

BREATHITT COUNTY SCHOOLS

2026-2027

CERTIFIED EVALUATION PLAN

420 Court Street

Jackson, KY 41339

606-666-2491

Phillip Watts, Superintendent

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Certified Evaluation 50/50 Committee Members**Name of District:** Breathitt County Schools**Address:** P.O. Box 750, 420 Court Street Jackson, KY 41339**Telephone Number:** (606) 666-2491**Fax:** (606) 666-2493**Superintendent:** Phillip Watts

Name	School	Position
Phillip Watts	District	Superintendent
Tim Wooton	District	CEP Director, DAC
Jeremy J. Hall	Highland Turner Elementary	Principal
Jeremy R. Hall	Sebastian Elementary	Principal
Jason Fugate	Breathitt Elementary	Principal
Charles David Napier	Breathitt High School	Teacher
Jessica Cole	Breathitt High School	Teacher
Melissa Hall	Breathitt Elementary	Teacher
Doug Halsey	Sebastian Elementary	Teacher
Lisa Smith	Highland Turner Elementary	Teacher

CERTIFIED EVALUATION PLAN ASSURANCES

The Breathitt County 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). (See page 3.)

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)

Any teacher or other professional who has not attained continuing service status (KRS 161.740) shall receive an annual summative evaluation. (KRS 156.557)

Any teacher or other professional who has attained continuing service status (KRS 161.740) shall receive a summative evaluation at least once every five (5) years or continuing status under KRS 156.800(7), principals, assistant principals, and other certified administrators. ***Additional summative evaluations may be performed at the discretion of the immediate supervisor of a teacher or other professional.*** (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. Each evaluatee shall be given a copy of his/her summative evaluation, and a copy is to be included in the evaluatee's official personnel record. (704 KAR 3:370)

An opportunity for written response shall be included in the official personnel record. 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 May 19, 2026. (704 KAR 3:370).

Phil H
Signature of District Superintendent

5.20.26
Date

Russell Hamlet
Signature of Chairperson, Board of Education

5-19-26
Date

EVALUATION PROCESS OVERVIEW

The Breathitt County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate district administrators, principals, and other district certified personnel.

Principals or designee will evaluate assistant principals, guidance counselors, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school.

All Final Summative Evaluations for certified staff **shall** be completed by the scheduled due dates below.

DUE DATES for SUMMATIVE EVALUATIONS	
March 31	All certified employees non-renewed for cause
April 30	All certified staff on an annual cycle (school and district level) (Years 1-4)
May 15	All certified staff on a 5-year cycle (school and district level)
June 15	All administrative and counseling staff

In the event of an unforeseen medical or other emergency that causes extended school closures, all events, documents, and components of the Certified Evaluation Plan may be transitioned to a virtual environment.

Orientation

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

training within their first 30 days of reporting for employment. [704 KAR 3:370 (5) 2]

This annual review shall be an explanation and discussion of the contents of the evaluation plan, including the Performance Criteria, district approved forms, and reporting responsibilities. Each building principal is responsible for explaining to building personnel the Framework Measures along with any additional performance criteria that are building specific, based on the school's improvement plan, professional development training the staff has attended, or other factors.

The immediate supervisor shall be designated as the primary evaluator. At the school level, this will be the chief building administrator, though additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

Professional Growth Plan

An individual Professional Growth Plan (PGP) for all certified staff below the level of Superintendent shall be developed and/or revised annually with reflection and review occurring throughout the year. Development of the professional growth plan is the responsibility of both the evaluator and the evaluatee. Provisions for the Superintendent's Professional Growth Plan are subject to KRS 156.111.

Self-reflection and PGPs will be documented in district approved forms 60-working days from CEP overview in the calendar year. All late hires must submit self-reflection and PGP.

Formative Data Collection

The formative evaluation is a continuous cycle of collecting evaluation information to provide feedback with suggestions regarding the certified employee's professional growth performance.

Summative Evaluation

The summative evaluation is a summary of, but not limited to, all evaluation data including formal and informal observations, written documentation, and the PGP. Four measures, Planning and Preparation, Environment, Instruction/Delivery of Service, and Professionalism, are used for the Summative Evaluation process.

During the summative evaluation conference, the evaluator shall review and discuss each of the Framework Measures and indicate level obtained based on the framework rubric, along with any comments regarding needed growth. The district approved Summative Evaluation form is signed by both the evaluator and the evaluatee. The evaluatee may attach additional comments to the evaluation, which will become part of the official personnel file of the evaluatee. A copy of the summative evaluation will be provided to the evaluatee. The Breathitt County Schools Evaluation Tracking form will be kept electronically by principals.

Professional Growth Plan and Evaluation Cycle

Teachers and Specialists shall be evaluated according to the requirements in this CEP.

Principal and assistant principals shall have a Summative Evaluation annually according to the Principal Personnel Evaluation System. Counselors, school psychologists, and other non-teaching certified personnel shall have a Summative Evaluation annually according to the Other Personnel Evaluation System. District Administrators shall have a Summative Evaluation annually according to the District Administrator Evaluation System. (See Appendices for forms.)

Corrective Action Plan Process

A Corrective Action Plan (CAP) **MAY** be written at any time during the school year, but **MUST** be written if a teacher falls in the "Ineffective/Low" range of teacher performance on the Summative Evaluation form.

A **CAP** may be developed for two purposes:

- I. When improvement is needed to correct one (1) or two (2) critical deficiencies in the teacher framework measures that cannot wait for the formal full observation and summative conference
- II. After the formal full observation and during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specific areas should be denoted for improvement at any given time. When the evaluatee meets specified areas others may be added.

Corrective Action Plans will be reviewed on an ongoing basis until performance is judged to meet the standards of performance criteria. Review of corrective action plans will be documented on the CAP form. After a conference with the evaluatee, the evaluator will send a copy of the CAP to the CEP director. The CEP director will be responsible for informing the Superintendent of all persons involved in the corrective action process.

See Appendix E for All Certified Employees' Corrective Action forms.

Employees who fail to make sufficient progress to meet required performance criteria outlined in the CAP will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by **April 30th**.

Responsibilities for Evaluation

- The Breathitt County Board of Education will evaluate the Superintendent.
- The Superintendent or his/her designee will evaluate building administrators and district level personnel.
- Building administrators will evaluate guidance counselors, librarians, teachers, and other

certified personnel (related service personnel, school psychologist) for whom they are designated the immediate supervisor.

The primary evaluator may delegate observations to a properly certified evaluator. However, the primary evaluator is still required to review, have input, and concur with the findings of the designee AND shall conduct the summative conference and sign the summative evaluation feedback instrument.

Sources of Evidence/Kentucky Framework for Teaching (FfT) with Specialist Frameworks for Other Professionals

The Kentucky FfT is supports student achievement and professional practice through the measures of:

Framework for Teaching and Specialist Framework

- Planning and Preparation
- Environment
- Instruction/Delivery of Service
- Professionalism

Teacher Framework				
Performance Measures	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
Performance criteria: KY FfT	Domain 1: Planning & Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities

Specialist Framework				
Performance Measures	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
Performance criteria: KY FfT	Domain 1: Planning & Preparation	Domain 2: The Environment	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations,

developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement. Evidence documenting professional practice is situated within one or more of the four measures of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The use of professional judgment based on multiple sources of evidence promotes a holistic analysis of practice. Evaluators consider how educators apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one 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.

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

- Professional Growth Planning and Self-Reflection
- Observation
- Additional evidence of practice

Components and sources of evidence will be collected to support and inform the SUMMATIVE RATING on district approved forms.

Classified Preschool Teachers Evaluation Process

Preschool teachers, who are classified employees, will be evaluated using the "Classified Employee Evaluation Plan." These teachers will develop PGPs and Self-Reflection.

SOURCES OF EVIDENCE/Framework for Teaching Alignment

FRAMEWORK for TEACHING (ETT)			
		Supervisor Observation	Prof. Growth/ Self-Reflect
Planning		Evidence (Pre and Post Conferences)	Professional Growth Planning and Self-Reflection
1a-Knowledge of content/pedagogy			
1b-Demonstrate knowledge of students			
1c-Setting Instructional Outcomes			
1d-Demonstrates knowledge of resources			
1e-Designing Coherent Instruction			
1f-Designing Student Assessment			
Environment		Observation	
2a-Creating Environ. of Respect & Rapport			
2b-Establish Culture of Learning			
2c-Maintaining Classroom Procedures			
2d-Managing Student Behavior			
2e-Organizing Physical Space			
Instruction		Observation	
3a-Communicating with Students			
3b-Questioning & Discussion Techniques			
3c-Engaging Students in Learning			
3d-Using Assessment in Learning			
3e-Demonstrating Flexibility and Responsive			
Professionalism		Evidence (Pre and Post Conferences)	
4a-Reflecting on Teaching			
4b-Maintaining Accurate Records			
4c-Communicating with Families			
4d-Participating in Prof. Learning Communities			
4e-Growing and Developing Professionally			
4f-Showing Professionalism			

Additional Evidence to Support Assessment of Professional Practice

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Feedback from informal observations
- Student data/work samples
- Walk-throughs
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher interviews
- Parent engagement surveys
- Records of student attendance
- Records of teacher attendance
- Video lessons
- PD certificates/agendas
- Other: _____

PROFESSIONAL PRACTICE

Self-Reflection and Professional Growth Planning

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 administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

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

- **All Teachers and Specialists participate in self-reflection and professional growth planning each year.**

All certified employees—teachers and Specialists—will document self-reflection and professional growth planning by September 30 and the final annual review shall be completed by **April 30th** of each year. The plan shall be reviewed on a continual basis by the evaluator and evaluatee. (See **Appendix A** for Reflective Practice & Professional Growth Planning Template and sample goals.)

****Late Hires**—Self-reflection and PGP will be submitted 30 working days after reporting to work. The evaluator will determine dates for ongoing self-reflection.

****Leaves of Absence** Evaluation requirements remain the same for certified employees on leave of absence; however, timelines may be adjusted as needed. Adjusted timeline shall be developed by the evaluatee and evaluator. Timeline may be modified with school-year calendar modifications. In extreme cases, the summative cycle may be suspended until the next year.

Timeline for Self-Reflection and Professional Growth Planning Teacher/Specialists:

August/ September	Reflects on his/her current growth needs based on data and identifies an area of focus.
October 31st	Collaborates with his/her administrator, develops growth plans and action steps. PGP's completed. (See below for late hire requirements.)
November- January	Implements/reflects on progress and impact of the plan on his/her professional practice.
January	Modifies plan as appropriate.
January-April	Continues implementation and on-going reflection.
By April 30th	Summative reflection on the degree of goal attainment and implications for next steps.
By May 15th	Notification of re-employment and dismissal.

BREATHITT COUNTY SCHOOLS IMPLEMENTATION TIMELINE FOR TEACHERS (INCLUDING THOSE IN ALTERNATIVE SETTING) AND SPECIALISTS

Procedure	Dates
- Build documentation of self-reflection. - Orientation to the evaluation plan, including standards and performance criteria.	No later than 30- calendar day from the date of reporting to work.
- Determine current growth needs based on data sources. - Collaborate with building administration to develop PGP. - Begin plan implementation. - Provide ongoing progress monitoring on student successes. - Reflect on student progress in order to alter professional practices. - Modify plan as appropriate	- No later than October 31st - Late hires: hired after September 1st—will receive required overview of CEP within the first 30-calendar days from date of reporting to work. Self-reflection and PGP's will be documented in district approved forms 30-days from CEP overview, regardless of hire date.
Interns: Conduct observations and conferences for collecting data regarding performance of teachers on annual summative cycle interns.	Three (3) observations and post-observation conferences per school year. Intern teachers will follow state requirements.
Observations	See page 12 for Observation Cycle/Timeline
- Provide ongoing progress monitoring on student successes. - Reflect on student progress in order to alter professional practices. - Modify the plan as appropriate. - Conduct a summative reflection on the goal attainment. - Develop "next steps."	On-going until April 30th

Annually, conduct observations and conferences for collecting data regarding performance of teachers and Specialists on annual summative cycle.

Every five years, conduct observations/conferences for teachers and Specialists on a 5-Year summative cycle. Length of PGP and observation cycle will be determined by the PGP and Summative Cycle chart.

All administrators receive summative evaluations annually.

Based on need—continuous observations, conferences, corrective action plans.

OBSERVATION OF TEACHING AND LEARNING FOR TEACHERS AND SPECIALISTS

The observation process is **one** source of evidence to determine educator effectiveness for each certified teacher/Specialists. Supervisor observations provide *documentation* and *feedback* to measure the effectiveness of professional practice. Through observations, supervisors observe indicators and teacher evidence around Measures I and IV. Observations may begin after the evaluation training takes place within 30 calendar days of reporting to work each school year.

Observation Model

- Certified Evaluation Plan orientation/training for certified staff takes place within the first 30 working days. Observations may begin at any time after the initial evaluation training.
- A minimum of three observations will occur during the summative cycle
 - three by the supervisor – 2 partial and 1 full
 - Two (2) of the supervisor's PARTIAL observations (minimum of 20 minutes) may be unannounced. The observer will make note of components observed in order to identify "look fors" in the next observation session.
 - Final observation is a full observation.
 - Evidence of observations will either be found in the forms found in Appendix A.

****Late hires**—Adjusted timeline shall be developed by the evaluatee and evaluator. Timelines may be modified with school-year calendar modifications.

****Interns** will only be required to meet **district/state** requirements.

Observation Schedule

Teachers and Specialists on a One (1) Year Cycle (Minimum of 3 Observations EACH year)		
Observation Type	Observer	Timeline
Partial #1	Administrator	After the initial evaluation training and before November 1st
Partial #2	Administrator	A minimum of ten (10) instructional days after the 1st partial observation and by the end of the 1st semester
Full Observation	Administrator	Prior to April 30th

Teachers and Specialists on a Five (5) Year Cycle (Minimum of 3 Observations during the 5-year cycle)

Observation Type	Observer	Timeline
Partial #1	Administrator	After the initial evaluation training and before November 1st
Partial #2	Administrator	A minimum of ten (10) instructional days after the 1st partial observation and by the end of the 1st semester
Full Observation	Administrator	Prior to April 30th

***Leaves of Absence** – Evaluation requirements remain the same for certified employees on leave of absence; however, timelines may be adjusted as needed by the evaluatee and evaluator.

****Late Hires** must have a minimum of a partial administrative observation (no less than 20 minutes) and a full observation by **April 30th**. Adjusted timelines should be developed by the evaluatee and evaluator. Late hire must have missed a minimum of 60 consecutive school days to make adjustments.

OBSERVATION CONFERENCING

Observers will adhere to the following observation conferencing requirements:

Pre-Observation Conferences

- Partial Observations will not require a pre-conference unless requested by the evaluator or the evaluatee.
- Full observations will require a face-to-face pre-conference with the observer. The pre-conference will be held within 1 to 5 instructional days before the observation.

Post Observation Conferences

- Post-observation conferences will be conducted within five (5) working days for both the partial observation and the full observation. Post conferences for partial observations shall include written feedback that is communicated by the observer electronically or a face-to-face conference with the observer.
- Post conferences conducted after full observations will be face-to-face with the observer.

Summative Evaluation Conference

- The summative evaluation conference shall be held at the end of the summative evaluation cycle and documented in the state approved technology platform on the Summary of Evidence tab no later than the end of April.
- A printed/signed copy of the Summary of Evidence form completed during the conference shall be given to the evaluatee and a copy shall be sent to the DISTRICT to be placed in the evaluatee's personnel file.

EVALUATION TRAINING

Administrators serving as evaluators must:

- complete the Initial Certified Evaluator Training and Assessment (KDE or approved provider).
- complete a minimum of six (6) hours annually of EILA-approved training
- meet CEP requirements prior to conducting a formative or summative evaluation

OBSERVER TRAINING

Administrators serving as a primary evaluator must complete the district approved observation platform (i.e. AdvancEd eleot) certification training and renew when certification expires.

DETERMINING OVERALL PERFORMANCE CATEGORY FOR TEACHERS AND SPECIALISTS

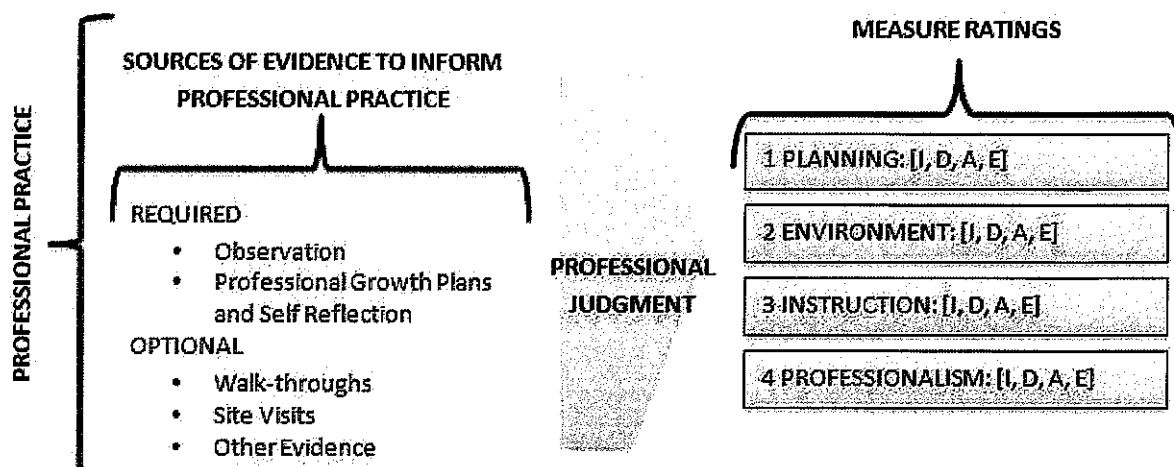
Supervisors are responsible for determining a Summative Rating for each teacher at the conclusion of the summative evaluation year based on professional judgment informed by evidence that demonstrates the educator's performance.

RATING PROFESSIONAL PRACTICE

The Breathitt County Schools rubric provides educators and evaluators with descriptions of practice associated with specific measures. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Measure at the culmination of an educator's cycle. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle.

- **Provide a summative rating for each measure based on evidence.**
- **All final ratings must be recorded in the district-approved forms.**

I=Ineffective, D=Developing, A=Accomplished, E=Exemplary



DETERMINING THE SUMMATIVE RATING (I, D, A, E)

An educator's Summative Rating is determined using the following steps:

- **Determine the individual measure ratings through the use of sources of evidence and professional judgment.**
- **All summative ratings must be recorded using district approved forms.**

MINIMUM FOR DETERMINING AN EDUCATOR'S SUMMATIVE RATING

MEASURES	1 PLANNING	2 ENVIRONMENT	3 INSTRUCTION	4 PROFESSIONALISM
IF...		THEN the Summative Rating shall....		
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE		be INEFFECTIVE		
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE		be DEVELOPING OR INEFFECTIVE		
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE		NOT be EXEMPLARY		
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED		be ACCOMPLISHED		
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY		be ACCOMPLISHED		
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY		be EXEMPLARY		
Three Measures are rated DEVELOPING , and one Measure is rated INEFFECTIVE		Be DEVELOPING		

PROFESSIONAL GROWTH PLAN AND SUMMATIVE CYCLE

Using the ratings for the four measures, Planning, Environment, Instruction, and Professionalism, teachers will receive a summative rating based on the chart on the previous page. Based on the Summative Rating, the type of Professional Growth Plan (future growth planning) and the length of the summative cycle is determined using the chart below.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS AND OTHER PROFESSIONALS

SUMMATIVE RATING	GROWTH PLANS
ACCOMPLISHED/EXEMPLARY	DIRECTED GROWTH PLAN: • Goals set by teacher with evaluator input • Plan activities that are teacher directed and implemented with colleagues • Formative review annually • Summative occurs at the end of year 5
DEVELOPING	ONE YEAR CYCLE DEVELOPING GROWTH PLAN • Goal(s) determined by evaluator • Goals focus on professional practice • Plan activities designed by evaluator with teacher input • Annual summative review FIVE YEAR CYCLE DIRECTED GROWTH PLAN • Goals set by teacher with evaluator input; one must address professional practice • Formative annual review
INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN • Goal determined by evaluator • Goals are focused on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at midpoint • Summative at the end of the plan

The summative evaluation of certified school personnel will be documented in writing. Each evaluatee shall be given a copy of his/her summative evaluation, and a copy is to be included in the evaluatee's official personnel record. (704 KAR 3:370)

An opportunity for written response shall be included in the official personnel record. The local

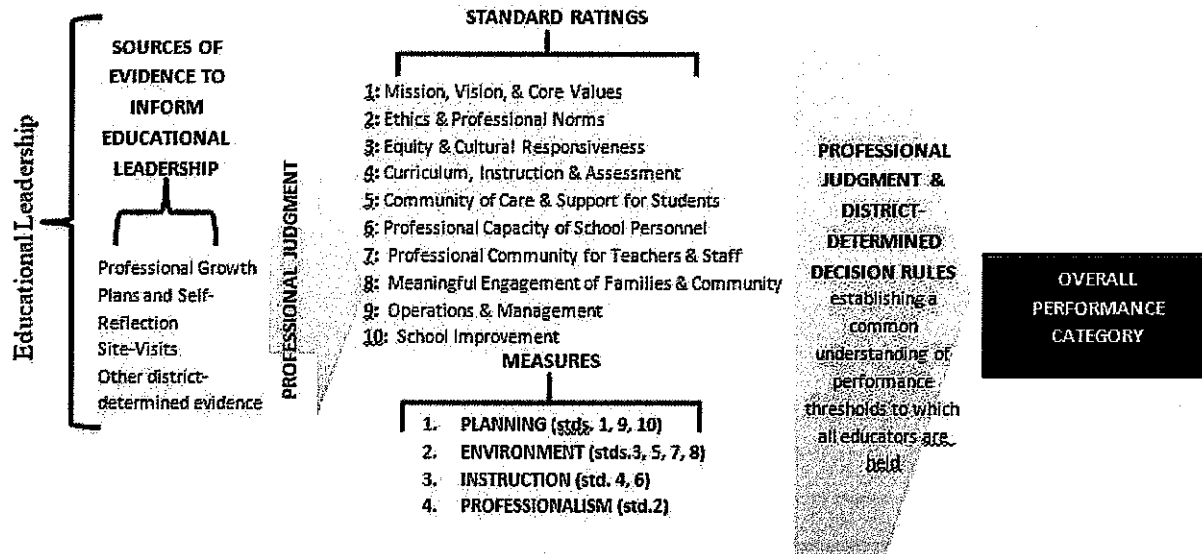
evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

PRINCIPAL AND ASSISTANT PRINCIPAL PERSONNEL EVALUATION SYSTEM

PRINCIPAL/ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS COMPONENTS

Overview and Summative Model

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



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the Professional Standards for Educational Leaders.

Principal Framework				
Performance Measures	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
Performance Criteria PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS	1: Mission, Vision, & Core Values 9: Operations & Management 10: School Improvement	3: Equity & Cultural Responsiveness 5: Community of Care & Support for Students 7: Professional Community for Teachers & Staff 8: Meaningful Engagement of Families & Community	4: Curriculum, Instruction & Assessment 6: Professional Capacity of School Personnel	2: Ethics & Professional Norms

PRINCIPAL FRAMEWORK

The Principal Framework is designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. Evidence supporting a principal's or assistant principal's professional practice will be within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: **Ineffective**, **Developing**, **Accomplished**, and **Exemplary**. The summative will be a holistic rating of performance, combining data from multiple sources of evidence across each standard.

MEASURES	1 PLANNING	2 ENVIRONMENT	3 INSTRUCTION	4 PROFESSIONALISM
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IF...	THEN the <u>Summative Rating</u> shall....
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE	be INEFFECTIVE
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	be DEVELOPING OR INEFFECTIVE
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	NOT be EXEMPLARY
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED	be ACCOMPLISHED
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY	be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY	be EXEMPLARY

The use of professional judgment based on multiple sources of evidence promotes a more comprehensive analysis of practice. Evaluators will also take into account how principals respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance, such as school-specific priorities that may drive practice, 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.

Evaluators must use the following sources of evidence to determine overall ratings:

- Professional Growth Planning and Self-Reflection
- Site Visit Reports
- Other district-determined evidence

Principals and Assistant principals will participate in Certified Evaluation Plan Orientation Training within the first 30 calendar days of reporting to work.

Assistant Principal Requirements

- Professional Growth and Self Reflection- (Completed Independent of the Principal)
- Evaluated by the Principal annually: (Professional Standards for Educational Leadership; same summative)
- Site Visits

PROFESSIONAL GROWTH PLANNING AND SELF-REFLECTION

Completed by principals & assistant principals

The Professional Growth Plan will address realistic, focused, and measurable goals. The plan will connect data from multiple sources including site-visit conferences, data on achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing consideration of the impact of leadership on achievement.

Required:

- **All principals will participate in self-reflection and professional growth planning each year.**
- **All assistant principals participate in self-reflection and professional growth planning yearly.**

The principal/assistant principal:

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 supervisor to develop a Professional Growth Plan;
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; and

7. conducts a summative reflection on the implications for next steps.
- By **September 30th** of each school year, all Principals/Assistant Principals will have conducted their self-reflection on survey results and performance standards, and developed their PGP.
 - The following documents must be completed and turned into Superintendent by **September 30th**:
 - Reflective Practice
 - Professional Growth Plan
 - Late hires will complete all components of the Principal and Assistant Principal Personnel Evaluation System, however timelines may be adjusted. Self- Reflections and PGPs must be submitted no later than the first 30-calendar days of reporting to work.

Timeline for Self-Reflection and Professional Growth Planning Principals & Assistant Principals:		
Timeline	Activity	Task or Document
July/August	- Complete any required training or updates necessary for evaluation certification and to permit the observation of certified employees. - Superintendent reviews expectations of Principal and Assistant Principal Personnel Evaluation System	<i>Training on evaluation criteria and system within the first 30 calendar days of reporting to work.</i>
September 30	- Determine current growth needs based on data sources. - Principals/assistants conduct self-reflection on survey results and performance standards. - Collaborate with the supervisor to develop PGP.	<i>Principal Reflective Practice and Professional Growth Planning Template Parts A & B1</i>
On-going	- Continue Formal and Informal Observation Practices. - Begin plan implementation. - Reflect and alter professional practices. - Modify the plan as appropriate.	<i>Principal Reflective Practice and Professional Growth Planning Template Part B2</i>
October 1-December 15	Window for 1st Site Visit with Superintendent/Designee Opens (Oct. 1st -Dec.15th) *NOTE: Post-Site Visit Conference should occur within five working days of the visit.	<i>Site Visit Form</i> <i>Principal Formative Performance Report and Principal Formative Evaluation Summary</i>
By January 15	- Reflect on progress to alter professional practices - Modify plan as appropriate - Continue observations and conferencing as needed	<i>Reflective Practice and PGP Template Documentation Form</i>
By May 31st	Superintendents conduct observation/site visit	<i>Site Visit Form</i> <i>Principal Formative</i>

		<i>Performance Report and Principal Formative Evaluation Summary</i>
By June 15th	• Develop next steps. • Superintendent/Designee conducts Summative Evaluation with conferences and records. • End-of-Year Review of Principals including PGP and documentation.	<i>Principal Reflective Practice and Professional Growth Planning Template Part B3 Principal Summative Evaluation Rating</i>

SITE-VISITS

Principal

Site visits allow the superintendent/designee to gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent/designee discusses various aspects of the job with the principal, and uses the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

Assistant Principal

Site visits are a method by which the building principal may gain insight into the assistant principal's practice in relation to the standards. During a site visit, the building principal will discuss various aspects of the job with the assistant principal, and will use the assistant principal's responses to determine issues to further explore with the faculty and staff. Additionally, the assistant principal may explain the successes and trials the school community has experienced in relation to school improvement.

Required for Assistant Principals (conducted by Principal) and Principals (conducted by Superintendent/Designee):

- Conducted at least twice each year prior to May 30th.
- One site visit will occur each semester. (See timeline above.)
- Conferences will occur either immediately following the Site-Visit or not more than 5 work days after the Site-Visit to discuss progress on Principal Performance Standards, based on Site-Visit observations.
- Evidence from Site-Visits will be documented either in the document in Appendix C.
- Late hires will have both Site-Visits completed prior to **May 30th**. However the timeline for site visits may be adjusted.

Timeline for site visits:

- Fall -- October 1st - December 15
- Winter/Spring -- By May 31

Site-Visits—An overview of the data and the facilitator(s) analysis of information that reveals the principal's instructional leadership talents are shared during a debriefing session. See Appendix B.

Conferencing

Conferences will take place between Evaluator and Evaluatee throughout the year. (Late hires will have an initial conference and an end of year conference.)

1. Beginning of the Year Conference (To be completed by **September 30**)
 - a. Establish the purpose of the meeting.
 - b. Discuss reflections of data.
 - c. Discuss and come to agreement on the Action Plan.
 - d. Discuss reflections of the Professional Standards for Educational Leaders (PSEL)
 - e. Discuss and come to agreement on the PGG and Action Plan.
 - f. Questions/Concerns/Comments
2. Site Visit Post-Conference (To be completed **within 5-days of site visit**)
 - a. Establish the purpose of the meeting.
 - b. Discuss reflections of data.
 - c. Discuss and come to agreement on the Action Plan.
 - d. Discuss reflections of the Professional Standards for Educational Leaders (PSEL)
 - e. Discuss and come to agreement on the PGG and Action Plan.
 - f. Questions/Concerns/Comments
3. End-of-Year Review (To be completed by **June 15th**)
 - a. Establish the purpose of the meeting.
 - b. Discuss second observation/site visit and provide feedback.
 - c. Share progress toward PGG.
 - d. Discuss progress of each standard and determine if other documentation is needed.
 - e. Discuss overall rating based on Professional Practice.
 - f. Questions/Concerns/Comments

POSSIBLE SOURCES OF DISTRICT APPROVED EVIDENCE

Principals/Assistant principals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the principal's/assistant principal's practice within the standards. They include but are not limited to:

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

See Appendix B for Possible Sources of Other District-Approved Evidence and Possible Site Visit Evidence documents. These documents are for reference only and do not represent an exhaustive list.

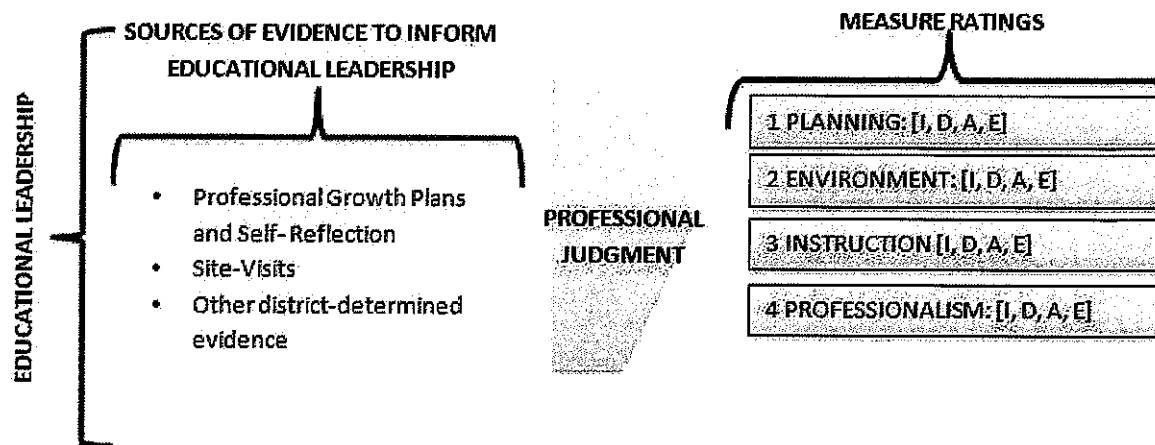
DETERMINING SUMMATIVE RATING

Superintendents are responsible for determining a Summative Rating for each principal at the conclusion of their summative evaluation year. All ratings will be documented on the form located in Appendix B by May 15th. Building principals are responsible for determining the Summative Rating for each assistant principal.

The summative evaluation of certified school personnel will be documented in writing. Each evaluatee shall be given a copy of his/her summative evaluation, and a copy is to be included in the evaluatee's official personnel record. (704 KAR 3:370)

An opportunity for written response shall be included in the official personnel record. 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).



OVERALL SUMMATIVE RATING

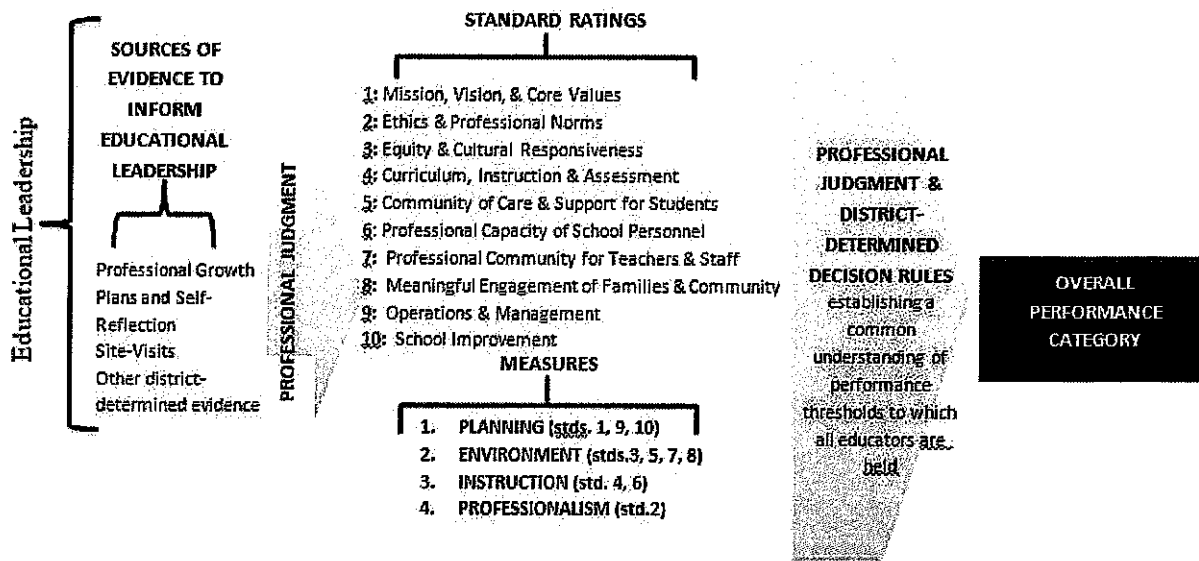
Using the ratings for the four measures, Planning, Environment, Instruction, and Professionalism, principals will receive a summative rating. The principal will adhere to the **Timeline** and rating will be entered with district approved forms following state requirements.

MEASURES	1 PLANNING	2 ENVIRONMENT	3 INSTRUCTION	4 PROFESSIONALISM
IF...		THEN the <u>Summative Rating</u> shall....		
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE		be INEFFECTIVE		
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE		be DEVELOPING OR INEFFECTIVE		
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE		NOT be EXEMPLARY		
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED		be ACCOMPLISHED		
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY		be ACCOMPLISHED		
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY		be EXEMPLARY		

DISTRICT ADMINISTRATOR (DA) EVALUATION SYSTEM

Overview and Summative Model

The following graphic outlines the summative model for the DA Evaluation System. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework.



DISTRICT Administrator (DA) FRAMEWORK

Performance Measures	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
Performance Criteria: PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS	1: Mission, Vision, & Core Values 9: Operations & Management 10: School Improvement	3: Equity & Cultural Responsiveness 5: Community of Care & Support for Students 7: Professional Community for Teachers & Staff 8: Meaningful Engagement of Families & Community	4: Curriculum, Instruction & Assessment 6: Professional Capacity of School Personnel	2: Ethics & Professional Norms

The district developed DA Framework is designed to support student achievement and professional best-practice through the PSEL standards. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. Evidence supporting a DA professional practice will be

situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: **Ineffective**, **Developing**, **Accomplished**, and **Exemplary**. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

MEASURES	1 PLANNING	2 ENVIRONMENT	3 INSTRUCTION	4 PROFESSIONALISM
IF...		THEN the <u>Summative Rating</u> shall....		
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE		be INEFFECTIVE		
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE		be DEVELOPING OR INEFFECTIVE		
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE		NOT be EXEMPLARY		
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED		be ACCOMPLISHED		
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY		be ACCOMPLISHED		
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY		be EXEMPLARY		

The use of professional judgment based on multiple sources of evidence promotes a more comprehensive analysis of practice. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual DA performance. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following sources of evidence to determine overall ratings:

- Professional Growth Planning and Self-Reflection
- Site Visit Reports
- Other district-determined evidence

DISTRICT Administrator will participate in Certified Evaluation Plan Orientation/Training within the first 30 calendar days of reporting to work.

PROFESSIONAL GROWTH PLANNING AND SELF-REFLECTION

Completed by DISTRICT Personnel

The Professional Growth Plan will address realistic, focused, and measurable goals. The plan will connect data from multiple sources including site-visits and professional growth needs identified through self-assessment and reflection.

Required:

- **All DISTRICT Administrators will participate in self-reflection and professional growth planning each year.**
 - reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
 - collaborates with his or her supervisor to develop a Professional Growth Plan;
 - implements the plan;
 - regularly reflects on the progress and impact of the plan on his or her professional practice;
 - modifies the plan as appropriate;
 - continues implementation and ongoing reflection; and
 - conducts a summative reflection on the implications for next steps.
- **By September 30th of each school year, all DISTRICT Administrators will have conducted their self-reflection on survey results and performance standards, and developed their PGP.**
- **The following documents must be completed and turned into Superintendent by September 30th:**
 - Reflective Practice
 - Professional Growth
- **Late hires will complete all components of the evaluation; however, timelines may be adjusted. Self-Reflections and PGPs submitted no later than the first 30-calendar days of reporting to work.**

Timeline for Self-Reflection and Professional Growth Planning District Administrators:

Timeline	Activity	Task or Document
July/August	● Complete any required training or updates necessary for evaluation certification and to permit the observation of certified employees. ● Superintendent reviews expectations of District Administrator (CAO) Evaluation System	<i>Training on evaluation criteria and system within the first 30 calendar days of reporting to work.</i>
September 30	● Determine current growth needs based on data sources. ● District Administrators conduct self-reflection on survey results and performance standards. ● Collaborate with the supervisor to develop PGP.	<i>District Administrator Reflective Practice and Professional</i>

		<i>Growth Planning Template Parts A & B1</i>
On-going	• Continue Formal and Informal Observation Practices. • Begin plan implementation. • Reflect and alter professional practices. • Modify the plan as appropriate.	<i>District Administrator Reflective Practice and Professional Growth Planning Template Part B2</i>
October 1-December 15	Window for 1st Site Visit with Superintendent/Designee Opens (Oct. 1st -Dec.15th) *NOTE: Post-Site Visit Conference should occur within five working days of the visit.	<i>District Administrators Site Visit Form</i> <i>District Administrator Formative Performance Report and District Administrator Formative Evaluation Summary</i>
By January 15	• Reflect on progress to alter professional practices • Modify plan as appropriate • Continue observations and conferencing as needed	<i>Reflective Practice and PGP Template Documentation Form</i>
By May 31st	Superintendents conduct observation/site visit	<i>District Administrator Site Visit Form</i> <i>District Administrator Formative Performance Report and District Administrator Formative Evaluation Summary</i>
By June 15th	• Develop next steps. • Superintendent/Designee conducts Summative Evaluation with conferences and records. • End-of-Year Review of District Administrator including PGP and documentation.	<i>District Administrator Reflective Practice and Professional Growth Planning Template Part B3</i> <i>District Administrator Summative Evaluation Rating</i>

SITE-VISITS

District Administrators

Site visits allow the superintendent/designee to gain insight into DISTRICT personnel practice in relation to the standards. During a site visit, the superintendent/designee discusses various aspects of the job. Additionally, the DISTRICT administrator may explain the successes and trials the job(s) has experienced in relation to school and district improvement.

Required for District personnel (conducted by Superintendent/Designee):

- Conducted at least twice each year prior to May 30th.
- One site visit will occur each semester. (See timeline above.)
- Conferences will occur either immediately following or not more than 5 work days after the Site-Visit to discuss progress on PSEL, based on Site-Visit observations.
- Evidence from Site-Visits will be documented in the document in Appendix D.
- Late hires will have both Site-Visits completed prior to **May 30th**. Timeline for site visits may be adjusted.

Site-Visits—An overview of the data and the facilitator(s) analysis of information that reveals the District Administrator's instructional leadership talents are shared during a debriefing session. See Appendix D.

Conferencing

Conferences will take place between Evaluator and Evaluatee throughout the year. (Late hires will have an initial conference and an end of year conference.)

1. Beginning of the Year Conference (To be completed by **September 30**)
 - a. Establish the purpose of the meeting.
 - b. Discuss reflections of data.
 - c. Discuss and come to agreement on the Action Plan.
 - d. Discuss reflections of the ISLLC Standards.
 - e. Discuss and come to agreement on the PGG and Action Plan.
 - f. Questions/Concerns/Comments
2. Site Visit Post-Conference (To be completed **within 5-days of site visit**)
 - a. Establish the purpose of the meeting.
 - b. Discuss reflections of data.
 - c. Discuss and come to agreement on the Action Plan.
 - d. Discuss reflections of the ISLLC Standards.
 - e. Discuss and come to agreement on the PGG and Action Plan.
 - f. Questions/Concerns/Comments
3. End-of-Year Review (To be completed by **June 15th**)
 - a. Establish the purpose of the meeting.
 - b. Discuss second observation/site visit and provide feedback.
 - c. Share progress toward PGG.
 - d. Discuss progress of each standard & determine if other documentation is needed.
 - e. Discuss overall rating based on Professional Practice.
 - f. Questions/Concerns/Comments

POSSIBLE SOURCES OF DISTRICT APPROVED EVIDENCE

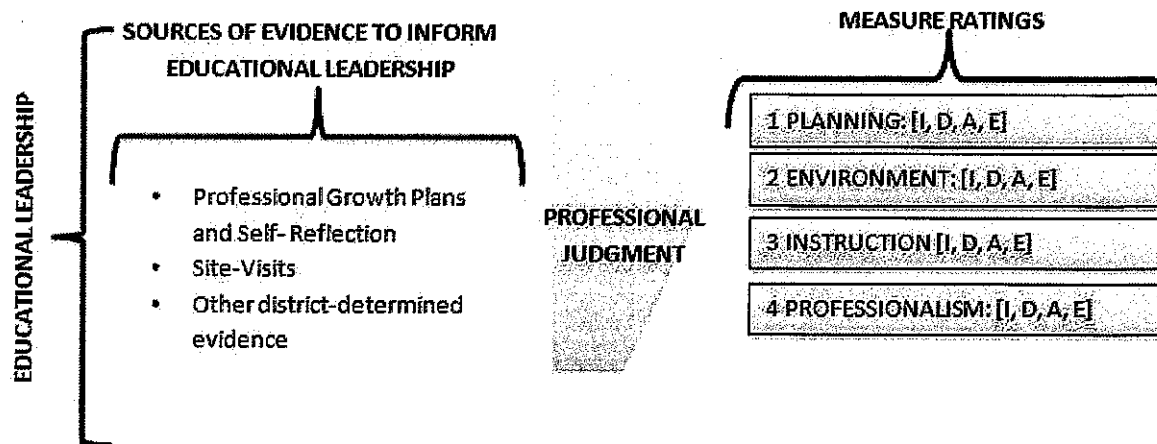
DA may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the DA practice within the standards. They include but are not limited to:

- 30-60-90 Day Plans
- Comprehensive District Improvement Plan
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Professional Organization memberships
- School surveys
- Department Reports
- School Monitoring
- Other

DETERMINING SUMMATIVE RATING

Superintendents are responsible for determining a Summative Rating for each DA at the conclusion each year. All ratings will be documented on the form located in Appendix D by June 15th. The summative evaluation of certified personnel will be documented in writing. Each evaluatee shall be given a copy of his/her summative evaluation, and a copy is to be included in the evaluatee's official personnel record. (704 KAR 3:370)

An opportunity for written response shall be included in the official personnel record. 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).



OVERALL SUMMATIVE RATING

Using the ratings for the four measures, Planning, Environment, Instruction, and Professionalism, DISTRICT Administrator will receive a summative rating. DA will adhere to the **Timeline**, and rating will be entered with district approved forms following state requirements.

MEASURES	1 PLANNING	2 ENVIRONMENT	3 INSTRUCTION	4 PROFESSIONALISM
IF...		THEN the Summative Rating shall....		
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE		be INEFFECTIVE		
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE		be DEVELOPING OR INEFFECTIVE		
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE		NOT be EXEMPLARY		
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED		be ACCOMPLISHED		
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY		be ACCOMPLISHED		
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY		be EXEMPLARY		

Appendix A

Personnel Evaluation System –

TEACHER FORMS

Personnel Evaluation System

Principals, Teachers, Specialists, District Administrators

Evaluation Orientation Verification

A sign-in sheet will be provided at the orientation for certified staff to agree to the following:

I verify that I attended/participated in an evaluation orientation session during which the contents of the evaluation plan, including the following topics, were discussed:

- Personnel Evaluation System
- The Kentucky Framework for Teaching
- Self-Reflection
- Procedure for Conducting Observations and Conferences
- Professional Growth Plans
- Appeals Process

Appendix A

Teacher Forms

REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING		
Evaluatee/ Evaluator		
School/School Year		
Grade Level/Subject(s)		

Component:	Self-Assessment				Rationale:
1A - Demonstrating Knowledge of Content & Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	

Part A: Initial Reflection – Establishing Priority Growth Needs

Measure:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):			
Planning & Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Current Level of Performance for Selected Component:							I	D	A	E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

PROFESSIONAL GROWTH GOAL: • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective?								
ACTION PLAN								
Professional Learning	Resources/Support		Targeted Date					
Measures of Goal Attainment (Tools/Instruments):								
Demonstrable:								
<i>Identify the documentation intended to demonstrate your professional growth.</i>								
☐ Artifacts	☐ Self-Assessment		☐ Ongoing Self-Reflection					
☐ Certificate of Completion	☐ Teaming with Colleague		☐ Observation Data					
☐ Other: (please specify)								
Teacher Signature:			Date:					
Administrator Signature:			Date:					

Part C: On-going Reflection – Progress toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:				
Next Steps:					
Connection to Framework for Teaching:	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E
Evaluatee Signature:		Date:			
Evaluator Signature:		Date:			

Sample Professional Growth Goals

Each goal and action plan together should answer the following questions. The goal samples that follow include reference to the actions to be taken in order to meet the goal.

1. What do I want to change about my practice that will impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Any content area – student engagement For the 2012 – 13 school year, I will improve my ability to engage students in their learning by attending and implementing Rigor and Relevance training, researching and implementing strategies for engaging students in rigorous learning, and refining my use of student involved formative assessment practices. These will be measured through pre and post assessments, student work samples, interim assessments, observations and conferences, and self-reflection.	Any Content area – learning styles During the 2012-2013 school year, I will increase student engagement by using a learning styles inventory with every student and designing lessons that address the different styles within my class. I will research teaching strategies to engage the different learning styles and study <i>So Each May Learn</i> by Silver. Measures of success will include student work products, observation, and student and teacher self-reflection.
Science For the 2012 – 2013 school year, I will improve writing instruction in my science classroom by implementing and reflecting on strategies learned during a summer writing workshop for teachers. I'll incorporate writing strategies for describing observations, explaining scientific phenomena, explaining cause & effect occurrences, and drawing conclusions from experiments. Indicators of success will be student work samples, analysis of student's writing products, and self-reflection.	Any content area – formative assessment During this school year, I will study Classroom Assessment for Student Learning, by Rick Stiggins, and embed formative assessment practices in my daily instruction. Indicators of success will include classroom observation, self-reflection, analysis of student assessment data, and observable student engagement.
Reading in any content area During the school year, I will learn to integrate literacy strategies in my instruction. I will implement learning from a literacy workshop and from reading professional literature. Measures of success will include results from analysis of student work samples, self-reflection, student surveys, and observation.	Any content area - questioning During the school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from the study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.

Special Education During the 2012-2013 school year, I will increase my knowledge of supporting students with autism. I will research on-line resources, consult with district/state/cooperative special education coordinators, observe a mentor teacher, and participate in an on-line short course on autism. This will be evidenced by notes and self-reflection, anecdotal notes on my interactions with autistic students, and the short course certificate.	Teacher Leadership This school year, I will learn best practices for mentoring new teachers in my building. I will participate in the district study group and Cognitive Coaching PD and attend a KYVL on-line course for mentoring teachers. Evidence of success will include district PD certificate, course completion certificate, mentee teacher surveys, self-reflection on mentoring opportunities.
Literacy Design Collaborative (LDC) teachers This school year, I will implement what I am learning through LDC to support students in meeting the Common Core standards. I will design action research around implementing LDC modules as intended, analyze student work, and reflect on impact on students. Success criteria includes self-reflection, student surveys, analysis of student before & after work samples, and completed modules.	Math Design Collaborative (MDC) teachers During the 2011-2012 school year, I will improve my ability to think more deeply about mathematical concepts using what I am learning through MDC about math formative assessment lessons. I will engage my students in more critical thinking and problem solving about mathematics and help students persevere when struggling to learn new concepts. This will be evidenced by formative assessment lessons, student work samples, observation, and self-reflection.
Any content area - technology During the school year, I will increase student use of technology for learning in my classroom. I will collaborate with a district technology cadre to learn ways to integrate learning with technology in instruction. We will also study Kajder's book <i>Adolescents and Digital Literacies</i> and other resources. Evidence of success includes lesson plans, student work samples, and self-reflection.	Writing in any content area During the 2011-2012 school year, I will learn to incorporate online writing tools in my writing workshop. After collaborating with the technology resource teacher to investigate Google Docs and other on-line tools, my students will have opportunities to write independently, collaboratively and give/receive feedback using the tools. This will be evidenced by student writing samples, lesson plans, and reflection.

PRE-OBSERVATION FORM (optional)

Teacher/ EPSB ID#		
School/Grade Level/Subject(s)		
Date/Time of Observation		
Observer/Date of Conference		
Number of Students/ Number with IEPs		

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning intention(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 as a large group? Provide any materials that 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 intention(s)?	
Is there anything that you would like me to specifically observe during the lesson?	
Evaluatee Signature:	Date:
Evaluator Signature:	Date:

[illegible][illegible]

POST-OBSERVATION FORM

Teacher/EPsB ID#		
School/ Grade Level/Subject(s)		
Observer/Date of Conference		

Reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve their learning intentions? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
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?	

TEACHER/SPECIALIST FORMATIVE EVALUATION			
Teacher/Specialist			
School/ Grade/Subject(s)			
Observer/Date of Conference			

E=Exemplary	A=Accomplished	D=Developing	I=Ineffective
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Evaluator's Formative Observation Rating:

Measure 1: Planning and Preparation	Rating:				Measure 2: Classroom Environment	Rating:			
A: Knowledge of Content	I	D	A	E	A: Creating an Environment of Respect and Rapport	I	D	A	E
B: Knowledge of Students	I	D	A	E	B: Establishing a Culture for Learning	I	D	A	E
C: Selecting Instructional Outcomes	I	D	A	E	C: Managing Classroom Procedures	I	D	A	E
D: Knowledge of Resources	I	D	A	E	D: Managing Student Behavior	I	D	A	E
E: Design Coherent Instruction	I	D	A	E	E: Organizing Physical Space	I	D	A	E
F: Student Assessment	I	D	A	E					

Evaluator's Formative Observation Rating:

Measure 3: Instruction	Rating:				Measure 4: Professional Responsibilities	Rating:			
A: Communicating with Students	I	D	A	E	A: Reflects on Teaching	I	D	A	E
B: Using Questioning and Discussion Techniques	I	D	A	E	B: Maintaining Accurate Records	I	D	A	E
C: Engaging Students in Learning	I	D	A	E	C: Communicating with Families	I	D	A	E
D: Using Assessment in Instruction	I	D	A	E	D: Participating in Professional Learning Communities	I	D	A	E
E: Demonstrating Flexibility	I	D	A	E	E: Growing and Developing Professionally	I	D	A	E
					F: Demonstrating Professionalism				

Comments:

Evaluatee's Signature**:	Date:
Evaluator Signature:	Date:

**Denotes sharing of results, not necessarily agreement with the rating.

TEACHER AND SPECIALISTS SUMMATIVE EVALUATION RATING

Educator:

Year:

School

Summative Evaluation	Exemplary	Accomplished	Developing	Ineffective
Measure 1: Planning				
Measure 2: Environment				
Measure 3: Instruction				
Measure 4: Professionalism				

MINIMUM CRITERIA FOR DETERMINING EDUCATOR'S SUMMATIVE EVALUATION RATING	
IF...	THEN shall....
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE	be INEFFECTIVE
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	be DEVELOPING OR INEFFECTIVE
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	NOT be EXEMPLARY
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED	be ACCOMPLISHED
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY	be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY	be EXEMPLARY

OVERALL SUMMATIVE RATING			
Exemplary	Accomplished	Developing	Ineffective
Evaluator initials _____	Evaluator initials _____	Evaluator initials _____	Evaluator initials _____
Evaluatee initials _____	Evaluatee initials _____	Evaluatee initials _____	Evaluatee initials _____

An opportunity for written response shall be included in the official personnel record. 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).

Appendix B

Principal and Assistant Principal Forms

INTRODUCTION

Appendix B contains copies of forms and logs used during the supervision of principals (Figure 12). The superintendent maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice and Professional Growth Planning Template Observation/Site Visit Form*, *Documentation Form*, *Principal Mid-Year Performance Review*, *Principal Summative Performance Report*, and *Corrective Action Plan* (if needed). School districts need to decide which optional forms will be used.

Figure 12: Forms

Form		Documentation	
		Completed by	
		Superintendent	Principal
Professional Growth & Reflection	Planning/Professional Growth Planning Template and Reflective Practice	✓	✓
Observation	Observation	✓	
Documentation	Documentation Form		✓
Reports	Principal Summative Performance Report	✓	
Optional Form			
Improvement	Support Dialogue Form (optional)	✓	
Documentation	Professional Practice Checklist (optional)		✓

PRINCIPAL Reflective Practice and Professional Growth Planning Template

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Personnel Evaluation System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards.

Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Mission, Vision, and Core Values <i>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.</i>	I	D	A	E	
2. Ethics & Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
3. Equity and Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
4. Curriculum, Instruction, and Assessment <i>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.</i>	I	D	A	E	
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	

6. Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
8. Meaningful Engagement of Families and Community <i>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.</i>	I	D	A	E	
9. Operations and Management <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
10. School Improvement <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

Professional Growth Goal: • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective?	
--	--

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/action?

Administrator's Signature:	Date:
Superintendent or Designee's Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Principal Superintendent

Date	Status of Growth Goal(s) – PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:	Date:
Superintendent or Designee's Signature:	Date:

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent or Designee's Signature:	Date:

Principals/Assistant Principals

Site Visit Form

Evaluatee:
Evaluator:
Date:

**Professional Standards for Educational Leaders
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 evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Professional Standards for Educational Leaders**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).

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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**

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

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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.**

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

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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 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 support, 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).

Evaluator's Feedback:

Professional Standards for Educational Leaders**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).

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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).

Evaluator's Feedback:

Professional Standards for Educational Leaders**Standard 8: Meaningful Engagement of Families and Communities**

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).

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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 nonmonetary 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 feeders 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).

Evaluator's Feedback:

Professional Standards for Educational Leaders**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).

Evaluator's Feedback:

Support Dialogue

What is the area of targeted support?

What strategies have you tried and what was the result?

Evaluatee's Comments:

Evaluator's Comments:

I am knowledgeable of the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

Principal/Assistant Principal

Signature

Superintendent's or Designee's Name

Signature

Date: _____

PRINCIPAL FORMATIVE PERFORMANCE REPORT

Directions: Evaluators use this form prior to providing the principal with an assessment of performance. The principal should be given a copy of the form at the end of each formative evaluation cycle.

Principal:**School Year(s):****School:****MEASURE 1: PLANNING****Standard 1: Mission, Vision, & Core Values**

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished (expected level of performance)	Developing	Ineffective
The principal consistently demonstrates expertise as he/she develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student..	The principal <i>develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	The principal inconsistently develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	The principal inadequately develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

Standard 9: Operations and Management

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal excels at <i>managing school operations and resources to promote each student's academic success and well-being.</i>	The principal <i>manages school operations and resources to promote each student's academic success and well-being.</i>	The principal inconsistently <i>manages school operations and resources to promote each student's academic success and well-being.</i>	The principal inadequately <i>manages school operations and resources to promote each student's academic success and well-being..</i>
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 10: School Improvement

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal excels as <i>an agent of continuous improvement to promote each student's academic success and well-being</i>	The principal <i>acts as an agent of continuous improvement to promote each student's academic success and well-being.</i>	The principal inconsistently <i>acts as an agent of continuous improvement to promote each student's academic success and well-being</i>	The principal inadequately <i>acts as an agent of continuous improvement to promote each student's academic success and well-being</i>
☐ Comments	☐ Comments	☐ Comments	☐ Comments

MEASURE 2: ENVIRONMENT

Standard 3: Equity and Culture Responsiveness

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished (expected level of performance)	Developing	Ineffective
The principal seeks out new opportunities or substantially improves existing programs to <i>strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	The principal <i>strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	The principal inconsistently <i>strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being..</i>	The principal rarely <i>strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being..</i>
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 5: Community of Care and Support for Students

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal seeks and effectively <i>cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	The principal <i>cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	The principal inconsistently <i>cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	The principal inadequately <i>cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 7: Professional Community for Teachers and Staff

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal excels at <i>fostering a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	The principal <i>fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	The principal inconsistently <i>fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	The principal inadequately <i>fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

Standard 8: Meaningful Engagement of Families & Community

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal excels at <i>engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being..</i>	The principal <i>engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	The principal inconsistently <i>engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	The principal inadequately <i>engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

MEASURE 3: INSTRUCTION**Performance Standard 4: Curriculum, Instruction, and Assessment**

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished (expected level of performance)	Developing	Ineffective
The principal actively and consistently develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	The principal <i>develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	The principal inconsistently develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	The principal rarely develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 6: Professional Capacity of School Personnel

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal excels at developing the professional capacity and practice of school personnel to promote each student's academic success and well-being.	The principal <i>develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	The principal inconsistently develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.	The principal inadequately develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

☐ Comments	☐ Comments	☐ Comments	☐ Comments
--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------

MEASURE 4: PROFESSIONALISM**Standard 2: Ethics & Professional Norms**

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The principal <i>acts ethically and according to professional norms to promote each student's academic success and well-being.</i>	The principal <i>inconsistently acts ethically and according to professional norms to promote each student's academic success and well-being.</i>	The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Principal Formative Evaluation Summary

Commendations:

Areas Noted for Improvement:

Improvement Goals:

Overall Evaluation Summary Criteria

☐ Exemplary ☐ Accomplished ☐ Developing ☐ Ineffective

Evaluator's Name _____ Principal's Name _____

Evaluator's Signature _____ Principal's Signature _____

Date _____ Date _____

(Signature denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Superintendent's Name _____

Superintendent's Signature _____ Date _____

Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Site-Visits
- Other district determined evidence sources

Possible Sources of Other District-Approved Evidence

- Documentation
- School Comprehensive Improvement Plan
- Discipline Reports
- Teacher and Student Attendance Reports
- Parent Communications
- Possible Site Visit Evidence list

Principals/Assistant Principals may provide additional evidence to support assessment of their own professional practice.

PRINCIPALS SUMMATIVE EVALUATION RATING

Principal:

Year:

School

Summative Evaluation	Exemplary	Accomplished	Developing	Ineffective
Measure 1: Planning				
Measure 2: Environment				
Measure 3: Instruction				
Measure 4: Professionalism				

MINIMUM CRITERIA FOR DETERMINING EDUCATOR'S SUMMATIVE EVALUATION RATING	
IF...	THEN shall....
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE	be INEFFECTIVE
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	be DEVELOPING OR INEFFECTIVE
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	NOT be EXEMPLARY
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED	be ACCOMPLISHED
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY	be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY	be EXEMPLARY

OVERALL SUMMATIVE RATING			
Exemplary	Accomplished	Developing	Ineffective
Evaluator initials _____	Evaluator initials _____	Evaluator initials _____	Evaluator initials _____
Evaluatee initials _____	Evaluatee initials _____	Evaluatee initials _____	Evaluatee initials _____

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement."
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Opportunities for the appeal processes are part of the BCS Evaluation Plan.

Certified employees must take their appeals to this summative evaluation with the time frames, mandated in 704 KAR 3:345.

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

Evaluatee:

☐ **Agrees with summative evaluation** ☐ **Disagrees with summative evaluation**

_____		_____	
Evaluatee Name	Date	Evaluator Name	Date
_____		_____	
Evaluatee Signature	Date	Evaluator Signature	Date

The summative evaluation of certified school personnel will be documented in writing. Each evaluatee shall be given a copy of his/her summative evaluation, and a copy is to be included in the evaluatee's official personnel record. (704 KAR 3:370)

An opportunity for written response shall be included in the official personnel record. 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).

Appendix C

Specialist Forms

- **Guidance Counselor**
- **Instructional Specialist**
- **Library Media Specialist**
- **Psychologist**
- **Therapeutic Specialist**

Specialists— Professional Growth Plan

Directions: After completing the Self-reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Measure indicator with which it aligns.

Specialists:

School Year:

School:

Professional Growth Goal

--

Component

--

Principal's Feedback

--

Evaluator's Signature:

Date:

--	--

Guidance Counselor Self-Reflection

Directions: Completed by guidance counselor. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Guidance Counselor:

School Year:

School:

Component:	Self-Assessment:				Rationale:
	I	D	A	E	
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					
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					
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					
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					

Guidance Counselor Formative Evaluation

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Guidance Counselor:

School:

Evaluator:

Date:

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Instructional Specialist Self-Reflection

Directions: Completed by instructional specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Instructional Specialist:

Date:

School:

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Instructional Specialist Formative Evaluation

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Instructional Specialist:**School:****Evaluator:****Date:**

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Library Media Specialist Self-Reflection

Directions: Completed by library media specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Library Media Specialist:

Date:

School:

Component:	Self-Assessment				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F- Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F Collection Development and Maintenance	I	D	A	E	
4G- Managing the Library Budget	I	D	A	E	
4H- Managing Personnel	I	D	A	E	
4I- Professional ethics	I	D	A	E	

Library Media Specialist Formative Evaluation

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Library Media Specialist:

School:

Evaluator:

Date:

Component:	Self-Assessment				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F Collection Development and Maintenance	I	D	A	E	
4G- Managing the Library Budget	I	D	A	E	
4H- Managing Personnel	I	D	A	E	
4I- Professional ethics	I	D	A	E	

Psychologist Self-Reflection

Directions: Completed by psychologist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Psychologist:

Date:

School:

Component:	Self-Assessment				Rationale:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Psychologist Formative Evaluation

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Psychologist:

School:

Evaluator:

Date:

Component:	Rating:				Evidence:
	I	D	A	E	
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Therapeutic Specialist/Speech Pathologist Self-Reflection

Directions: Completed by therapeutic specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

Therapeutic Specialist:

Date:

School:

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F - Developing a plan to evaluate the therapy program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Organizing time effectively	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the treatment center	I	D	A	E	
2E - Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A - Responding to referrals and evaluating student needs	I	D	A	E	
3B - Developing and implementing treatment plans to maximize student's success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Therapeutic Specialist/Speech Pathologist Formative Evaluation

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Therapeutic Specialist:

School:

Evaluator:

Date:

Component:	Rating:				Evidence:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F - Developing a plan to evaluate the therapy program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Organizing time effectively	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the treatment center	I	D	A	E	
2E - Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A - Responding to referrals and evaluating student needs	I	D	A	E	
3B - Developing and implementing treatment plans to maximize student's success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Appendix D

District Administrator Forms

District Administrator Reflective Practice and Professional Growth Planning Template

District Administrator	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the District Administrator Personnel Evaluation System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (**I = Ineffective; D = Developing; A = Accomplished; E=Exemplary**) on each standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Mission, Vision, and Core Values <i>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.</i>	I	D	A	E	
2. Ethics & Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
3. Equity and Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
4. Curriculum, Instruction, and Assessment <i>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.</i>	I	D	A	E	
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	

6. Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
8. Meaningful Engagement of Families and Community <i>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.</i>	I	D	A	E	
9. Operations and Management <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
10. School Improvement <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.*

Professional Growth Goal: • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective?	
--	--

Connection to Standards			
The District Administrator should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/action?

Administrator's Signature:	Date:
Superintendent or Designee's Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Professional Growth Goal

District Administrator Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ District Administrator Superintendent

Date	Status of Growth Goal(s) – PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:	Date:
Superintendent or Designee's Signature:	Date:

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent or Designee's Signature:	Date:

District Administrator

Site Visit Form

Evaluatee:
Evaluator:
Date:

Professional Standards for Educational Leaders**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 evaluator or provided by the district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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 district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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**

Evidence requested by the evaluator or provided by the district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

Professional Standards for Educational Leaders
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.**

Evidence requested by the evaluator or provided by the district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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 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 support, 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 district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

Professional Standards for Educational Leaders
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 district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

Professional Standards for Educational Leaders
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 district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

Professional Standards for Educational Leaders
Standard 8: Meaningful Engagement of Families and Communities

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 district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

**Professional Standards for Educational Leaders
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 nonmonetary 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 feeders 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 district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

Professional Standards for Educational Leaders
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 district administrator: Indicate contributor with an (E) or (DA).

Evaluator's Feedback:

Support Dialogue

What is the area of targeted support?

What strategies have you tried and what was the result?

Evaluatee's Comments:

Evaluator's Comments:

I am knowledgeable of the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this evaluation.

District Administrator

Signature

Superintendent's or Designee's Name

Signature

Date: _____

District Administrator FORMATIVE PERFORMANCE REPORT

Directions: Evaluators use this form prior to providing the district administrator with an assessment of performance. The district administrator should be given a copy of the form at the end of each formative evaluation cycle.

District Administrator:**School Year(s):****MEASURE 1: PLANNING****Standard 1: Mission, Vision, & Core Values**

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished (expected level of performance)	Developing	Ineffective
The DA consistently demonstrates expertise as he/she develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student..	The DA <i>develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	The DA inconsistently develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	The DA inadequately develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

Standard 9: Operations and Management

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The DA excels at managing school operations and resources to promote each student's academic success and well-being.	The DA manages school operations and resources to promote each student's academic success and well-being.	The DA inconsistently manages school operations and resources to promote each student's academic success and well-being.	The DA inadequately manages school operations and resources to promote each student's academic success and well-being..
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

Standard 10: School Improvement

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The DA excels as an agent of continuous improvement to promote each student's academic success and well-being	The DA acts as an agent of continuous improvement to promote each student's academic success and well-being.	The DA inconsistently acts as an agent of continuous improvement to promote each student's academic success and well-being	The DA inadequately acts as an agent of continuous improvement to promote each student's academic success and well-being
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

MEASURE 2: ENVIRONMENT**Standard 3: Equity and Culture Responsiveness**

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished (expected level of performance)	Developing	Ineffective
The DA seeks out new opportunities or substantially improves existing programs to <i>strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	The DA <i>strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	The DA inconsistently <i>strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being..</i>	The DA rarely <i>strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being..</i>
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

Standard 5: Community of Care and Support for Students

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The DA seeks and effectively cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	The DA <i>cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	The DA inconsistently <i>cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	The DA inadequately <i>cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

Standard 7: Professional Community for Teachers and Staff

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The DA excels at <i>fostering a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	The DA <i>fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	The DA inconsistently <i>fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	The DA inadequately <i>fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

Standard 8: Meaningful Engagement of Families & Community

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The DA excels at <i>engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being..</i>	The DA <i>engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	The DA inconsistently <i>engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	The DA inadequately <i>engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

MEASURE 3: INSTRUCTION**Performance Standard 4: Curriculum, Instruction, and Assessment**

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished (expected level of performance)	Developing	Ineffective
The DA actively and consistently develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	The DA develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	The DA consistently develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	The DA rarely develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
☐ Comments	☐ Comments	☐ Comments	☐ Comments

Standard 6: Professional Capacity of School Personnel

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The DA excels at developing the professional capacity and practice of school personnel to promote each student's academic success and well-being.	The DA develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.	The DA inconsistently develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.	The DA inadequately develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

☐ Comments	☐ Comments	☐ Comments .	☐ Comments
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MEASURE 4: PROFESSIONALISM**Standard 2: Ethics & Professional Norms**

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The DA demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The DA <i>acts ethically and according to professional norms to promote each student's academic success and well-being.</i>	The DA inconsistently <i>acts ethically and according to professional norms to promote each student's academic success and well-being.</i>	The DA shows disregard for professional standards and ethics; engaging in continuous professional learning, or contributing to the profession.
☐ Comments	☐ Comments	☐ Comments .	☐ Comments

District Administrator Formative Evaluation Summary

Commendations:

Areas Noted for Improvement:

Improvement Goals:

Overall Evaluation Summary Criteria

☐ Exemplary ☐ Accomplished ☐ Developing ☐ Ineffective

Evaluator's Name _____ District Administrator's Name _____

Evaluator's Signature _____ District Administrator's Signature _____

Date _____ Date _____

(Signature denotes receipt of the formative evaluation, not necessarily agreement with the contents of the form.)

Superintendent's Name _____

Superintendent's Signature _____ Date _____

Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform district administrator professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Site-Visits
- Other district determined evidence sources

District Administrator SUMMATIVE EVALUATION RATING

District Administrator:

Year:

School

Summative Evaluation	Exemplary	Accomplished	Developing	Ineffective
Measure 1: Planning				
Measure 2: Environment				
Measure 3: Instruction				
Measure 4: Professionalism				

MINIMUM CRITERIA FOR DETERMINING EDUCATOR'S SUMMATIVE EVALUATION RATING	
IF...	THEN shall....
Measures 2 (Environment) AND 3 (Instruction) are rated INEFFECTIVE	be INEFFECTIVE
Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	be DEVELOPING OR INEFFECTIVE
Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	NOT be EXEMPLARY
Two Measures are rated DEVELOPING , and two Measures are rated ACCOMPLISHED	be ACCOMPLISHED
Two Measures are rated DEVELOPING , and two Measures are rated EXEMPLARY	be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED , and two Measures are rated EXEMPLARY	be EXEMPLARY

OVERALL SUMMATIVE RATING			
Exemplary	Accomplished	Developing	Ineffective
Evaluator initials _____	Evaluator initials _____	Evaluator initials _____	Evaluator initials _____
Evaluatee initials _____	Evaluatee initials _____	Evaluatee initials _____	Evaluatee initials _____

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement."
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Opportunities for the appeal processes are part of the BCS Evaluation Plan.

Certified employees must take their appeals to this summative evaluation with the time frames, mandated in 704 KAR 3:345.

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

Evaluatee:

☐ **Agrees with summative evaluation** ☐ **Disagrees with summative evaluation**

_____		_____	
Evaluatee Name	Date	Evaluator Name	Date
_____		_____	
Evaluatee Signature	Date	Evaluator Signature	Date

The summative evaluation of certified school personnel will be documented in writing. Each evaluatee shall be given a copy of his/her summative evaluation, and a copy is to be included in the evaluatee's official personnel record. (704 KAR 3:370)

An opportunity for written response shall be included in the official personnel record. 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).

Appendix E

General Appendix for All Certified Employees

Corrective Action Plan and Appeals Process/Forms

RESPONSIBILITIES for EVALUATION: All certified personnel

The Breathitt County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate district administrators, principals, and other district certified personnel.

Principals or designee will evaluate assistant principals, guidance counselors, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school.

All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 31	All certified employees non-renewed for cause
April 30	All certified staff on an annual cycle (school and district level)
May 15	All certified staff on a 5-year cycle (school and district level)
June 15	All administrative and counseling staff

Personnel Evaluation System Plan

The vision for the Personnel Evaluation System 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. **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.
2. **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.
3. **Certified Evaluation Plan:** the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
4. **Certified School Personnel:** 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.
5. **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.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation Committee:** a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and Specialists for the purposes of evaluation and feedback.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Kentucky Framework for Personnel Evaluation:** the statewide framework a school district uses to develop a local certified school personnel evaluation system.
13. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **Specialists:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
16. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction and professionalism.
17. **Performance Rating:** "Performance rating" means the rating for each performance measure for a teacher, Specialists, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
18. **Personnel Evaluation System:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
19. **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.
20. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
21. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
22. **Summative Rating:** rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
23. **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.

For Additional Definitions and Roles, please see 704 KAR 3:370 Personnel Evaluation System

BREATHITT COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Evaluatee/EPSB ID#		
Evaluator/ Date of Conference		

The Individual Corrective Action Plan is developed when an evaluatee receives "ineffective" on the Summative Evaluation or at any time an immediate change in behavior, practice or performance is needed.

****Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee.**

	Areas Identified for Improvement	Expected Outcomes
Measure 1 PLANNING:		
Measure 2 ENVIRONMENT:		
Measure 3 INSTRUCTION:		
Measure 4 PROFESSIONALISM:		
SUPPORT		
TIMELINE		
PROGRESS MONITORING		

(Attach more pages if needed.)

Evaluatee's Comments:	
Evaluator's Comments:	
Evaluatee's Signature:	Date:
Administrator Signature:	Date:

STATUS: ☐ Achieved ☐ Revised ☐ Continued	
Evaluatee's Signature:	Date:
Administrator Signature:	Date:

Instructions for Completing the Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to a "Ineffective" rating on any one Measure or more from the Summative Evaluation or at any time an immediate change in behavior, practice or performance is needed. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the measure. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Areas Identified for Improvement:

Describe the area needed for improvement in each of the measures where improvement is needed.

2. Expected Outcomes:

Expected outcomes must address the specific measure rated as "INEFFECTIVE" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

3. Support:

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

4. Timeline:

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

5. Progress Monitoring:

Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee
(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan.)

EVALUATION APPEAL PROCESS:

The evaluation appeal shall be made to the Superintendent in writing. If the Superintendent cannot satisfactorily work out the disagreement on the evaluation, the matter shall be presented to the appeal committee to hear the appeal.

SELECTION AND TERMS OF MEMBERS FOR THE APPEAL COMMITTEE:

Under procedures developed by the evaluation committee, a three (3) member panel shall be established to hear certified staff appeals from summative evaluations as required by law.

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All regular panel members and alternates shall be certified employees of the District at the time of appointment or election and during their term of office.

Panel members and their alternates shall serve without compensation. The terms of panel members and their alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or re-elected.

The Chairperson of the panel shall be the certified employee appointed by the Board or his/her alternate if he/she is unable to serve.

Alternates shall serve when:

1. a panel member is ill
2. a panel member is appealing to the panel
3. a member of the panel member's immediate family (defined as father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent and corresponding in-laws) is appealing to the panel
4. a panel member was the evaluator of the appellant.

Appeal Procedures

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. The employee completes an Evaluation Appeal Form (03.18AP.21) and submits it to the panel member appointed by the Board within five (5) working days of receiving a copy of the summative evaluation form. If the appeal is mailed, it shall be postmarked on a date prior to the expiration of the 5-day period.
2. The evaluatee's written request shall include the specific, detailed and complete grounds and reasons for the appeal and a list of witnesses who will testify for the evaluatee at the hearing.
3. THE APPEALS PROCEDURE DOES NOT INVOLVE CONTRACTUAL STATUS RECOMMENDATIONS MADE TO THE SUPERINTENDENT OR ACTIONS BY THE SUPERINTENDENT REGARDING CONTRACTUAL STATUS. THE JURISDICTION OF THE PANEL IS LIMITED TO THE REVIEW OF THE SUMMATIVE EVALUATION ONLY.
4. The members of the Certified Employee Appeals Panel, the certified employee, and the evaluator shall be notified of the time and date of the hearing by the chairperson within 5 working days of receiving the Evaluation Appeal Form. The hearing must take place not less than fifteen (15) working days or more than twenty-five (25) working days from the date an appeal is filed.
5. The certified employee may appeal the substance of, and any procedural issues involved in, the evaluation process. The certified employee and the evaluator have the right to present relevant evidence and expert testimony and to be represented and assisted at the hearing by legal counsel, at their own expense.

6. Within five (5) working days of their receipt of the notice of the date and time of the hearing, both the evaluatee and evaluator shall submit four (4) copies of any appropriate documentation including, but not limited to, a brief summary of the testimony of each witness to the panel member appointed by the Board. Only panel members and counsel will be permitted to review the documentation. All documentation will be stored in a secure place in the DISTRICT except during panel meetings. Confidentiality will be maintained.
7. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.
8. Prior to the hearing, the panel will meet, review all documents, discuss and prepare questions to be asked of each party by members of the Panel. Additional questions may be posed by panel members during the hearing.
9. Five (5) working days in advance of the hearing, both parties shall have the right to preview a copy of all documents and exhibits that will be offered in evidence of the hearing.
10. Only Panel members, the evaluatee, evaluator, legal counsel, and the employee's chosen representative will be present at the hearing unless the evaluatee asks to have a public hearing.
11. All hearings will be confidential and will follow the written procedures of the Panel.
12. Pursuant to KRS 156.557 – Standards for Improving Performance of Certified School Personnel, and 704 KAR 3:345 – Evaluation Guidelines, any 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. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

Chosen representation may be present during the hearing:

For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing. Only panel members, the evaluatee and evaluator, and chosen representation will be present at the hearing. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin, followed by the evaluator.
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the panel will make closing remarks.
7. The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 1. Upholding all parts of the original evaluation
 2. Voiding the original evaluation or parts of it
 3. Ordering a new evaluation by a second certified employee
 4. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file
8. The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator and the Superintendent within fifteen (15) working days from the date an appeal is received. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Superintendent or Board decision, as applicable, the Panel's recommendation and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both

evaluations shall be included in the employee's personnel file.

11. The Panel's decision may be appealed to the Kentucky Department of Education.
12. Neither a panel member nor an alternate may hear an appeal filed by his/her immediate supervisor.

APPEAL TO THE KENTUCKY BOARD OF EDUCATION:

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.

No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request. A brief, written statement and other documents which party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days

A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

EVALUATION APPEALS COMMITTEE

1-Board Appointed Certified Employee:

- Tim Wooton

1-Board Appointed Certified Employee Alternate:

- Felicia Johnson

2-Certified Employee Elected Members:

- Charles David Napier
- Lisa Smith

2-Certified Employee Elected Member Alternates:

- Lakyn Nickell
- Margaret Henson

EVALUATION APPEALS FORM FOR CERTIFIED EMPLOYEES

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department
_____	_____	_____

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

If additional space is needed, attach an extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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.

Employee's Signature

Date

Related Procedures:

03.18 AP.11
03.18 AP.12
And the local District Evaluation Plan