards are taught by the teachers and mastered by the students?
5. How do you monitor teachers' performance and provide constructive feedback to them?
6. What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
7. How do you involve the expertise of teacher leaders?
8. Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.
9. Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.
10. What are the strategies you use to nurture and sustain a climate of trust in your school?
11. Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
12. What are the internal and external factors that you perceive are affecting your school?
13. How have you strived this year to make the school environment more academically rigorous?
14. Please give examples of ways you have helped your teachers and staff to become more effective this year.
15. Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
16. In what ways do you support the achievements of high-performing teachers?
17. How do you ensure new teachers and staff receive the support they need during their first year?
18. How do you foster an atmosphere of professional learning among staff?
19. What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?
20. Please explain the ways in which you have demonstrated proactive decision-making this year.
21. Please provide an example of how you have been able to maximize your available resources.
22. How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
23. What information is used to inform the decisions related to organizational management?
24. Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
25. What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?
26. Please describe how you promote the success of all students through communication.
27. How do you engage in open dialogue with multiple stakeholders from the larger school community?
28. How do you involve parents and families in student learning?
29. How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
30. Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.
31. Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
32. How do you communicate professional beliefs and values to all stakeholders?
33. Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
34. What professional learning have you sought out this year?
35. In what ways have you observed a change in your role as a school leader and your leadership style?
36. In what ways do you take an active role in professional organizations?

Summative Evaluation Form
Principal/Assistant Principal/Dean Evaluation Plan

Employee Name	
Employee ID#	
School	
Duty Assignment	
Primary Evaluator/Observer	
Date Of Summative Conference	
PD Days Completed	
EILA Hours Completed	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning				
Environment				
Instruction				
Professionalism				
Overall Rating:				

Professional Growth Plan Review
Primary Evaluator Comments
Evaluatee Comments

Primary Evaluator (please check appropriate line): **____Employee Professional Development / EILA Credits are Up to Date**
____Employee Professional Development / EILA Credits are NOT Up to Date

Evaluatee (please check appropriate line): **_____I agree with this summative evaluation**
_____I disagree with this summative evaluation

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

Certified Employee

Professional Growth Plan Form

Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

Certified (Teacher/OP/DCE/Principal) Professional Growth Plan

School Year:_____

Employee Name:_____Employee #:_____

School Name:_____Supervisors Name:_____

Job Title:_____Years in WCPS:_____

Kentucky Framework/Performance Area:

Goal (s):

Activity (may include PD)	**Date/Timeline**	**Training Impact / Evidence**
Employee Reflection		

_____ _____ _____ _____

Evaluatee Signature Date Primary Evaluator's Signature Date

The employee and the supervisor shall sign this document to indicate that it has been reviewed and discussed. Keep one for your file. An additional copy should be submitted to your Supervisor.

Certified Employee

Evaluation Appeals Process

Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

Appeals Process

POLICY STATEMENT ON LOCAL APPEALS PANEL
AS REQUIRED BY KRS 156.557(9) and 704 KAR 3:370(17

INTRODUCTION
The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel, which shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

LENGTH OF TERM
The length of term for Appeals Panel members shall be one year except for 1986-87. The beginning date shall be July 1 and the ending date shall be June 30 except for the 1986-87 school year when the term will be thirteen months beginning June 1, 1986 and ending June 30, 1987. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

ELECTION OF APPEALS PANEL MEMBERS
The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 1987 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.

2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.

3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.

4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL
Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

PROCEDURES FOR APPEAL AND TIMELINES

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 working days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be required to sign a prepared form which states that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well.

The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee or appealing employee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims would not be sufficient; the evaluator/appealing employee must submit compelling proof that the evaluation is not factually based.

The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

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 Board of Education.

Certified Personnel Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairman of the panel within fifteen (15) working days of the receipt of your summative evaluation.

Date of your summative evaluation: _____

Date Appeal received by Panel: _____

Employee's Name: _____ Employee ID Number: _____

Home Address: _____

City, State, Zip Code: _____

Title: _____ School/Work Location: _____Grade or Department: _____

What specifically do you object to or why do you feel you were not fairly evaluated?

Name of Evaluator: _____

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Please check one:_____I desire a hearing before the Appeals Panel

_____I do not desire a hearing before the Appeal Panel

_____ _____

Employee's Signature Date

CLASSIFIED EVALUATION PLAN

Warren County Public Schools
303 Lovers Lane
Bowling Green, KY 42103
270 781-5150

Superintendent
Rob Clayton

Evaluation Contact
Dr. Sarah Johnson
Kyle Cassady

Classified Evaluation Plan Development Committee Members:

Kelly Holt – Nutrition and Dining Director
Salome James – Briarwood Elementary, Family Resource
Chip Jenkins -- Transportation Director
Kyle Cassady -- Assistant Superintendent
Jenny Wilson –District, Finance
Shea Guy – District, Human Resources
David Upright -- Maintenance Director
Diane Carter–District, Secretary/Account Clerk

Notification (Evaluation Orientation):

Each primary evaluator will be responsible for ensuring that an explanation and distribution of an appropriate evaluation form to all classified personnel under his/her supervision is accomplished no later than the end of the first month of reporting for employment.

Evaluation:

Each classified employee shall be evaluated at least once each year. This evaluation shall be performed by the Principal or the immediate supervisor and shall be based upon a formal procedure approved by the Superintendent and Warren County Board of Education for that specific position or class of positions. FRYSC staff will also be evaluated using a FRYSC coordinator addendum, as provided by the state. The administrator performing the evaluation shall share and discuss the evaluation report with the employee. The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the evaluation report, and the report shall be filed in their official personnel file.

Evaluation Process:

1. All principals and immediate supervisors of classified staff will be trained annually.
2. All evaluations of classified employees shall be documented on district forms and shall become part of the official personnel file.
3. An evaluation conference between the evaluator and the classified employee being evaluated shall be held.
4. A completed and signed copy of the evaluation form will be provided to each person being evaluated immediately following the evaluation conference.
5. The evaluation of all classified employees shall be completed by April 20.
6. An evaluation may be made at any time at which the quality or quantity of work is in question.

Evaluation Appeal:

An employee may appeal his/her evaluation as follows:

1. The employee may request in writing a review of his/her evaluation with the immediate supervisor within ten (10) working days.
2. If a review is requested, the Superintendent/designee shall set the time and place of the review with the employee and immediate supervisor within ten (10) working days of the receipt of the request.
3. During the review process, the employee shall be given the opportunity to present any evidence or testimony supporting his/her position.
4. Within ten (10) working days of the hearing, the Superintendent/designee shall prepare and forward to the employee and the employee's supervisor a written response to the appeal.
5. All information relating to the employee's evaluation shall be placed in the employee's official personnel file.

Classified Employee Performance Dimensions

Exceeds Expectations (EE)
For an employee to receive an overall rating of “Exceeds Expectations”, the majority of the performance dimensions should have been evaluated at Exceeds Expectation level, with no performance dimensions rated below “Meets Expectations” in any of the four categories.

Meets Expectations (ME)
An employee’s overall performance will generally be considered as “Meets Expectations” when the majority of the performance dimensions are evaluated at the “Meets Expectations” level or higher, and no more than two performance dimensions are rated as “Improvement Needed.”

Developing (DE)
A developing rating may result when an employee is new to a position and/or has not had ample time to learn the assigned task(s) at a satisfactory level, but the employee is making satisfactory progress toward meeting the supervisor’s expectation for job performance. An employee’s overall performance will generally be considered as “Developing” when the majority of the performance dimensions are evaluated at the “Developing” level.

Improvement Needed (IN)
The “Improvement Needed” rating indicates that three or more of the performance dimensions are rated as “Improvement Needed.”

Not Applicable (NA)
Indicates that this particular performance dimension does not apply to this particular -individual’s duties or job classification.

Classified Employee Evaluation Documents

Primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

Classified Employee Evaluation (page 1)

Employee's Name	
Employee Number	
School Year	
Worksite/School	
Supervisor	
Position	

Explanation of the Scale:

NA	IN	DE	ME	EE
Not Applicable	Improvement Needed	Developing	Meets Expectations	Exceeds Expectations

I. Job Knowledge:
Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc., required for the position.

NA	IN	DE	ME	EE
(a) Has necessary skills to complete tasks required in current job. (b) Understands and completes all required records, reports, and documents. (c) Has working knowledge of equipment/material that is necessary for completion of assigned task. (d) Attends appropriate in-service programs. (e) Adheres to Board policies.				
Comments:				

Classified Employee Evaluation (page 2)

II. Productivity and Quality of Work:
Rate the completion, accuracy, timelines, and volume of work.

NA	IN	DE	ME	EE
(a) Completes the required tasks. (b) Completes tasks accurately. (c) Completes tasks in a timely manner. (d) Uses proper safety measures when working. (e) Takes initiative in seeking and completing tasks without supervision.				
Comments:				

III. Responsibility, Dependability, and Attendance:
Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability and general assistance.

NA	IN	DE	ME	EE
(a) Uses discretion with confidential or privileged information. (b) Follows direction. (c) Uses good judgment in performing responsibilities. (d) Organizes work responsibilities and sets priorities. (e) Has a good attendance record. (f) Reports to work punctually. (g) Returns to work from break and/or lunch punctually.				
Comments:				

Classified Employee Evaluation (page 3)

IV. Interpersonal Relations:
Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks.

NA	IN	DE	ME	EE
(a) Uses discretion with confidential or privileged information. (b) Follows direction. (c) Uses good judgment in performing responsibilities. (d) Organizes work responsibilities and sets priorities. (e) Has a good attendance record. (f) Reports to work punctually. (g) Returns to work from break and/or lunch punctually.				
Comments:				

Summary:

	NA	IN	DE	ME	EE
Overall job performance on applicable items					

Overall, does the employee meet the designated performance standards: _____Yes _____No
Comments:

Comments:

Improvement in the areas noted <u>on this evaluation</u> can be achieved by the following:

Comments:

Classified Employee Evaluation (page 4)

Goals for the following school year:

This review has been discussed with the employee who has been given a copy.
Signatures acknowledge completion of the evaluation and not necessarily agreement.

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Employee's Comments**:**

Classified Employee

Evaluation Appeals Process

Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

Classified Evaluation Appeal Form

INSTRUCTIONS:
This form is to be used by classified employees who wish to appeal their current evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Superintendent by completing this form and returning it to the Superintendent within ten (10) working days of the receipt of your evaluation.

Employee's Name: _____

Home Street Address: _____

City, State, Zip Code: _____

Work Site/School: _____

What specifically do you object to or why do you feel you were not fairly evaluated? If additional space is needed, attach additional sheet(s).

Date you received your evaluation: _____

Name of evaluator: _____

_____ _____
Employee Signature Date

Certified and Classified Employee Disciplinary Notice Form

Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

EMPLOYEE DISCIPLINARY NOTICE FORM

Employee Name:	Employee Number:	Job Title/Position:
School/Department:	Date of Infraction:	Date & Time of Notice to Employee:

NATURE OF INFRACTION

(Check/Complete as Applicable)	Comments
_____ Attendance _____ Safety _____ Department/School Rules _____ Conduct _____ Work Performance _____ Other (specify) Policy Type and Number Applicable to Infraction ___Certified ___Classified Policy Number(s): _____	

DISCIPLINE OR CORRECTIVE ACTION TAKEN / RECOMMENDED

RECORD SECTION

Has the employee been warned before about this offense? Yes_____ No_____

If yes, how and when? Oral ____ Written ____ Date(s) _____

_____ _____

Signature of Administrator/Principal Signature of Supervisor/Witness

Signature of Employee Acknowledging Receipt of Notice

_____ _____

Employee Signature Date

_____ _____

Acknowledged by Personnel Director Date

Distribution:
Personnel/HR Office, Employee, and Principal/Supervisor

Certified and Classified Employee Corrective Action Plan Form

Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.
https://www.warrencountyschools.org/departments/human-resources/human-resources

WARREN COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN

Name: _____ Employee Number: _____ Date: _____

Title: _____ Work Site: _____

Standard No.	**Growth Objective/Goals** (Describe desired outcomes)	**Procedures & Activities for Achieving Goals & Objectives** (Including support personnel)	**Target Dates**

(Attach more pages if necessary)

EVALUATEE'S COMMENTS:

INDIVIDUAL CORRECTIVE ACTION PLAN DEVELOPED:

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

STATUS: ___ ACHIEVED ___ REVISED ___ CONTINUED

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

PROGRESS REVIEW MEETINGS:

Date	Comments	Initials

(Attach more pages if necessary)

Distribution:
Personnel/HR Office, Employee, and Principal/Supervisor