

TAYLOR COUNTY

SCHOOL DISTRICT



Professional Growth & Evaluation of Certified Personnel

2026 - 2027

Updated/Approved 08.10.26

Professional Growth & Evaluation of Certified Personnel

PROFESSIONAL EVALUATION SYSTEM

50/50 Committee Members	4
Assurances	5
Code of Ethics	6
Roles and Definitions	7
Overview	9
Evaluation Timetable	10
Performance Standards	11
Sources of Evidence/Framework for Teaching Alignment	12
Domain 1: Planning and Preparation	12
Domain 2: The Classroom Environment	14
Domain 3: Instruction	16
Domain 4: Professional Responsibilities	18
TPGES Framework for Teaching	20
OPGES Framework for Instructional Specialists	21
OPGES Framework for Therapeutic Specialists	21
OPGES Framework for School/Guidance Counselors/Social Workers	22
OPGES Framework for School Psychologist	22
OPGES Framework for Library/Media Specialists	23
Professional Practice:	24
PGP and Self-Reflection, Observations, Observation Model	24
Observation Conferencing, Observer Certification, Peer Observations	25
Products of Practice/Other Sources of Evidence, Rating Professional Practice	26
Determining the Summative Evaluation Rating/PGP and Summative Cycle	27
Appeals Process and Corrective Action Plan	28
Principal and Assistant Principal Professional Evaluation System	30
Sources of Evidence/Framework Teaching Alignment	33
Roles and Definitions	33
Principal/Assistant Principal Evaluation Timeline	33
Principal Performance Standards Overview	34
Principal Performance Standards	35
Site Visits, Conferences, Working Conditions Goal	37
Determining Overall Performance Category	38
Summative Decision Rules	38
Professional Growth Plan and Summative Cycle	38
District Certified Professional Growth and Effectiveness System	39
Overview, Performance Standards	40
PGP, Self-Reflection, Timeline, Workplace Visits	42
Conferencing	43
Determining the Overall Summative Rating	44
Professional Growth Plan	45
Superintendent Professional Growth and Effectiveness System (SPGES)	46
Superintendent Leadership Plan	47
Superintendent Standards	48
Superintendent Summative Evaluation Form	60
Evaluation Cycle for Non-Administrative Certified Roles	63

Appendices

Appendix A:	Evaluation Appeals Hearing Form	64
Appendix B:	Teacher Professional Growth Plan	65
Appendix C:	Teacher Self-Reflection Form	67
Appendix D:	Teacher Formal Observation Form	69
Appendix E:	Summative Evaluation for Certified Staff	73
Appendix F:	Observation Form - Media Specialist	75
Appendix G:	Observation Form – Instructional Specialist	77
Appendix H:	Observation Form – School Counselor/Social Worker	79
Appendix I:	Observation Form - Therapist	81
Appendix J:	Summative Evaluation Form OPGES	83
Appendix K:	PPGES Self-Reflection	85
Appendix L:	PPGES Professional Growth Plan	86
Appendix M:	PPGES Summative Form	88
Appendix N:	PPGES Site Visit/Observation Form for Principals	90
Appendix O:	PPGES Mid-Year Evaluation for Principals	96
Appendix P:	DCPGES Site Visit Form	98
Appendix Q:	DCPGES Summative	99
Appendix R:	Corrective Action Plan Form	100

Taylor County Schools

Mr. Robert Braden, Superintendent
1209 East Broadway
Campbellsville, Kentucky 42718
Phone: (270) 465-5371

Evaluation Contact Person

Mrs. DiAnne Harris, Instructional Supervisor
Phone: (270) 465-5371

Evaluation Plan 50/50 Committee

Allison Sode	Teacher
Andrea Gribbins	Teacher
Kylie Scalos	Teacher
Chasidy Thompson	Teacher
Jennifer Fitzpatrick	Administrator
Melissa Long	Administrator
Christina Bishop	Administrator
DiAnne Harris	Instructional Supervisor

Appeals Committee

Teacher	Heather Russell
Teacher	Matthew Johns
Board Designee	Melissa Melton

Alternate Teachers: Dustin Barnes, Makayla Turner
Alternate Board Designee: Jon Hall

A digital copy of this plan will be provided to all staff and reviewed no later than 30 days from the first day of school for certified staff. Additionally, it will be posted on the district web page.

Assurances

Certified School Certified Evaluation Plan

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

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

Evaluation Plan 50/50 Committee

Allison Sode	Teacher
Andrea Gribbins	Teacher
Kylie Scalos	Teacher
Chasidy Thompson	Teacher
Jen Fitzpatrick	Administrator
Melissa Long	Administrator
Christina Bishop	Administrator
DiAnne Harris	Administrator/Instructional Supervisor

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)
- All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Educator Mentorship Program, formerly KTIP (if funded). (KRS 156.557)
- All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) years. (KRS 156.557)
- Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques. (KRS 156.557)
- This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (740 KAR 3:370)
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative. (KRS 156.557)
- The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.
- The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

Code of Ethics for Kentucky School Certified Personnel- KRS 161.028

Section 1. Certified Personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:
 - a. To students:
 - i. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
 - ii. Shall respect the constitutional rights of all students;
 - iii. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
 - iv. Shall not use professional relationships or authority with students for personal advantage;
 - v. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
 - vi. Shall not knowingly make false or malicious statements about students or colleagues;
 - vii. Shall refrain from subjecting students to embarrassment or disparagement; and
 - viii. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.
 - b. To parents:
 - i. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
 - ii. Shall endeavor to understand community cultures and diverse home environments of students;
 - iii. Shall not knowingly distort or misrepresent facts concerning educational issues;
 - iv. Shall distinguish between personal views and the views of the employing educational agency;
 - v. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
 - vi. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
 - vii. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.
 - c. To the education profession:
 - i. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
 - ii. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
 - iii. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
 - iv. Shall not use coercive means or give special treatment in order to influence professional decisions;
 - v. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
 - vi. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2: Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585.

The vision for this certified evaluation plan is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** a certified staff person who devotes the majority of employed time in a position for which administration certification is required by the Education Professional Standards Board (704 KAR 3:370).
2. **Appeals:** the process by which any certified employee can formally disagree with his/her evaluation.
3. **Assistant Principal:** an administrator who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board (704 KAR 3:370).
4. **Conference:** a meeting that includes a conversation between the evaluator and the evaluatee for the purposes of providing feedback from the evaluator analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas of growth, and that leads to the establishment or revision of a professional growth plan (704 KAR 3:370).
5. **Corrective Action Plan:** a plan developed by the evaluator and evaluatee as a result of an unsatisfactory evaluation of unsatisfactory performance at any time during the school year. Specific activities and opportunities for assistance are identified with progress monitoring.
6. **Evaluator:** the immediate supervisor of certified personnel, who has completed all required evaluation training satisfactorily and, if evaluating teachers, observation certification training (704 KAR 3:370).
7. **Evaluatee:** District/School personnel that are being evaluated.
8. **Framework for Teaching:** The model adopted by the Kentucky Department of Education is based on Charlotte Danielson's work. The framework includes five domains of practice to indicate effective teaching: planning/preparation, classroom environment, instruction, professional responsibilities, and student growth. The rubric will help determine ratings for each indicator.
9. **Formative:** a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance (KRS 156.557).
10. **Indicators:** measurable or observable behaviors and outcomes that demonstrate performance criteria.
11. **Job Category:** a group or class of positions with closely related functions (e.g., principal, coordinator, director) (704 KAR 3:370).
12. **NGL:** Next Generation Learner
13. **Observation:** a process of gathering information by observing the performance of duty compared to predetermined criteria (704 KAR 3:370).
14. **Other Professionals:** certified personnel other than teachers or administrators (704 KAR 3:370).
15. **Peer Assistance and Review Panel:** a panel created for the purpose of providing peer assistance and review by proven, expert teachers who share their knowledge with and assess the performance of beginning teachers, low-performing teachers, and teachers who voluntarily seek assistance to improve their skills, created for the purpose of supporting and improving instructional practice and for the purpose of making recommendations for personnel decisions (704 KAR 3:370).

16. **Peer Observation:** observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice (704 KAR 3:370).
17. **Performance Criteria:** the areas, skills, or outcomes on which certified personnel shall be evaluated, based on position and the district plan (704 KAR 3:370).
18. **Performance Rating:** the summative description of an evaluatee's performance and includes the following for teachers, principals, and assistant principals: (a) **Exemplary Performance Rating:** the rating for performance that consistently exceeds expectations for effective performance within professional practice and overall; (b) **Accomplished Performance Rating:** the rating for performance that consistently meets expectations for effective performance within professional practice and overall; (c) **Developing Performance Rating:** the rating for performance that inconsistently meets expectations for effective performance within professional practice and overall; and (d) **Ineffective Performance Rating:** the rating for performance that consistently fails to meet expectations for effective performance within professional practice and overall (704 KAR 3:370).
19. **Principal:** an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050 (704 KAR 3:370).
20. **Professional Growth Plan:** an individualized plan focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator and includes: (a) goals for enrichment and development established by the evaluatee in consultation with the evaluator; (b) objectives or targets aligned to the goals, an action plan for achieving the objectives or targets, a plan for monitoring progress, and a method for evaluating success; (c) alignment to the specific goals and objectives of the school improvement plan or district improvement plan; and (d) identification, prioritization, and coordination of school and district resources using available funds to accomplish the goals (704 KAR 3:370).
21. **Professional Practice:** the demonstration, in the school environment, of professional knowledge and skill (704 KAR 3:370).
22. **Professional Practice Rating:** the holistic rating representing performance in professional practice, combining data from multiple sources of evidence across each domain or standard (704 KAR 3:370).
23. **Self-Reflection:** the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance to identify areas for professional learning and growth (704 KAR 3:370).
24. **Sources of Evidence:** evidence from multiple measures (704 KAR 3:370).
25. **Summative Evaluation:** the summary of, and conclusions from, the evaluation data, including formative evaluation data that: (a) occur at the end of an evaluation cycle, and (b) include a conference between the evaluator and the evaluated certified employee and a written evaluation report (KRS 156.557 (3) (b) 2).
26. **Teacher:** an individual who has been assigned responsibility for student learning in a subject or course (704 KAR 3:370).
27. **Working Condition Goal:** a goal set by administrators every two years, using data from the state-approved working conditions survey, for the purpose of school improvement.

Overview

Taylor County Schools will use a system of standards and domains from the Kentucky Framework for Teaching. The evaluation process includes self-reflection, professional growth plans, observations and feedback, and end-of-year summative conferences. The evaluation plan at Taylor County Schools outlines evaluation procedures for certified teachers, other professionals, administrators, and district personnel. The roles are detailed below.

Each component of the certified evaluation process is detailed throughout the plan, beginning with the roles table below.

DCPGES	PPGES	TPGES	OPGES
• Assistant Superintendent • Directors of Elementary; District-Wide Services; Federal Programs; Secondary; Special Education; Student Services; Pupil Personnel; Instruction • Assistant Director of Special Education	• Principals • Assistant Principals	• All certified teaching positions not mentioned in other categories • Preschool teachers • Teachers under the approved KEMP (formerly KTIP) process	• School Counselors/ Guidance Specialists • Library/Media Specialists • School Instructional Specialists (e.g., instructional coaches) • Speech Language Pathologists • School Psychologists

*Preschool teachers will use Kentucky's Framework for Teaching with preschool indicators.

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

Observation Schedule

The following represents the **minimum** observations/summative per cycle: Tenured personnel will be formally evaluated at a minimum once per five-year cycle. Non-tenured personnel will be formally evaluated at minimum twice annually.

Summative evaluations for tenured teachers shall occur at least once every five years. Summative evaluation conferences must be completed by April 30. A copy of the evaluation is provided to evaluatee. Teachers or other professionals who are hired after September 1 are given a 30-day extension on all timeline due dates. Summative evaluations will be documented in writing and included in the official personnel record. Evaluatees have the opportunity to submit a written statement in response to the summative rating, and that response is included in the official personnel record.

Evaluations will be documented on approved forms to become part of one's official personnel file. An opportunity for a written response shall be included in the official personnel record.

Evaluation Timetable

Primary Evaluators Notify Employees to be Evaluated	Beginning of School Year (no later than 30 calendar days after school begins)
Self-reflection & PGP	Work begins at the beginning of the school year, PGP submission to the principal by Oct. 1. Finalized by October 15.
Optional: Peer Observations	At Principal's/Evaluator's Discretion
Mid-Year Conference	Between Dec. 1 and January 31
Formal Observations (Full or Mini)	<u>Tenured:</u> Minimum of one formal observation per five-year cycle (one formal must be in a summative year) <u>Non-Tenured:</u> Minimum of two formal observations annually
Summative Evaluations	Completed by April 30

Performance Standards

The performance of teachers and other professionals will be evaluated against the components of the Kentucky Framework for Teaching and the Specialists Frameworks for Other Professionals. These frameworks are designed to support student achievement and professional practice through the four domains of:

<u>Framework for Teaching</u>	<u>Specialist Frameworks for Other Professionals</u>
Planning, and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

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

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

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

- Professional Growth Planning
- Observations (full)
- Other Formative Data and Evidence

Teachers may also provide additional evidence to support the assessment of their own professional practice. See page 19 for examples of additional evidence.

SOURCES OF EVIDENCE/Framework for Teaching Alignment

DANIELSON Framework for Teaching Samples of Artifacts

Domain #1: Planning and Preparation-

Includes comprehensive understanding of the content to be taught, knowledge of the student's backgrounds, and designing instruction and assessment

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
1a – Demonstrating knowledge of content and pedagogy - Content knowledge - Prerequisite relationships - Content Pedagogy	- Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice - List of content-area courses taken to advance content/pedagogical knowledge - List of workshops attended related to the teacher's content/pedagogical area/district initiative - Lists of presentations made at conference/meetings pertaining to content-related material - Lists of websites visited/used that pertain to content-related material/district initiatives/Common Core/State Standards - List of content-related/pedagogical webinars that teacher participated in (include dates and certificates of completion, if provided) - List of free online courses that teachers took to advance content/pedagogical knowledge - List of courses taught at upper-level institutions - Examples of student work that show relevant, meaningful comments made by the teacher, comments that illustrate the teacher's content/pedagogical strengths - Summer reading lists and summer preparation - Lesson plans incorporating best practices - Sharing new knowledge with peers
1b – Demonstrating knowledge of students - Child development - Learning process - Special needs - Student skills, knowledge, and proficiency - Interests & cultural heritage	- Lists of accommodations made for individual students - Lists of modifications made for students with IEPs/504s - Examples of differentiation in the classroom – i.e.- different handouts/exercise/assignments geared for specific learning groups - Examples of instructional scaffolding in the classroom - Examples of communication with families - Progress monitoring logs - Instructional grouping techniques - Student profile worksheets - Inventories, surveys and communication to families are used to gather information about students at the beginning of the year.
1c – Setting Instructional Outcomes - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners	- Lesson plans (units) aligned to curriculum guides/common core/state standards - Instructional outcomes are listed on the board prior to class instruction - Examples of activities/units that display a spectrum of outcomes (basic understanding/comprehension; high-level thinking; communication, etc.) - Assessments that show outcomes are being achieved in your classroom - Standards are posted in the classroom

1d – Demonstrating knowledge of resources • For classroom • To extend content knowledge • For Students	• Examples of diverse resources used in classroom (print and electronic) • Lists of speakers used in your classes • Supplemental materials you provide or recommend for your students—after-school tutoring, supplemental coursework, websites, etc. • Explanations of how you use aides and specialists in your classes • Professional journals you regularly read and consult • Blogs/Wikis • Web quests • Virtual field trip/field trips • Project-based learning • Interactive Technology • Demonstration of School/Community Resources (library, speakers, etc.) • Classroom budge money is spent on substantive education resources (technology vs. borders, construction paper) • Use of grant money – applying for grants
1e – Designing coherent instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	Unit plans that exhibit: 1. Coherence (methods, materials, assessments all work together) 2. Variety of instructional activities and methods 3. Problem based learning 4. Student choice 5. Higher order thinking activities 6. Progression of complexity 7. Curriculum mapping 8. Teacher and student reflection of lessons, learning, or feedback 9. Disaggregation of student performance on summative, formative, or classroom assessments 10. Daily topics and activities that reflect organization and sequencing, and a variety of materials and groups 11. Description of students, instructional objectives assessments, activating, cognitive, and summarizing strategies, materials and potential misunderstandings 12. Grouping patterns with students focus – teacher leads large groups, students work in small groups, teacher works with small groups, students works alone, students lead presentations or assume other leadership roles within a structured lesson, etc.
1f – Designing student assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	• A variety of formative/summative assessments connected to classroom instruction/outcomes • Rubrics used to evaluate student work • Examples of student assessments with teacher comments • Student developed rubrics • Student portfolios with reflection • Vary assessment techniques meeting all learning styles • Scoring systems/rubrics establishing measurable criteria are communicated up front • Feedback to students guide next steps, i.e. teaching or re-teaching

DOMAIN #2 – THE CLASSROOM ENVIRONMENT-

Includes comprehensive understanding of the content to be taught, knowledge of the student's backgrounds, and designing instruction and assessment

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
2a – Create an environment of respect and rapport - Teacher interaction with students - Student interaction with students and paraprofessionals	To be observed during classroom observation: - Teacher has positive, meaningful interaction with students - Students have positive, meaningful interaction with each other - Students feel comfortable in the classroom, with the instructor and with each other - Teachers provide opportunities for students to get to know and accept each other (TRIBES?)
2b – Establishing a culture of learning - Importance of content - Expectations for learning and behavior - Student pride in work	To be observed during classroom observation: - Students are actively engaged and care about what they are doing (not going through the motions) - Teacher encourages high level thinking/has high expectations - Classroom displays student work - Classroom has visual aids that enhance the learning process - Evidence must be in the classroom– the look of the room, student work displayed (scored and rated with written feedback); nature of the interactions and the tone of conversations with and among students reflect they are interested in and value learning and hard work
2c – Managing classroom procedures - Instructional groups - Transitions - Materials and supplies - Non-instructional duties - Supervision of volunteers	- Center/workshop rotation charts - Written classroom procedures To be observed during classroom observation: - Classroom rules are posed and students are aware and follow them - Teacher makes effective use of class time (bell to bell teaching) - Small groups work efficiently and students take initiative within those groups/groups are monitored by teacher - Teacher has a clear plan for non-instructional tasks – passing out paper, taking attendance, bathroom passes, etc. - Teacher makes effective use of aides/paraprofessionals - Copies of documents used to establish management procedures - Teacher explains, re-teaches and implements procedures - Procedures are posted in the classroom, communicated in writing to students and families early in the year
2d – Managing student behavior - Expectations - Monitoring behavior - Response to misbehavior	- Logs of parent contacts pertaining to student behavior - Documents indicating expectations and consequences for behavior - Explanation of classroom management system - Data on behavioral intervention plans To be observed during classroom observation: - Students are actively engaged in the class - Students are monitored and know the rules of the class - Students monitor their own behavior - Rules are clearly and consistently applied (no favoritism is evident) - Teacher is always aware of what is going on and uses this awareness to influence student behavior through redirection and proximity

	• Teacher encourages students to monitor their own behavior • Student behavior reflects what teachers have done to establish and maintain standards
2e – Organizing physical space • Safety and accessible • Arrangement of furniture and resources	To be observed during classroom observation: • Classrooms are organized for effective teaching • Classroom is safe (cords, computers, heavy objects, etc. are secure) • Diagrams/photos/videos of classroom • Furniture arrangement is appropriate for large and small group activity • Safety is evident – no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown is provided • Materials are accessible – teaching aids, boards, charts, projectors/computers are skillfully positioned and utilized • Transparencies/TV/board work/Powerpoints, posters, etc. are neat and clear for reading; high quality presentations and videos are evident and content appropriate • Appropriate use of technology is evident • Students are involved in supporting an organized, safe classroom through assisting with transitions, equipment, materials and supplies

DOMAIN #3 – INSTRUCTION-

Is concerned with the teacher's skill in engaging students in learning the content, and includes a wide range of instructional strategies that enable students to learn.

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
3a – Communicating with students • Expectations for learning • Directions and procedures • Explanations of content • Uses of oral and written language	• A sampling of assignments that clearly show that you expect from the students is clearly evident; communication is clear and effective • Electronic communication with students (e-mail, Canvas, Edmodo, etc.) • Class websites are updated regularly • Gradebooks are updated regularly To be observed during classroom observation: • Teachings facilitate strong classroom discussion • Students take initiative in classroom discussion • Teacher explains to students the purpose of particular assignment/activity/learning • Clear directions and explanations (oral and written) • Vivid, expressive language is used to enhance student experience • Language is audible, legible; correct usage, spelling etc. is apparent • Teacher carefully chooses words, using rich vocabulary for student to mode
3b – Using questioning and discussion techniques • Quality of questions • Discussion techniques • Student participation	• If the teacher's formal observation is not "heavy on questioning/discussion, the teacher should provide a sampling of activities that exhibit his/her ability to develop/implement effective questions in varying group settings (whole class/small group/differentiated settings, etc.) • Video and audio of small and large group instruction To be observed during classroom observation: • All questioning/discussion activities are at a high level and consistent with the learning objectives of the lesson/unit • Students are grouped appropriately to achieve the most learning form the questioning/discussion • Instructional materials (technology/handouts/speakers/etc.) are used effectively to promote effective questioning/discussion • Students take an active role in the questioning/discussion • Essential question is posted for each lesson; question is asked by teacher and answered by students throughout the lesson • Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts • "Think time" is allowed before responses • ALL Students are engage in discussion not just a few; students often take the initiative • Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose

3c – Engaging students in learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	• Photos of students engaged in learning • SMART Board lessons • Instruction artifacts– student work, out of class assignments To be observed during classroom observation: • In-class activities are challenging • Homework is challenging • Class is paced well • Students are grouped effectively • Students are on a meaningful task bell-to-bell • Students take an active role in their learning • Teacher promotes problem-solving, permits choice, encourages depth-ding patterns, tests hypotheses, requires thought; is relevant and authentic • Groupings are based on instructions goals • Materials and resources are ready for students to use with little or no disruption • Structure of the lesson is maintained; pacing is appropriate with a beginning, a middle and end (closure)
3d – Using assessments in instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	<i>SIMILAR TO DOMAIN 1f</i> • Samples of diagnostic tests • Examples of pre-test/post test • Examples of formative/summative assessments • Examples of feedback given to the students • Examples of rubrics • Exit tickets • Student growth objectives • Student created assessments • Teacher and peer comments of student work • Teachers uses body language such as nods, quizzical looks, etc. to encourage students • Effective feedback that is specific, descriptive, understandable; Feedback is NOT praise, grades, encouragement or criticism • Comments give students information the need to adjust the way they are going to get better at it or solve a problem; it provides the time to think and reflect; performance is related to standards • All feedback is provided in a timely fashion, “on the spot” or on work products, as needed to support learning.

DOMAIN #4 – PROFESSIONAL RESPONSIBILITIES-

Addresses a teacher's additional professional responsibilities, including self assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

Framework Guidelines	Artifacts/Actions to Illustrate Proficiency
4a – Reflecting on teaching • Accuracy • Use in future teaching	• Lesson plans/assignments/unit plans from multiple years that show change/growth/adaptation • Written reflection on lesson taught • Pre and post tests with explanations • Student survey • Audio/video tape of class lesson • Peer observations
4b – Maintaining accurate records • Student completion of assignments • Student progress is learning • Non-instruction records	• Gradebook maintained • Class website maintained • Classroom inventory • Student assessment data organized • Budgets • Progress monitoring • Data binder
4c – Communicating with families • About instructional program About individual students • Engagement of families in instructional program	• Classroom newsletters • Classroom website • List of classroom volunteers • List of communication with parents about student progress/success (email/phone/meeting). Keep an accurate log. • Examples of assignments geared particularly for families (photo frames, Mother's Day cards, etc.) • Teacher-organized community activates • E-mails • Parent conferences • Conference summaries • Class handbook • Documents that demonstrate that parents are encouraged to actively assist their child's education • Parental responses to student inventories
4d – Participating in a professional community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	• A list of all committees on which the teacher serves and in what capacity (local, state, national, teacher associations, etc.) • A list of all extra-curricular activities supervised/coached • A list of all volunteer work/paid within the school (scheduling, Market Day, book fairs, ticket taker, etc.) • A lists of all presentations made at the local, state and national level • A list of all workshops/meetings attended as a representative of the district • List of blogs you follow/post/run (education related) • Meeting notes • Participation in professional organizations supporting academic inquiry • Movement beyond one's own classroom

4e – Growth and developing professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession	See <i>DOMAIN 1a</i> • Examples of local professional development communities • Reading current literature • Best practices website reviews • Action research • National Board Certification • Mentoring • Supervising student teachers • Professional organization membership • Teacher awards • Coordinate study groups or book clubs (content or practice related)
4f – Showing professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	• Be on time • Dress appropriately • Be positive • Help students • Follow the teacher handbook/board policies • Professional organization leadership roles • Leadership roles in the school or in the community • Helpfulness to students needing extra support/help • Advocate for underserved students • Being open-minded and willing to adopt new approaches

TPGES Framework for Teaching

Domain 1	Domain 2	Domain 3	Domain 4
Planning & Preparation	Classroom Environment	Instruction	Professional Responsibilities
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning	A. Creating an Environment of Respect and Rapport i. Teacher Interaction with Students ii. Student Interactions with One Another B. Establishing a Culture for Learning i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work C. Managing Classroom Procedures i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties D. Managing Student Behavior i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior E. Organizing Physical Space i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources	A. Communicating with Students i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language B. Using Questioning and Discussion Techniques i. Quality of Questions ii. Discussion Techniques iii. Student Participation C. Engaging Students in Learning i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing D. Using Assessment in Instruction i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress E. Demonstrating Flexibility and Responsiveness i. Lesson Adjustment ii. Response to Students iii. Persistence	A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations

OPGES Framework for Instructional Specialists

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

OPGES Framework for Therapeutic Specialists

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

OPGES Framework for School Guidance Counselors/Social Workers

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

OPGES Framework for School Psychologist

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
G. Demonstrating knowledge of counseling theory and techniques H. Demonstrating knowledge of child and adolescent development I. Establishing goals for the counseling program appropriate to the setting and the students served J. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district K. Plan in the counseling program integrated with the regular school program L. Developing a plan to evaluate the counseling program	F. Creating an environment of respect and rapport G. Establishing a culture for productive communication H. Managing routines and procedures I. Establishing standards of conduct and contributing to the culture for student behavior throughout the school J. Organizing physical space	F. Assessing student needs G. Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs H. Using counseling techniques in individual and classroom programs I. Brokering resources to meet needs J. Demonstrating flexibility and responsiveness	G. Reflecting on practice H. Maintaining records and submitting them in a timely fashion I. Communicating with families J. Participating in a professional community K. Engaging in professional development L. Showing professionalism

OPGES Framework for Library Media Specialists

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of content curriculum and process i. Knowledge of curriculum ii. Knowledge of information, media, and digital literacy iii. Knowledge of the research process B. Demonstrating knowledge of students i. Knowledge of child and adolescent development ii. Knowledge of the learning process iii. Knowledge of students' skills and knowledge and language proficiency iv. Knowledge of students' interests and cultural heritage v. Knowledge of students' special needs C. Supporting instructional goals i. Instructional resources and technology ii. Instructional services D. Demonstrating knowledge and use of resources i. Instructional materials and resources ii. Search strategies E. Demonstrating a knowledge of literature and lifelong learning i. Children's and young adult literature ii. Reading promotion F. Collaborating in the design of instructional experiences i. Collaborative skills ii. Instructional materials and resources iii. Research process iv. Information, media, digital and technology literacy	A. Creating an environment of respect and rapport i. Interpersonal relations ii. Student interactions iii. Staff interactions B. Establishing a culture for learning i. Ethos ii. Expectations for learning C. Managing library procedures i. Circulation procedures ii. Scheduling procedures D. Managing student behavior i. Expectations ii. Monitoring of student behavior iii. Response to misbehavior E. Organizing physical space i. Safety ii. Traffic flow iii. Self-directed use iv. Consideration of functions v. Flexibility	A. Communicating clearly and accurately i. Directions and procedures ii. Use of different methods B. Using questioning and research techniques i. Quality of questions ii. Research techniques iii. Student inquiry C. Engaging students in learning i. Instructional materials and resources ii. Expectations for students D. Assessment in instruction (whole class, one-on-one and small group) i. Assessment criteria ii. Monitoring of student learning iii. Quality feedback iv. Student self-assessment and monitoring of progress E. Demonstrating flexibility and responsiveness i. Teaching strategies ii. Lesson adjustments iii. Response to students iv. Persistence	A. Reflecting on practice i. Reflection ii. Vision iii. Change B. Maintaining accurate records i. Catalog ii. Circulation iii. Statistics iv. Inventory v. Using data C. Communicating with school staff and community i. Information about the library program ii. Advocacy D. Participating in a professional community i. Service to the school ii. Participation in school and district projects iii. Involvement in a culture of professional inquiry iv. Relationship with colleagues E. Growing and developing professionally i. Enhancement of professional knowledge ii. Receptivity to feedback from colleagues iii. Service to the profession F. Collection development and maintenance i. Assessment ii. Selection weeding G. Managing the library budget i. Data driven decisions ii. Budget development iii. Record keeping H. Managing personnel i. Motivating leadership ii. Delegating responsibility iii. Training iv. Supervision v. Evaluation I. Professional ethics i. Library Bill of Rights ii. Copyright law iii. Ethical use of information iv. Intellectual freedom v. Privacy vi. Confidentiality

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

All teachers, other professionals, and DCPGES participants will document self-reflection and professional growth planning in an electronic format or hard copy format. Evaluation criteria and process used to evaluate a teacher shall be explained to and discussed with participants no later than the end of the first 30 calendar days of reporting for employment for each school year.

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and optional peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor's observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation will be utilized at the principal's discretion and only for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection. Principals opting to use peer observations will be responsible for conducting peer observation training for peer observers.

Observation Model

The observation model for **tenured** employees on a five-year summative cycle will complete the following minimum criteria:

1. A minimum of one observation per summative cycle conducted by the evaluator
2. A minimum of one formal observation (full class/lesson, or event – for other professionals) conducted by the evaluator in the summative year
3. Evidence of observations will be documented in a district-approved technology platform or in hard copy

The observation model for **non-tenured** employees on a one-year summative cycle will complete the following minimum criteria:

1. A minimum of two (full, formal) observations conducted by the evaluator
2. Pieces of evidence of observations will be documented in a district-approved technology platform or in hard copy

Additionally, walkthrough observations (non-scoring) and mini observations (for documentation) may be conducted as needed.

The minimum number of observations of a teacher or other professional during the summative evaluation cycle who do not report to work for 60 or more consecutive days may be reduced or suspended by a written request from the principal to the superintendent for approval. At least one full observation shall be conducted and documented.

Observation Conferencing

Pre-conferences are not required but are recognized as good practice.

Post conferences shall be held for all evaluations. All post conferences for formal observations shall be conducted in person. Formal post conferences shall be conducted within five (5) **WORKING** days after the observation.

The immediate supervisor assigned to a teacher shall be designated the primary evaluator for a given year. Supervision lists are alternated except in cases of ineffective determination. In such cases, the principal becomes the immediate supervisor, and additional support through walkthrough observations may be conducted as needed.

Evidence of teacher and other professionals' observations will be documented. District personnel will be evaluated using a board-approved evaluation form.

Observer Certification

All administrators serving as primary evaluators must complete the Initial Certified Evaluation Training before conducting observations for the purpose of evaluation. Observers must follow state requirements to maintain training/evaluator status, including six hours of EILA-approved evaluation system training annually (note: this may include observer training).

All building principals and assistant principals will maintain certified evaluation training regulations set forth by KDE. The district may provide updated training annually to experienced evaluators/administrators.

The Assistant Superintendent(s), Instructional Supervisor(s), and/or Director of Special Education, or other designated supervisors, shall retain certification on the same schedule as principals and assistant principals to provide administrative support when needed.

Administrative supports shall include, but not be limited to 1) scheduled administrative professional learning community sessions to review and discuss the Framework for Teaching, and 2) scheduled administrative meetings to review and discuss observation protocol. The Superintendent, or designee, shall provide the review and conduct the administrative meetings.

All teachers shall have access to certified observers. If a teacher's assigned observer has not retained proper certification status, the following individuals (provided they have current training) shall conduct the observation with the assigned observer: a principal or an assistant principal, to be assigned by the superintendent.

Peer Observation (optional – at principal's discretion)

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted. A peer observer is a trained, certified school employee as defined on page 8.

Peer observers shall be selected at the school level by the building principal. All teachers participating as peer observers for the current year shall be trained, if possible, by the building principal during Early Release Friday (ERF) Professional Learning Community sessions (ERFs are conducted each Friday from 1 p.m. – 3 p.m.) or online via training approved by KDE and must be completed before first peer observation. Assignment (completed by the building principal) shall be based on the following criteria: 1) teaching assignment; 2) certification area(s); 3) proximity; and 4) availability.

Products of Practice/Other Sources of Evidence

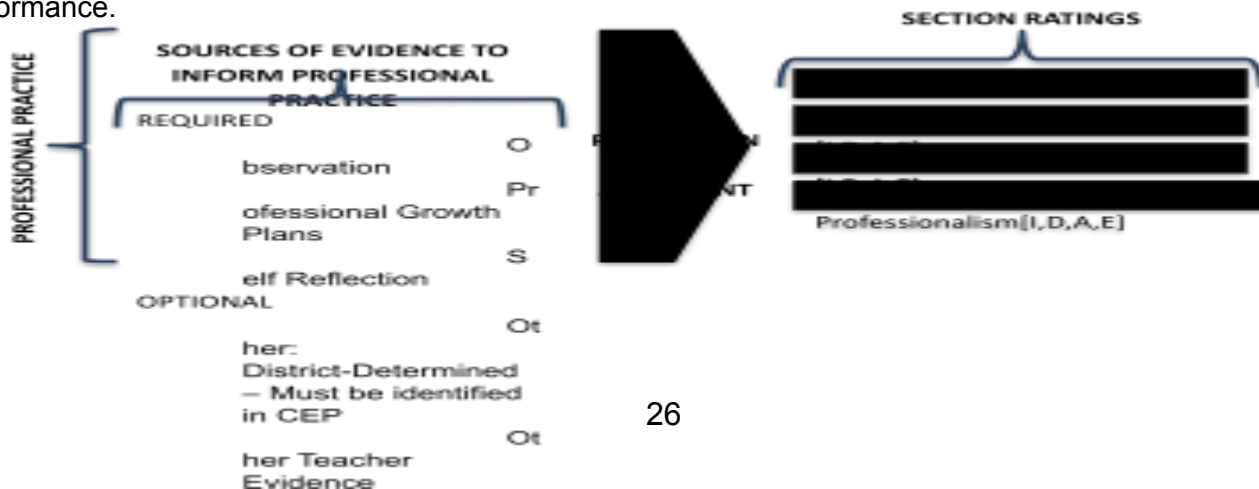
Teachers may provide additional evidence to support the assessment of their own professional practice. This evidence should yield information related to the teacher's practice within the domains/standards indicated on the forms. Other sources of evidence that can be used to support educator practice:

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

Rating Professional Practice

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance.



Determining the Summative Evaluation Rating

Supervisors are responsible for determining a **Summative Rating** for each teacher after the summative evaluation year. The Summative Rating is informed by the educator's ratings on professional practice. The evaluator determines the Summative Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Kentucky Framework and decision rules that establish a common understanding of performance thresholds to which all educators are held.

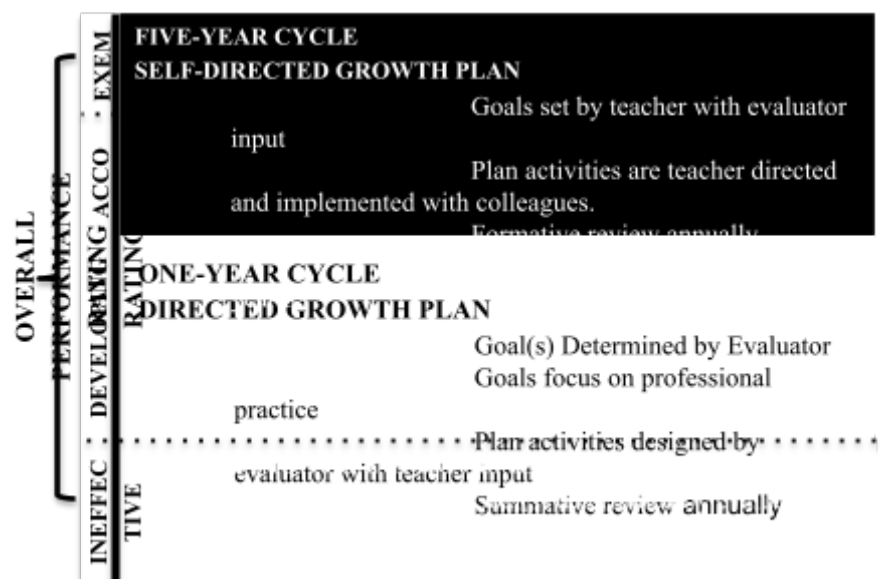
Summative Decision Rules

An educator's Summative Rating is determined using the individual **measure** ratings through the use of sources of evidence and professional judgment.

IF...	THEN...
Measures 1 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two(2) Measures are rated DEVELOPING and two(2) Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated EXEMPLARY, and two(2) Measures are rated DEVELOPING	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated ACCOMPLISHED, and two(2) Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

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



1 Appeals

According to 156.557 Section 9:

1. 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.
2. The appeal procedures shall be as follows:
 - a. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - b. 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.
 - c. A brief, written statement, and other document which a 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 prior to the scheduled review.
 - d. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 - e. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Appeals/Hearings

Purpose

An appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345 and include two (2) certified employees of the local district elected by certified personnel of the district and one (1) member appointed by the local board of education who is a certified employee of the local board. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether an employee has demonstrated that a procedural violation has occurred under the district's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

Appeals

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

1. Both the evidence and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either party involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.

3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or a chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented but will be called one at a time and will not be allowed to observe the proceedings.

Hearings

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.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. 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 or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The Chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Order a new evaluation by a second certified employee who shall be a trained evaluator.
10. 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 the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision 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.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

See Appendix A for the Evaluation Appeals Hearing Request Form

Corrective Action Plan (CAP)

The CAP is to be completed by the direct supervisor as it relates to an inadequate or Ineffective rating on any one Standard on formative or summative evaluations, or when an immediate change is required in employee behavior - as deemed reasonable by the direct supervisor. Corrective action goals must be set, along with procedures and activities to achieve the goals and targeted dates for review.

Present PD Stage: O = Orientation/Awareness; A = Preparation/Application; I = Implementation/Management; R - Refinement/Impact

**PRINCIPAL AND ASSISTANT PRINCIPAL
PROFESSIONAL GROWTH AND
EFFECTIVENESS SYSTEM
(PPGES)**

Professional Growth and Effectiveness System – PPGES

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

Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources, including site visit feedback, student growth, and achievement data, Impact Surveys, and professional growth needs identified through self-assessment and reflection. In collaboration with the superintendent or designated evaluator, principals will identify explicit goals, which will drive the focus of professional growth activities, support, and ongoing reflection.

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

All certified district participants will document self-reflection and professional growth planning in an electronic format or hard copy format. Evaluation criteria and process used to evaluate a principal/assistant principal shall be explained to and discussed with participants no later than the end of the first 30 calendar days of reporting for employment for each school year.

Rating Professional Practice

The evaluation process for principals and assistant principals should be a collaborative process between evaluator and evaluatee that includes self-reflection/assessment, development of a professional growth plan, site visits by the evaluator, goal-setting, and conferencing. The overall performance rating determined at the end of the process shall be determined by analysis of evidence collected during evaluation and the professional judgment of the evaluator and will be based on ratings in the four (4) measures of Planning, Environment, Instruction, and Professionalism.

704 KAR 3:370, the Professional Standards for Educational Leaders (PSEL), will be used to evaluate principals and assistant principals. The Standards embody research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities, and values of leadership work that research and practice suggest are integral to student success:

PERFORMANCE CRITERIA & ROLE	MEASURES			
	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
PRINCIPAL <i>Principal Performance Standards</i>	Standard 1 Mission, Vision, and Core Values	Standard 3 Equity and Cultural Responsiveness	Standard 4 Curriculum, Instruction and Assessment	Standard 2 Ethics and Professional Norms
	Standard 9 Operations and Management	Standard 7 Professional Community for Teachers and Staff	Standard 5 Community of Care and Support for Students	Standard 8 Meaningful Engagement of Families and Community
	Standard 10 School Improvement		Standard 6 Professional Capacity of School Personnel	

The Overall Performance Rating will be based on ratings in the four (4) Measures (Planning, Environment, Instruction, and Professionalism) rated according to four performance levels – Ineffective, Developing, Accomplished, and Exemplary. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply professional judgment based on this evidence when evaluating a principal or assistant principal. This method promotes a comprehensive analysis of practice, rather than an overreliance on one individual data point or calculation of practice based on predetermined formulas.

Evaluators will also consider how well principals respond to or apply additional supports and resources to promote student learning and their own professional growth and development. The professional judgment allows evaluators to account for various factors related to individual principal performance. These factors may include school-specific priorities that drive practice in one standard, an educator's goals, experience level, and/or leadership opportunities. Contextual variables such as unanticipated outside events or traumas may also impact the learning environment.

Evaluators will use the following required sources of evidence in determining overall ratings for principal and assistant principal performance:

- Professional Growth Planning and Self-Reflection
- Site Visits
- Working Conditions Goal (based on IMPACT Survey and other related surveys)

Evaluators may use additional sources of evidence that include:

- Communication logs
- Student learning data records
- Records of student and/or teacher attendance data
- Student formative and/or summative course evaluations/feedback
- Meeting minutes and notes (e.g., SBDM, PLC, Committee, etc.)
- Teacher interview/survey data – and/or parent surveys
- Budgets and financial documentation
- Engagement in professional organizations
- Participation in professional learning experiences and/or action research
- Other sources of evidence determined with the collaboration of principal and evaluator that uniquely supports educator practice of effectiveness for the school level.

SOURCES OF EVIDENCE/FRAMEWORK TEACHING ALIGNMENT

Roles and Definitions:

1. **Administrator:** An EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** The immediate supervisor of a certified personnel who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The superintendent may serve as evaluator without the required evaluation training.
3. **Evaluated:** District/School personnel who is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidence that reflects student, educator, and school/district data, produced in consultation with the evaluator.
5. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance to identify professional learning and growth areas.
6. **Impact Survey:** A working conditions survey of all school staff is conducted every two years to provide feedback on specific aspects of the school's work environment. Results may be used to assist in goal setting for improving the learning environment and principal practice.

See pp. 7-10 for additional roles and definitions.

PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION TIMELINE

Principals hired prior to the 60 th instructional day of the school year	Principals hired on or after the 60 th instructional day of the school year
Within 30 Calendar Days of Reporting for Work Review components and expectations of PPGES	Within 30 Calendar Days of Reporting for Work Review components expectations of PPGES
October 15 BEGINNING-OF-YEAR CONFERENCE Review self-reflection data; develop student growth, working conditions, and professional growth goals/plans collaboratively with principal/assistant	Within 30 Instructional Days of Reporting for Work BEGINNING-OF-YEAR CONFERENCE Review self-reflection data; develop student growth, working conditions, and professional growth goals/plans collaboratively with principal/assistant
Within the First Semester Conduct a site visit	Within 60 Days of Reporting for Work Conduct a site visit
By January 30 MID-YEAR CONFERENCE Discuss first site visit; review/reflect on all goals and modify any strategies as needed; discuss documentation of standards	After the Site Visit MID-YEAR CONFERENCE Discuss first site visit; review/reflect on all goals and modify any strategies as needed; discuss documentation of standards
State Determined Completion of Impact Survey	State Determined Completion of TELL
Within the Last Two Grading Periods Conduct a site visit	
By June 30 END-OF-YEAR CONFERENCE Discuss second site visit; working conditions, and professional growth goals; determine Overall Summative Performance Rating	By June 30 END-OF-YEAR CONFERENCE Discuss second site visit; working conditions, and professional growth goals; determine Overall Summative Performance Rating

Principal Performance Standards Overview

The Professional Standards for Educational Leaders are designed to support student achievement, and professional best-practice through the standards of:

- Mission, Vision, and Core Value
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instructional and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the ten standards. The performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals will maintain an Accomplished rating but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

Evaluators must use the following categories of evidence in determining overall ratings: Sources of Evidence (1) Professional Growth Planning and Self-Reflection, (2) Site-Visits, (3) Working Conditions Goal.

PRINCIPAL PERFORMANCE STANDARDS

The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.**

Clearly defined professional responsibilities for principals constitute the foundation for Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are ten performance standards that guide the performance of the principal. The PPGES provides principals with an assessment of their performance on these standards as viewed through Student Growth, IMPACT survey, and Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. While decisions around summative ratings have not been made at this time, principals will eventually receive their summative rating based on the measures. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback, and formative, ongoing assessments of the principal's performance.

Standard 1: Mission, Vision, and Core Values	Standard 2: Ethics and Professional Norms	Standard 3: Equity and Cultural Responsiveness	Standard 4: Curriculum, Instruction and Assessment	Standard 5: Community of Care and Support for Students
a) Develops 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, develops and promotes 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) Articulates, advocates, and cultivates 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 develops, implements, and evaluates actions to achieve the vision for the school. e) Reviews 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) Develops shared understanding of and commitment to mission, vision, and core values within the school and the community. g) Models and pursues the school's mission, vision, and core values in all aspects of leadership.	a) Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. b) Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c) Places children at the center of education and accepts responsibility for each student's academic success and well-being. d) Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity. e) Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures. f) Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	a) Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. b) Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning. c) Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. d) Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner. e) Confronts and alters 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) Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society. g) Acts with cultural competence and responsiveness in their interactions, decision-making, and practice. h) Addresses matters of equity and cultural responsiveness in all aspects of leadership.	a) Implements 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) Aligns and focuses 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 a healthy sense of self. c) Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. d) Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. e) Promotes the effective use of technology in the service of teaching and learning. f) Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. g) Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	a) Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student. b) Creates and sustains 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) Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. d) Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. e) Cultivates and reinforces student engagement in school and positive student conduct. f) Infuses the school's learning environment with the cultures and languages of the school's community.

Standard 6: Professional Capacity of School Personnel	Standard 7: Professional Community for Teachers and Staff	Standard 8: Meaningful Engagement of Families and Community	Standard 9: Operations and Management	Standard 10: School Improvement
a) Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty. b) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. c) Develops 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) Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. e) Delivers 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) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. h) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff. i) Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	a) Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning. b) Empowers and entrusts 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) Establishes and sustains 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) Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. e) Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. f) Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff. g) Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning. h) Encourages faculty-initiated improvement of programs and practices.	a) Is approachable, accessible, and welcoming to families and members of the community. b) Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students. c) Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. d) Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school. e) Creates means for the school community to partner with families to support student learning in and out of school. f) Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. g) Develops and provides the school as a resource for families and the community. h) Advocates for the school and district and for the importance of education and student needs and priorities to families and the community. i) Advocates publicly for the needs and priorities of students, families, and the community. j) Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.	a) Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school. b) Strategically manages 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) Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. d) Is a responsible, ethical, and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices. e) Protects teachers' and other staff members' work and learning from disruption. f) Employs technology to improve the quality and efficiency of operations and management. g) Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement. h) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success. i) Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. j) Develops and manages productive relationships with the central office and the school board. k) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. l) Manages governance processes and internal and external politics toward achieving the school's mission and vision.	a) Seeks to make school more effective for each student, teachers and staff, families, and the community. b) Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. c) Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement. d) Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. e) Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. f) Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement. g) Develops 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) Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services. i) Manages 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) Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

[KY PSEL Guidance for Growth and Evaluation](#)

[Professional Standards for Educational Leaders](#)

Site Visits- *Site Visits are completed by the principal's supervisor; formal site visits are not required for assistant principals.*

Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. ***The first site visit shall be conducted by January 30, with the second visit completed by the end of the school year.***

Conferences

Beginning of the Year

At the beginning of the year, the superintendent (or designee) and principal will meet to collaborate on the Professional Growth Plan. At this time goals will be agreed upon and actions, supports, and resources needed, will be discussed. Principals prepare for this meeting by reviewing their data (surveys, student achievement data, prior feedback, nonacademic data, etc.) and completing the reflective portion of the Student Growth/Professional Growth Template. Draft goals should be created for superintendent collaboration and feedback. Superintendents prepare by reviewing past evaluations and the school's comprehensive plan and report card, and district initiatives and their impact on the principal and his/her school.

Mid-Year Review

Superintendent (or designee) and principal will meet again mid-year to review progress on the Professional Growth Plan. The goal is to provide systematic feedback. Using the multiple data sources discussed previously, the superintendent will complete the *Principal Mid-Year Performance Review* to indicate if a principal has shown evidence of each of the performance standards. This form does not include an actual rating of performance. The superintendent should share the results of her or his assessment with the principal by January 30. Plans for the next observation/site visit should be scheduled.

End-of-Year Review

The principal will complete the *Documentation Form* to submit to the superintendent (or designee) prior to the End-of-Year review. Additionally, the principal should provide documentation supporting progress made toward the professional growth goal. As decisions are made about the summative rating, information about summative decisions will be forwarded to all districts.

Discussion during site visits (both mid-year and end-of-year per state guidelines) will focus on the ten **performance standards for principals**. Principals will be encouraged to share artifacts that demonstrate their work toward meeting proficiency with each strand. All post-conferences shall occur within five working days.

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent IMPACT Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. At least one (1) Working Conditions Goal shall be required. Additional goals at the discretion of the principal and superintendent (or designee) may be added.

Goals are developed and approved by September 1. Data from the previous year's IMPACT Survey will be available to principals. This data will drive the development of the Working Conditions Growth Goal.

A mid-year review of progress toward the goal shall be held by January 30. Note: Annual goals are never changed; only strategies to meet the goals can be changed. It is the superintendent's (or designee's) responsibility to establish the format and select the time of the review.

Determining the Overall Summative Rating

Superintendents are responsible for determining an **Overall Summative Rating** for each principal after their summative evaluation year. The Summative Rating is informed by the required sources of evidence listed on page 24.

A principal's Overall Summative rating is determined by the evaluator. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Summative Rating:

Summative Decision Rules

IF...	THEN...
Measures 1 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two(2) Measures are rated DEVELOPING and two(2) Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated EXEMPLARY and two(2) Measures are rated DEVELOPING	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated ACCOMPLISHED and two(2) Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle (PPGES)

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal.

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS			
PROFESSIONAL PRACTICE RATING	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	ACCOMPLISHED		
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.	

**District Certified Professional Growth
and Effectiveness System
(DCPGES)**

District Certified Professional Growth and Effectiveness System

Overview

Like other professional growth and effectiveness systems roles, district-certified personnel will be evaluated against performance standards using multiple sources of evidence. Multiple sources of evidence provide a more holistic and comprehensive analysis of practice. Evaluators will apply professional judgment when weighing evidence collected on employee performance. Professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual personnel performance. These factors may include district or school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level, and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

- Self-Reflection and Professional Growth Planning
- Workplace Visits

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

- Student achievement and growth data
- Program Review evidence
- Communication logs
- Student data records/student work
- Minutes from PLCs or other meetings
- Teacher and principal interviews
- Committee or team contributions
- Engagement in professional organizations
- Action research
- Other: sources of evidence determined with the collaboration of the district employee and evaluator that uniquely supports educator practice of effectiveness for the school level.

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 district-certified professional. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. Professional judgment must be grounded in performance standards.

Performance Standards

The performance standards for district-certified personnel vary by role, but all support student achievement and professional best practices. Included in each set of performance standards are indicators that provide examples of observable, tangible behaviors that should provide evidence of each standard. The performance standards should provide structure for feedback, professional growth goals, and student impact goals. The performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The table below matches district-certified positions with the performance standards to be used for evaluation. The complete set of performance standards listed in the table is included in this Certified Evaluation Plan.

District Role	Performance Standards for Evaluation
Assistant Superintendent of Student Learning; Directors of Elementary, Secondary Instruction; Directors of Student Services, Pupil Personnel, Special Education, Human Resources, District-Wide Services; Assistant Director of Special Education; Rtl/Classroom Assessment, ESL/Migrant/Homeless Student Coordinators, Gifted/Talented Coordinator(s)	Professional Standards for Educational Leaders 2015

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, and CORE VALUES

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

STANDARD 2. ETHICS and PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote *students'* academic success and well-being.

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.

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.

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.

STANDARD 6. PROFESSIONAL CAPACITY Of SCHOOL PERSONNEL

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

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS and STAFF

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

STANDARD 8. MEANINGFUL ENGAGEMENT Of FAMILIES and COMMUNITY

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

STANDARD 9. OPERATIONS and MANAGEMENT

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

STANDARD 10. SCHOOL IMPROVEMENT

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

Professional Growth Planning and Self-Reflection

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

The summative evaluation for district-certified professionals will be completed by June 30 on the same tenured five-year summative cycle for certified personnel. A copy of the summative evaluation report will be given to the employee. The summative evaluation form will be placed in the employee's file in the Central Office.

DISTRICT CERTIFIED PERSONNEL PGP TIMELINE

Professionals hired prior to the 60 th instructional day of the school year	Professionals hired on or after the 60 th instructional day of the school year
Within 30 Calendar Days of Reporting for Work Superintendent reviews expectations of DCPGES	Within 30 Calendar Days of Reporting for Work Superintendent reviews expectations of DCPGES
October 15 District personnel collaboratively develop Professional Growth Goal/Plan with evaluator	Within 30 Instructional Days of Reporting for Work District personnel collaboratively develop Professional Growth Goal/Plan with evaluator
Mid-Year Evaluator conferences with district certified professional to review/reflect upon all goals and modify any strategies as needed	After the Site Visit Evaluator conferences with district certified professional to review/reflect upon all goals and modify any strategies as needed
Within the Last Two Grading Periods Evaluator conducts a Workplace Visit	
By June 30 Evaluator conferences with district professional to review the Professional Growth Goal as well as modify any strategies. Professional Practice Rating and Overall Performance Rating developed.	By June 30 Evaluator conferences with district professional to review the Professional Growth Goal as well as modify any strategies. Professional Practice Rating and Overall Performance Rating developed.

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

Workplace Visits

Workplace visits are a method by which the evaluator may gain insight into the district professional's practice in relation to the standards. During a workplace visit, the evaluator will discuss various aspects of the job with the employee and will use the employee's responses to determine issues to explore further. The district professional may explain the successes and trials he or she has experienced in relation to working with schools and staff.

Workplace visits may be conducted on the five-year tenured/summative cycle. The visit will occur during the 3rd or 4th grading periods (assuming four (4) grading periods per year). For district professionals hired on or after the 60th instructional day, a minimum of one (1) workplace visit must occur (see chart above).

During the follow-up conference with the district professional, the evaluator will review all performance standards and give feedback about each standard, or the district professional may ask the evaluator to give specific feedback about a particular standard.

Conferencing

A minimum of three (3) conferences will take place between the evaluator and the district professional in the summative year using the following guidelines:

1. Beginning-of-Year Conference

- a. Purpose of the Meeting
- b. Discuss reflections of data
- c. Discuss and come to an agreement on specific performance standards and indicators that will be used for evaluation
- d. Discuss reflections of the performance standards
- e. Discuss and come to an agreement on the Professional Growth Goal
- f. Questions/Concerns/Comment
- g. Set tentative date for Mid-Year Review

2. Mid-Year Conference

- a. Purpose of Meeting
- b. Discuss first Workplace Visit and provide feedback
- c. Discuss documentation of each standard-determine if any other documentation is needed
- d. Questions/Concerns/Comments
- e. Set a tentative date for End of Year Review

3. End-of-Year Review (Conference)

- a. Purpose of Meeting
- b. Discuss second Workplace Visit and provide feedback
- c. Share progress toward Professional Growth Goal
- d. Discuss the progress of each standard-determine if any other documentation is needed
- e. Determine Professional Practice rating and Overall rating
- f. Questions/Concerns/Comments

Determining the Summative Rating

The Overall **Summative Rating** for a district-certified employee will be based on ratings in the four (4) Measures (Planning, Environment, Instruction, and Professionalism) rated according to four performance levels – Ineffective, Developing, Accomplished, and Exemplary.

PERFORMANCE CRITERIA & ROLE	MEASURES			
	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
DISTRICT CERTIFIED PERSONNEL	Performance Criteria that characterize professional effectiveness in vision and planning. Standard 1: Mission, Vision, Core Values Standard 9: Operations & Management	Performance Criteria that characterize professional effectiveness in the learning environment. Standard 3: Equity & Cultural Responsiveness Standard 5: Community of Care and Support for Students Standard 8: Engagement of Families & Communities	Performance Criteria that characterizes professional effectiveness in leadership that positively impacts student learning. Standard 4: Curriculum, Instruction, Assessment Standard 10: School Improvement	Performance Criteria that characterizes professional effectiveness in ethical actions and building the professional capacity of staff. Standard 2: Ethics & Professional Norms Standard 6: Professional Capacity of School Personnel Standard 7: Professional Community for Teachers and Staff

Once the evaluator has determined the ratings on each of the performance standards, the overall performance category can be determined using the minimum criteria set out in the table below.

Summative Decision Rules

IF ...	THEN...
Measures 1 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two(2) Measures are rated DEVELOPING and two(2) Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated EXEMPLARY, and two(2) Measures are rated DEVELOPING	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated ACCOMPLISHED, and two(2) Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan

Based on the Overall Summative Rating, supervisors will determine the type of Professional Growth Plan required for the district certified employee. If the employee receives a rating of Growth Required in any standard, a Corrective Action Plan must be developed targeting the area of growth.

Overall Performance Category	Growth Plan Developed By
Exemplary	District Certified Employee
Accomplished	Evaluator and District Certified Employee
Developing and Ineffective	Evaluator

Superintendent Professional Growth and Effectiveness System (SPGES)

- Using the Superintendent Leadership Plan (SLP) –Superintendent conducts self-assessment and reflects on standards and indicators versus own performance levels.
- Individual board members use SLP to reflect on superintendent progress on standards and indicators versus performance levels –also consider previous areas of emphasis on earlier evaluations with experienced superintendents.
- Entire board and superintendent meet to discuss individual reflection/assessment results.
- Identify commonalities and differences during formative discussion i.e. work session.
- Board and superintendent collectively develop the area(s) of emphasis for the Professional Growth Plan (PGP).
- Superintendent undertakes PGP and begins to collect and retain evidence toward area(s) of emphasis (standards) identified in PGP.
- Superintendent shares collected evidence with the board throughout the year to demonstrate efforts toward increased competencies in areas of emphasis.
- According to the existing district timeline for superintendent evaluations, the board considers and incorporates submitted superintendent evidence into the superintendent annual performance evaluation using SPGES summative document.
- Board collectively determines superintendent performance levels in established areas of emphasis for annual evaluation.

Superintendent Leadership Plan

Performance Levels:

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the Professional Growth Plan

**Participants will note blue italicized terms below particular indicators/standards. These represent broad thematic headings from the original framing of the Kentucky Superintendent Standards work. From these broad thematic areas, please note that evidence submitted may fall under multiple indicators/standards.*

Directions for the Superintendent:

Self-Reflection - Highlight the column Indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes your self-assessment of the evidence you would upload to your portfolio or e-portfolio for each indicator in a standard. It is not expected that every standard/indicator must be addressed; therefore, only highlight those boxes for which you intend to set goals and provide evidence.

Directions for the Local School Board Member:

Bold and italicize the column indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes the board member's assessment of the evidence submitted in the portfolio or e-portfolio for each indicator in a standard. The superintendent has provided a self-assessment of his/her performance related to the evidence provided. This individual board member assessment can be utilized to collaboratively develop areas of emphasis for the superintendent, and then be combined with other individual board member assessments and incorporated into the Summative Superintendent Evaluation process. Please note that it is not expected that every indicator will be addressed by the superintendent in the self-assessment process.

All of your feedback should be in ***bold and italicized letters***, including those indicators/standards not addressed by your superintendent that you wish to comment on.

Throughout this process, be mindful that this is first and foremost, a professional growth support model where the school district will be improved through reflection, assessment, advisement and goal-setting by its core leadership.

Standard 1: Strategic Leadership

The superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

Operationalizing a shared vision for learning. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century <i>Vision-Relationships</i>	Models and provides support for others; facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to 21st century change	Has established a collaborative working relationship with the local board and stakeholders	Develops a working relationship with the local board of education and stakeholders	Makes obligatory contacts with local board and stakeholders
B. Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals <i>Vision-Monitor</i>	Explores new and innovative processes with mutual stakeholder involvement, communication and feedback to monitor progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture	Leads a process that monitors progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture of the district	Develops the vision (21st century learning), mission, and high goals and conveys the preferred culture of the district	Has not begun work on a district vision or goals
C. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district <i>Strategic Planning-Implementation</i>	Models/ instructs others in leading best or innovative practices; ensures a continuous cycle of assessment, reflection, and changes in practice around 21st century student learning	Creates processes that ensure district identity, drives decisions, and reflect the preferred culture	Creates processes that are assisting in the development of the district identity	Has not assessed or addressed district culture
D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data <i>Strategic Planning (Monitoring/Evaluation)</i>	Publicly and transparently communicates results to the board, staff, and community and formulates plans to bring about necessary changes	Develops, implements, and monitors the strategic plan or the district improvement plan aligned to the mission and goals with multiple sources of data in partnership with the Board of Education	Uses state test data to develop, implement and monitor strategic or district improvement plan	Does not have a process to use data to develop, implement, and monitor strategic or district improvement plan

Indicators	Exemplary	Accomplished	Developing	Growth Required
E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan <i>Strategic Planning (Resourcing)</i>	Continually assesses and redesigns financial priorities to maximize and augment available resources	Develops financial priorities with the local board based on improvement plans	Manages the budget in such a way as to maintain current operations and practices	Demonstrates limited understanding of district budget
F. Facilitates the implementation of federal, state and local education policies <i>Policies</i>	Explains/interprets federal, state and local policies, their impact on educational operations and facilitates the implementation of these policies	Facilitates federal, state and local policy implementation	Implements some state and local policies	Demonstrates lack of knowledge or attention to policies that affect the district
G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data <i>Strategic Planning (Goals)</i>	Explores new avenues and creative opportunities for students to achieve goals and expectations and encourages others to do the same	Facilitates setting high, concrete goals and expectations for student attainment	Expects high, concrete goals to be set for students	Allows others to set goals that are too low for students

Standard 2: Instructional Leadership

The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

Putting student learning at the center. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
Leads the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets <i>Learning/Teaching Focus: High Expectations</i>	Operates as a mentor in helping others focus on learning/teaching grounded in high expectations and goals	Sets clear and high profile focus on learning/ teaching grounded in high expectations and goals	Leads and communicates the focus on learning/teaching	Lacks focus on learning/teaching
B. Models and applies learning for staff and students <i>Professional Learning</i>	Uses evaluation and professional learning as tools to improve student learning and evaluates professional learning activities	Establishes professional learning goals for district based on personal professional learning and student achievement data to improve student learning	Applies professional learning and expects learning for students and staff	Demonstrates limited participation in professional learning opportunities
C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. <i>High Expectations</i>	Motivates others to demand/expect high levels of student achievement by empowering them to establish and sustain a collaborative learning organization	Demands/expects high levels of student achievement by establishing and sustaining the structure for a collaborative learning organization	Sets and communicates high expectations for student achievement and supports a collaborative learning organization	Accepts current levels of student achievement and rarely communicates the importance of improved instruction
D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. <i>Strategic Planning (Goals)</i>	Ensures the establishment of high, personalized academic goals for all students; performance gaps are systematically eliminated over time	Facilitates setting high, concrete goals and expectations for student attainment, closing achievement gaps	Expects high, concrete goals to be set for students, addressing achievement gaps	Allows others to set goals that are too low for students; achievement gaps persists

E. Demonstrates awareness of all aspects of instructional programs <i>Learning/High Expectations</i>	Ensures organization of planned curriculum alignment with state and national college- and career-ready educational standards	Challenges staff to define and deliver skills and concepts necessary to graduate both college- and career-ready and prepared for the 21st century	Focuses on graduation and college- and career-readiness in the 21st century	May focus on graduation but does not emphasize 21st century preparedness
F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology <i>Strategic Planning-Implementation</i>	Establishes systems that result in the district exceeding academic expectations as established by Senate Bill 1 (2009), including proficiency in reading, math and college- and career-readiness	Is a driving force in the development and implementation of the district's strategic plan or district improvement plan to realize 21st century learning goals	Facilitates discussion and the strategic development of the district's improvement plan to realize goals	Operates unilaterally or with limited input under existing improvement plans

Standard 3: Cultural Leadership

The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.

Understanding and influencing the district's environment, *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs <i>Stakeholder/Community Involvement</i>	Models a pervasive commitment to the highest ethical standards and professional behaviors, while expecting all stakeholders to act with professionalism, respect and trustworthiness	Communicates and operates with strong beliefs and actions about teaching and learning with all stakeholders and operates from those beliefs.	Communicates shared beliefs about teaching and learning	Lacks a clear vision for teaching and learning, and/or communicates personal opinions about teaching and learning with selected stakeholders
B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century <i>Stakeholder/Community Involvement</i>	Leads in the creation of enthusiasm regarding 21st century preparation for a global economy and college- and career-readiness; develops strategies with administrators and teachers to engage the community in activities that underscore the importance of college- and career-readiness	Builds community engagement and support for preparing students to be college- and/or career-ready and successful in a global economy	Supports the preparation of students to be college and/or career ready and successful in a global economy	Demonstrates limited focus on student preparation for progress within the school system
C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices <i>Vision/Beliefs</i>	Models the creation of a shared vision, equitable practices, professional expectations and accountability throughout the district	Creates a system with a shared vision and equitable practices	Sets and shares vision and establishes equitable practices	Expresses a personal vision rather than a shared vision for the school system
D. Builds trust and promotes a sense of well-being between all stakeholders <i>Stakeholder/Community Involvement</i>	Leads trainings on creating a positive organizational climate; includes measures of student and employee well-being as well as community satisfaction with the district; systematically reviews outcomes and makes changes as necessary	Builds trust and positive relationships between all stakeholders	Builds relationships and trust with staff and students	Expects trust from all stakeholders

E. Routinely celebrates and acknowledges district successes as well as areas needing growth <i>Celebrate/Acknowledge</i>	Leads celebrations and actively solicits input from all stakeholders on areas for growth	Routinely celebrates accomplishments and develops plans to address areas of growth	Acknowledges accomplishments and identifies areas for growth	Recognizes accomplishments inconsistently or inequitably; fails to identify areas for growth
F. Supports and engages in the positive cultural traditions of the community <i>Stakeholder/Community Involvement</i>	Engages stakeholders to develop a districtwide welcoming culture that honors the values and traditions of diverse groups, celebrates their accomplishments and integrates diverse representation into the school/district	Supports and participates in traditions of the community	Participates in community traditions	Rarely attends community functions; or only participates in select activities
G. Creates opportunities for staff involvement in the community and community involvement in the schools <i>Stakeholder/Community Involvement</i>	Leads opportunities for involvement between the community and the schools; establishes partnerships with families and community groups to leverage involvement	Creates opportunities for staff involvement in the community and community involvement in the schools	Creates opportunities for staff involvement in the community	Does not expect staff to attend school functions
H. Creates an environment that values and promotes diversity <i>Diversity</i>	Leads activities and traditions that promote diversity; creates a climate in which stakeholders constructively discuss their own views on diversity; fosters formal and informal partnerships with diverse groups to support mutual goals	Creates an environment that values and supports diversity	Acknowledges diversity issues	Responds to diversity issues only when they develop; or does not acknowledge the importance of diversity issues

Standard 4: Human Resource Leadership

The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development, and engages in district leadership succession planning.

Managing systems and operations for staff. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction <i>Resourcing</i>	Solicits faculty/staff input on ways to provide necessary resources to achieve district goals	Ensures necessary resources (including time and personnel) are allocated to achieve district goals	Makes plans and maintains allocation of resources to achieve district goals	Does not ensure that resources are available for the district to improve achievement and instruction.
B. Creates and monitors processes for educators to assume leadership and decision-making roles <i>Staffing</i>	Offers shadowing experiences/ active mentoring to encourage assumption of leadership and decision-making roles	Creates processes for educators to successfully assume leadership and decision-making roles	Supports personnel after they assume leadership roles	Expects personnel to assume assigned leadership roles with little or no support.
C. Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions <i>HR Functions</i>	Creates new systems to monitor recruitment and uses a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction and career growth	Ensures processes for hiring, inducting and mentoring new staff that result in recruitment and retention of highly qualified and diverse personnel and can clearly articulate a vision and pathway for succession in important district positions	Creates processes for the hiring, inducting and mentoring of new staff and can identify key positions in the district	Hires new staff but relies on past practices in assigning posts
D. Uses data to create and maintain a positive work environment <i>Culture/Environment</i>	Collaborates with others in using data to create a district plan to maintain a positive environment; regularly conducts data-based evaluations of policy and practice effectiveness that govern student behavioral expectations and disciplinary actions	Uses data to create and maintain a positive environment	Makes efforts to support and maintain a positive environment	Expects administration to maintain a positive environment, but does not consistently monitor or offer support

E. Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs <i>Professional Learning</i>	Leads professional growth and development to align district needs and goals; creates a districtwide culture that leads staff to engage in continuous collaborative professional learning focused on student 21st century learning	Facilitates and provides resources that allow for the delivery of results-oriented professional growth and learning aligned to district needs, connected to district goals	Directs results-oriented professional growth and learning that is connected to district goals improvement plan	Does not ensure that district professional growth and learning are connected to identified needs per the district improvement plan
F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations <i>Evaluation</i>	Uses a collaborative approach to improve performance and growth in evaluations; holds high standards to assure effectiveness of school operations	Ensures staff evaluation is fair and equitable, and used to improve performance; takes decisive and appropriate action when performance is inadequate	Ensures evaluation is fair and equitable	Fails to ensure implementation of the required professional growth and effectiveness systems

Standard 5: Managerial Leadership

The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

Managing District operations effectively and efficiently. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Prepares and oversees a budget that aligns resources with the district's vision and needs <i>Finance</i>	Performs a needs assessment and seeks creative alternatives in developing a budgeting process that aligns resources with district initiatives; assists board in immediate fiscal needs and advance planning	Creates a collaborative budget process that aligns resources with district initiatives through a needs assessment	Creates a collaborative budget process that aligns resources with district initiatives	Fails to develop a budget with aligned resources
B. Identifies and plans for facility and technology needs <i>Capital Planning</i>	Empowers others to identify and plan for facility and technology needs	Identifies and plans for facility and technology needs	Identifies facility and technology needs	Reviews facility and technology needs only when necessary
C. Continually assesses programs and resource allocation <i>Resourcing</i>	Explores new programs to allocate resources that might impact a changing organization; analyzes and modifies the long- term plan to ensure that results support district priorities	Continually monitors programs and assesses resource allocations for relevancy and impact as the organization changes	Assesses and allocates resources based on assessment	Fails to adequately assess resource allocations
D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology <i>Effectiveness and Efficiency</i>	Empowers others to develop/ enforce clear expectations, rules, procedures for effective and efficient operations; uses a continuous improvement process to review effectiveness of operations and makes changes as needed	Collaboratively develops/enforces clear expectations, rules, procedures for effective and efficient operations	Develops clear expectations and implements rules for effective operations	Inconsistently enforces rules for effective operations
E. Builds consensus and resolves conflicts effectively <i>Conflict Resolution</i>	Models processes to build consensus, communicate and resolve conflicts in a fair and democratic way; creates a culture in which conflicts are regularly addressed and are viewed as opportunities for respectful dialogue, consensus- building, and constructive resolution	Creates and implements a process to build consensus, communicate and resolve conflicts in a fair and democratic way	Creates a conflict resolution process	Reacts to conflict when it arises

Indicators	Exemplary	Accomplished	Developing	Growth Required
F. Assures an effective system of districtwide communication <i>Communication</i>	Engages networks of families, agencies, groups and other key individuals in the ongoing development of or revision to communication systems	Assures a system for timely and responsible communication among all stakeholders	Develops a communication system among all stakeholders	Fails to develop a communication system
G. Continually assesses the system in place that ensures the safety of students and staff <i>Safety and security</i>	Teaches others to collaboratively develop expectations and procedures for ensuring staff and student safety; conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student safety and well-being (e.g., bullying, accessibility, emergencies)	Collaboratively develops and enforces expectations and procedures for ensuring staff and student safety	Develops and enforces procedures for ensuring staff and student safety	Inconsistently implements district safety procedures; fails to communicate expectations for staff and student safety
H. Works with local and state agencies to develop and implement emergency plans <i>Safety and security</i>	Teaches others to implement and monitor emergency plans in collaboration with local, state and federal agencies	Develops, implements, and monitors emergency plans in collaboration with local, state and federal officials	Develops, implements, and monitors emergency plans	Inconsistently implements emergency plans; fails to communicate expectations for emergency planning

Standard 6: Collaborative Leadership

The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill.

Collaborating with and responding to diverse communities. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools <i>Vision and high expectations</i>	Teaches others to develop collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district; inspires a widespread belief that high expectations and achievement of district goals for the learning and well-being of children is a community-wide responsibility	Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district	Cultivates community partnerships to support priorities of the district	Fails to lead in the development of district priorities
B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success <i>Stakeholder/Community Involvement</i>	Develops a network of key family and diverse community stakeholders who can serve as formal/informal advisors on key issues; offers instruction to others in the creation of collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	Creates collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	Works with the board/school system and community stakeholders in supporting district goals	Fails to engage with the board and/or school system stakeholders in supporting district goals
C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities <i>Professional Learning/Stakeholder Involvement</i>	Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional learning opportunities based on district and individual professional growth needs	Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional learning opportunities based on district professional growth needs	Implements partnerships with professional development organizations to provide training and professional learning for district employees	Contacts professional development organizations to arrange for training and professional learning only when the need arises
D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school <i>Stakeholder Involvement</i>	Seeks and establishes dual credit and college/career experiences ensuring that students graduate college/career-ready	Initiates partnerships with institutions of higher education to ensure student access to college/career courses	Develops a plan to work with institutions of higher education to eliminate barriers to provide access to college/career courses for students	Does not seek or establish partnerships to allow students to enroll in college/career courses

Standard 7: Influential Leadership

The superintendent promotes the success of teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.

Working effectively with the Board of Education and the larger political structure. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Understands the political systems involving the district <i>Political Context</i>	Participates in dialogue and training regarding internal/ external political systems and their impact; develops responses to government actions and matters affecting student learning	Defines and understands the internal/external political systems and their impact on the educational organization	Acknowledges the internal and external political systems and their impact on the organization	Demonstrates lack of understanding of the political process; responds to the internal/external political systems only when the need surfaces
B. Defines, understands, and communicates the impact on proposed legislation <i>Legal/Ethical</i>	Offers community forums and information sessions and uses data regarding the impact of legislative and ethical issues affecting public education	Defines, understands and communicates the impact of legislative and ethical issues affecting public education	Communicates the impact of legislative issues affecting public education	Fails to connect with legislators concerning issues affecting public education
C. Applies laws, policies and procedures fairly, wisely, and considerately <i>Legal</i>	Actively explores ways to uphold laws, policies and procedures fairly, wisely, and considerately; collaborates with members of diverse groups to identify and eliminate district policies and practices that have discriminatory effects	Applies and upholds laws, policies and procedures fairly, wisely, and considerately	Applies laws, policies and procedures	Reviews laws and policies only when the need arises
D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities <i>Legal</i>	Teaches others how to improve learning opportunities while protecting the rights of others; ensures that district procedures and practices are systematically reviewed and revised to reflect fairness, social justice, and respect for human dignity for each member of the school community	Utilizes legal systems to protect students' and staff rights and to improve learning opportunities	Utilizes legal systems to protect students' and staff rights	References legal systems to ensure the district is protected only when issues regarding rights occur
E. Accesses local, state and national political systems to provide input on critical educational issues <i>Political Context; Stakeholder/ Community Involvement</i>	Actively participates at the local, state and national levels to provide input on critical educational issues	Accesses local, state and national political systems to provide input on critical educational issues	Accesses the local political system to give input on critical educational issues	Responds to the local political system only if input is requested on critical educational issues

Superintendent Summative Evaluation Form

Performance Levels:

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

Exemplary: Exceeds the standard

Accomplished: Meets the standard

Developing: Makes growth toward meeting the standard

Growth Required: Area(s) required to be addressed in the Professional Growth Plan

Superintendent Summative Evaluation <i>Click here to enter year.</i>				
Standard	Exemplary	Accomplished	Developing	Growth Required
1. <u>Strategic Leadership</u> The superintendent creates conditions that result in strategically re-imagining the district's vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.	Comments/ Evidence ☐ <i>Click here to enter text.</i>	Comments/ Evidence ☐ <i>Click here to enter text.</i>	Comments/ Evidence ☐ <i>Click here to enter text.</i>	☐ Comments/Evidence <i>Click here to enter text.</i>
2. <u>Instructional Leadership</u> The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.	Comments/ Evidence ☐	Comments/ Evidence ☐	Comments/ Evidence ☐	Comments/ Evidence ☐

Superintendent Summative Evaluation *Click here to enter year.*

Standard	Exemplary	Accomplished	Developing	Growth Required
3. <u>Cultural Leadership</u> The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. The superintendent understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.	☐ Comments/ Evidence	☐ Comments/ Evidence	☐ Comments/ Evidence	☐ Comments/ Evidence
4. <u>Human Resource Leadership</u> The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development and engages in district leadership succession planning.	☐ Comments/ Evidence	☐ Comments/ Evidence	☐ Comments/ Evidence	☐ Comments/ Evidence
5. <u>Managerial Leadership</u> The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.	☐ Comments/ Evidence	☐ Comments/ Evidence	☐ Comments/ Evidence	☐ Comments/ Evidence

Superintendent Summative Evaluation *Click here to enter year.*

Standard	Exemplary	Accomplished	Developing	Growth Required
6. Collaborative Leadership The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill.	Comments/ Evidence ☐	Comments/ Evidence ☐	Comments/ Evidence ☐	Comments/ Evidence ☐
7. Influential Leadership The superintendent promotes the success of teaching and learning by understanding, responding to and influencing the larger political, social, economic, legal, ethical and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.	Comments/ Evidence ☐	Comments/ Evidence ☐	Comments/ Evidence ☐	Comments/ Evidence ☐

Overall Comments:

Click here to add comments.

Board Chairperson: _____ Date: _____

Superintendent: _____ Date: _____

EVALUATION CYCLE – All Other Non-Administrative Certified Roles

The Taylor County Certified Evaluation Plan is individualized in that each employee is evaluated independently of all other employees including observations, conferences, reporting, and planning for professional growth. Each cycle will include formative observations, summative evaluation, and a growth plan. Formative observations will consist of formal (announced) and informal (unannounced) observations. The Primary Evaluator for itinerant teachers will be assigned by the central office. The building principal of an itinerant teacher will be encouraged to contribute. These roles will be evaluated by the previously approved Certified Evaluation Plan.

Evaluators may complete a summative evaluation in any year with any certified employee when deemed necessary even if it is not the evaluation cycle year. The evaluation timeline is as follows:

Other Certified Roles on a 1-Year Cycle - Certified employees not participating in TPGES or PPGES and on a one-year evaluation cycle shall be observed a minimum of two times per year.

- First formative observation by the end of the first two grading periods.
- Second formative observation by April 15.
- Summative evaluation completed by April 30.

Other Certified Roles on a 5-Year Cycle - Certified employees not participating in TPGES or PPGES and on a five-year evaluation cycle shall be observed a MINIMUM of, but not limited to, one time over the course of the five years. Multiple observations shall occur when results are unsatisfactory.

- Formative observations must be completed by April 15.
- Summative evaluation completed by April 30.

If requested by the certified employee not participating in TPGES or PPGES, observations by another certified employee trained in the teacher's content area shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by the evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than **January 30** of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

FREQUENCY OF EVALUATION:

Certified employees on a one-year cycle shall have a summative evaluation annually.

Certified employees on a five-year cycle shall have a summative evaluation a minimum of once every five years. Additional summative evaluations may be conducted as needed. Written notice of intent to conduct a summative evaluation shall be sent to any certified employee who receives a summative evaluation out of the current certified personnel evaluation cycle.

Administrators shall have a summative evaluation annually. The evaluator at his/her discretion may use various formative collection processes, as he/she deems appropriate. A Final Summative Evaluation Form shall be completed by the primary evaluator and will be reviewed during a summative conference.

Letters and Memos

In addition to district-adopted evaluation forms, letters, e-mails, memos, or other forms of written communication may be used to document both outstanding performance and performance which needs improvement or other performance which needs documentation.

EVALUATION APPEALS HEARING REQUEST FORM

I _____ have been evaluated by
_____ during this current school year
evaluation cycle. My disagreement with the findings of the summative evaluation
has been thoroughly discussed with my evaluator.

I respectfully request the Taylor County School District Evaluation Appeals Panel to
hear my appeal.

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure

The date of the summative conference was _____.

The date the evaluator was notified of intent to appeal was _____.

Signature _____ Date _____

This form shall be presented in person or by mail to any member of the District
Evaluation Appeals Panel. I may request a review by the appeals panel within five (5)
days from the date the conference was held.

Appendix B

Name: _____ **Date:** _____

School: _____

Self-reflection and professional growth planning are interrelated processes wherein educators and administrators collaborate to explore strengths and targeted growth needs.

Evidence confirms that self-reflection is a critical component of an educator's growth and evaluation process because it allows educators to create a personalized continuum of professional growth (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

Overall Annual Goal: Based on your analysis of strengths/needs, establish at least one clear professional goal to obtain by the end of the academic year.

Objectives/Quarterly Goals (PGP Meetings): Determine short-term incremental objectives to be attained throughout the year that will help obtain the goal by the end of the current academic year. There can be multiple objectives for each goal.

1st Quarterly Objective(Oct. 15th): Professional Growth Plan created and reviewed

2nd Quarterly Objective(Dec/Jan):

3rd Quarterly Objective(March):

4th Quarterly Objective(May - Evaluation of Goal):

Strategy: Describe your approach to systematically addressing a process, practice, or condition that was identified as a priority during self-reflection for yourself. There can be multiple strategies for each objective. The strategy should be based on selected component and element(s) from the [Danielson Framework](#).

Activities: Describe the actionable steps to deploy the chosen strategy. There can be multiple activities for each strategy.

Measures of Success: List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students. (What does success look like?)

Progress Monitoring: Describe the process used to assess the plan's implementation, the rate of improvement, and the plan's effectiveness. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals. (How will I know that I have been effective in completing the objective/goal? How will the measures of success be monitored?)

Supports/Resources: What supports are needed to reach this goal successfully?

Connection to Vision: How is your goal connected to:

- **Content Team Goal:**
- **CSIP Goals:**
- **Vision/Mission:**

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Appendix C

NAME: _____ DATE: _____
School: TCPC TCIS TCMS TCHS Lakeview District

DOMAIN 1: PLANNING & PREPARATION

Domain 1 Rating	Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐
-----------------	--------------------------------------	-------------------------------------	---------------------------------------	------------------------------------

Subdomains	Subdomain Rating
1A: Demonstrating Knowledge of Content & Pedagogy	
1B: Demonstrating Knowledge of Students	
1C: Selecting Instructional Outcomes	
1D: Demonstrating Knowledge of Resources	
1E: Designing Coherent Instruction	
1F: Designing Student Assessment	

COMMENTS:

Area of Need in Domain 1:

DOMAIN 2: CLASSROOM ENVIRONMENT

Domain 2 Rating	Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐
-----------------	--------------------------------------	-------------------------------------	---------------------------------------	------------------------------------

Subdomains	Subdomain Rating
2A: Creating an Environment of Respect & Rapport	
2B: Establishing a Culture for Learning	
2C: Managing Classroom Procedures	
2D: Managing Student Behavior	
2E: Organizing Physical Space	

COMMENTS:

Area of Need in Domain 2:

DOMAIN 3: INSTRUCTION

Domain 3 Rating	Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐
------------------------	--------------------------------------	-------------------------------------	---------------------------------------	------------------------------------

COMMENTS:

Subdomains	Subdomain Rating
3A: Communicating with Students	
3B: Using Questioning & Discussion Techniques	
3C: Engaging Students in Learning	
3D: Using Assessments	
3E: Demonstrating Flexibility & Responsiveness	

Area of Need in Domain 3:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Domain 4 Rating	Ineffective ☐	Developing ☐	Accomplished ☐	Exemplary ☐
------------------------	--------------------------------------	-------------------------------------	---------------------------------------	------------------------------------

COMMENTS:

Subdomains	Subdomain Rating
4A: Reflecting on Teaching	
4B: Maintaining Accurate Records	
4C: Communicating with Families	
4D: Participating in Professional Communities	
4E: Growing & Developing Professionally	
4F: Demonstrating Professionalism	

Area of Need in Domain 4:

Appendix D

Taylor County School District Formal Evaluation

Name:

Date:

Content/Class Period:

Grade:

School:

of Students in Class:

Domain 1: Planning and Preparation		Overall Rating: I D A E
Subdomain Rating: I D A E	Evidence:	
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy		
B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs		
C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners		
D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students		
E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure		
F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning		

Domain 2: Classroom Environment				Overall Rating: I D A E			
Subdomain Rating: I D A E				Evidence:			
A. Creating an Environment of Respect and Rapport							
i. Teacher Interaction with Students							
ii. Student Interactions with One Another							
B. Establishing a Culture for Learning							
i. Importance of the Content							
ii. Expectations for Learning and Achievement							
iii. Student Pride in Work							
C. Managing Classroom Procedures							
i. Management of Instructional Groups							
ii. Management of Transitions							
iii. Management of Materials and Supplies							
iv. Performance of Non-Instructional Duties							
D. Managing Student Behavior							
i. Expectations							
ii. Monitoring of Student Behavior							
iii. Response to Student Misbehavior							
E. Organizing Physical Space							
i. Safety and Accessibility							
ii. Arrangement of Furniture and Use of Physical Resources							

Domain 3: Instruction					Overall Rating: I D A E					
Subdomain Rating: I D A E						Evidence:				
A. Communicating with Students										
i. Expectations for Learning										
ii. Directions and Procedures										
iii. Explanation of Content										
iv. Use of Oral and Written Language										
B. Using Questioning and Discussion Techniques										
i. Quality of Questions										
ii. Discussion Techniques										
iii. Student Participation										

C. Engaging Students in Learning i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing		
D. Using Assessment in Instruction i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress		
E. Demonstrating Flexibility and Responsiveness i. Lesson Adjustment ii. Response to Students iii. Persistence		

Domain 4: Professional Responsibilities		Overall Rating: I D A E
Subdomain Rating: I D A E		Evidence:
A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching		
B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records		
C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program		
D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects		
E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession		

F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making v. Compliance with School and District Regulations		

Evaluatee Signature: _____

Evaluator Signature: _____

Post Observation Date: _____

Appendix E

Summative Evaluation

School Year:	School:
Evaluator:	Position:
Evaluatee:	Position:

Dates of Observation(s):			
Dates of Post-Conference(s):			

Measures

	Ineffective (Not Progressing)	Developing (Progressing)	Accomplished (Meets Standard)	Exemplary (Exceeds Standard)
1. Planning & Preparation				
2. Classroom Environment				
3. Instruction				
4. Professional Responsibilities				

Summative Ratings

Overall Rating	Ineffective	Developing	Accomplished	Exemplary
-----------------------	-------------	------------	--------------	-----------

Evaluator Comments:

Evaluatee Comments:

Recommendation to Superintendent:
☐ Meets Standards for Reemployment

☐ Does NOT Meet Standards for Reemployment

Evaluator Signature:		Date:
-----------------------------	--	--------------

Evaluatee Signature:		Date:
Check one: 	☐ Agree with this summative evaluation	☐ Disagree with this summative evaluation

(Statement may be attached)

IF...	THEN...
Measures 1 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two(2) Measures are rated DEVELOPING and two(2) Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated EXEMPLARY and two(2) Measures are rated DEVELOPING	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated ACCOMPLISHED and two(2) Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Media Specialist Observation

School Year:	School:
Evaluator:	Position:
Evaluated:	Position:
Dates of Observation(s):	Date of Summative:

Media Specialist OPGES Components	Ineffective (Not Progressing)	Developing (Progressing)	Accomplished (Meets Standard)	Exemplary (Exceeds Standard)
1. Planning & Preparation 1A- Demonstrating knowledge of content curriculum and process 1B- Demonstrating knowledge of students 1C- Supporting instructional goals 1D- Demonstrating knowledge & use of resources 1E- Demonstrating a knowledge of literature and lifelong learning 1F- Collaborating in the designing of instructional experiences				
Domain 1 Notes:				
2. School Environment 2A- Creating an environment of respect & rapport 2B- Establishing a culture for learning 2C- Managing library procedures 2D- Managing student behavior 2E- Organizing physical space				
Domain 2 Notes:				
3. Delivery of Service 3A- Communicating clearly and accurately 3B- Using questioning and research techniques 3C- Engaging students in learning 3D- Assessment in instruction (whole class, one-on-one, and small group) 3E- Demonstrating flexibility and responsiveness				
Domain 3 Notes:				

4. Professional Responsibilities 4A- Reflecting on practice 4B- Maintaining accurate records 4C- Communicate with school staff and community 4D- Participating in a professional community 4E- Growing and developing professionally 4F- Collection development and maintenance 4G- Managing library budget 4H- Managing personnel 4I- Professional ethics				
Domain 4 Notes:				

Summative Ratings

Overall Rating	Ineffective	Developing	Accomplished	Exemplary

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature:		Date:
Media Specialist Signature:		Date:

Appendix G

Instructional Specialist Observation

School Year:	School:
Evaluator:	Position:
Evaluated:	Position:
Dates of Observation(s):	Date of Summative:

Instructional Specialist OPGES Components	Ineffective (Not Progressing)	Developing (Progressing)	Accomplished (Meets Standard)	Exemplary (Exceeds Standard)
1. Planning & Preparation 1A- Demonstrating knowledge of current trends in speciality area and professional development 1B- Demonstrating knowledge of school's program and levels of teacher skill in delivering that program 1C- Establishing goals for instructional support program appropriate to the setting and the teachers served 1D- Demonstrating knowledge of resources both within and beyond the school and district 1E- Planning instructional support program integrate with the overall school program 1F- Develop a plan to evaluate the instructional support program				
Domain 1 Notes:				
2. School Environment 2A- Creating an environment of trust and respect 2B- Establishing a culture for ongoing instructional improvement 2C- Establishing clear procedures for teachers to gain access to the instructional support 2D- Establishing and maintaining norms of behavior for professional interactions 2E- Organizing physical space for workshops or training				
Domain 2 Notes:				
3. Delivery of Service 3A- Collaborating with teachers in the design of instructional units and lessons 3B- Engaging teachers in learning new instructional skills 3C- Sharing expertise with staff 3D- Locating resources for teachers to support instructional improvement				

3E- Demonstrating flexibility and responsiveness				
Domain 3 Notes:				
4. Professional Responsibilities 4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other instructional specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F- Showing professionalism including integrity and confidentiality				
Domain 4 Notes:				

Summative Ratings

Overall Rating	Ineffective	Developing	Accomplished	Exemplary
-----------------------	-------------	------------	--------------	-----------

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature:		Date:
Evaluatee Signature:		Date:

Appendix H

School Counselor Observation

School Year:	School:
Evaluator:	Position:
Evaluated:	Position:
Dates of Observation(s):	Date of Summative:

School Counselor OPGES Components	Ineffective (Not Progressing)	Developing (Progressing)	Accomplished (Meets Standard)	Exemplary (Exceeds Standard)
1. Planning & Preparation 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				
Domain 1 Notes:				
2. School Environment 2A- Creating an environment of respect and rapport 2B- Establishing a culture for productive communication 2C- Managing routines and procedures 2D- Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E- Organizing physical space				
Domain 2 Notes:				
3. Delivery of Service 3A- Assessing student needs 3B- Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs 3C- Using counseling techniques in individual and classroom programs 3D- Brokering resources to meet needs				

3E- Demonstrating flexibility and responsiveness				
Domain 3 Notes:				
4. Professional Responsibilities 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				
Domain 4 Notes:				

Summative Ratings

Overall Rating	Ineffective	Developing	Accomplished	Exemplary
-----------------------	-------------	------------	--------------	-----------

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature:		Date:
Counselor Signature:		Date:

Therapeutic Specialist Observation

School Year:	School:
Evaluator:	Position:
Evaluatee:	Position:
Dates of Observation(s):	Date of Summative:

Therapeutic Specialist OPGES Components	Ineffective (Not Progressing)	Developing (Progressing)	Accomplished (Meets Standard)	Exemplary (Exceeds Standard)
1. Planning & Preparation 1A- Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license 1B- Establishing goals for the therapy program appropriate to the setting and the students served 1C- Demonstrating knowledge of District state and federal regulations and guidelines 1D- Demonstrating Knowledge of Resources both within and beyond the school and district 1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students 1F- Developing a plan to evaluate the therapy program				
Domain 1 Notes:				
2. School Environment 2A- Establishing rapport with students 2B- Organize time effectively 2C- Establishing and maintaining clear procedures for referrals 2D- Establishing standards of conduct in the treatment center 2E- Organizing physical space for testing of students and providing therapy				
Domain 2 Notes:				
3. Delivery of Service 3A- Responding to referrals and evaluating student needs 3B- Developing and implementing treatment plans to maximize student success 3C- Communicating with families				

3D- Collecting information; writing reports 3E- Demonstrating flexibility and responsiveness				
Domain 3 Notes:				
4. Professional Responsibilities 4A- Reflecting on practice 4B- Collaborating with teachers and administrators 4C- Maintaining an effective data management system 4D- Participating in a professional community 4E- Engaging and professional development 4F- Showing professionalism including integrity advocacy and maintaining confidentiality				
Domain 4 Notes:				

Summative Ratings

Overall Rating	Ineffective	Developing	Accomplished	Exemplary
-----------------------	-------------	------------	--------------	-----------

Evaluator Comments:

Evaluatee Comments:

Evaluator Signature:		Date:
Evaluatee Signature:		Date:

OPGES Summative Evaluation

School Year:	School:
Evaluator:	Position:
Evaluatee:	Position:
Date(s):	

Measures

	Ineffective (Not Progressing)	Developing (Progressing)	Accomplished (Meets Standard)	Exemplary (Exceeds Standard)
1. Planning & Preparation				
2. Classroom Environment				
3. Instruction				
4. Professional Responsibilities				

Summative Ratings

				
Overall Rating	Ineffective	Developing	Accomplished	Exemplary

Evaluator Comments:

Evaluatee Comments:

Recommendation to Superintendent:

_____ Meets Standards for Reemployment _____ Does NOT Meet Standards for Reemployment
--

Evaluator Signature:		Date:
-----------------------------	--	--------------

Evaluatee Signature:		Date:
Check one:	_____ Agree with this summative evaluation	_____ Disagree with this summative evaluation

(Statement may be attached)

IF...	THEN...
Measures 1 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two(2) Measures are rated DEVELOPING and two(2) Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated EXEMPLARY and two(2) Measures are rated DEVELOPING	Summative Rating shall be ACCOMPLISHED
Two(2) Measures are rated ACCOMPLISHED and two(2) Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Appendix K

Principal Self-Reflection

https://drive.google.com/file/d/1Lvs5x_AnqXbh0_AOoUOdlixGXheiw-ed/view

Appendix L

Principal PGP

Professional Growth Plan (PGP)

Name: _____ **Date:** _____

Self-reflection and professional growth planning are interrelated processes wherein educators and administrators collaborate to explore strengths and targeted growth needs.

Evidence confirms that self-reflection is a critical component of an educator's growth and evaluation process because it allows educators to create a personalized continuum of professional growth (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

Goal: Based on your analysis of strengths /needs, establish at least one clear professional goal to obtain by the end of the academic year.

Objective(s): Determine short-term incremental objectives to be attained throughout the year that will help obtain the goal by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: Describe your approach to systematically addressing a process, practice, or condition that was identified as a priority during the self-reflection for your school. There can be multiple strategies for each objective. The strategy should be based on the [Professional Standards for Educational Leaders](#) and can integrate the [Kentucky's six \(6\) Key Core Work Processes](#).

Activities: Describe the actionable steps to deploy the chosen strategy. There can be multiple activities for each strategy.

Measures of Success: List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.

Progress Monitoring: Describe the process used to assess the plan's implementation, the rate of improvement, and the plan's effectiveness. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Supports/Resources: What supports are needed to reach this goal successfully?

Connection to Vision: How is this goal connected to the vision and mission of the Taylor Co School District and the CSIP/CDIP?

Working Conditions Goal (derived from the IMPACT Survey):

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Appendix M

Summative Evaluation Form

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

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

PSEL Standards	I	D	A	E
Standard 1: Mission, Vision, and Core Values				
Standard 2: Ethics and Professional Norms				
Standard 3: Equity and Cultural Responsiveness				
Standard 4: Curriculum, Instruction and Assessment				
Standard 5: Community of Care and Support for Students				
Standard 6: Professional Capacity of School Personnel				
Standard 7: Professional Community for Teachers and Staff				
Standard 8: Meaningful Engagement of Families and Community				
Standard 9: Operations and Management				
Standard 10: School Improvement				
Overall Rating:				
Professional Growth Plan Review				
Evaluator Comments				
Evaluatee Comments				

EVALUATOR (please check the appropriate response)	
☐ Employee meets standards for reemployment	☐ Employee does NOT meet standards for reemployment. This evaluation is not the sole factor taken into consideration in determining continued employment.
☐ Employee Professional Development and EILA Hours are up-to-date	☐ Employee Professional Development and EILA Hours are NOT up-to-date

Taylor County School District

Principal

EVALUATEE (please check the appropriate response)	
☐ I agree with this summative evaluation	☐ I DISAGREE with this summative evaluation

Evaluatee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

TAYLOR COUNTY SCHOOLS
PPGES Site Visit/Observation Form

Principal: _____ **School:** _____ **Year:** _____

Subdomain Rating: I D A E	Evidence:
Standard 1: Mission, Vision, and Core Values a) Develops 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, develops and promotes 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) Articulates, advocates, and cultivates 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 develops, implements, and evaluates actions to achieve the vision for the school. e) Reviews 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) Develops shared understanding of and commitment to mission, vision, and core values within the school and the community. g) Models and pursues the school's mission, vision, and core values in all aspects of leadership.	
Subdomain Rating: I D A E	Evidence:
Standard 2: Ethics and Professional Norms a) Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. b) Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c) Places children at the center of education and accepts responsibility for each student's academic success and well-being. d) Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity. e) Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures. f) Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	

Subdomain Rating: I D A E	Evidence:
Standard 3: Equity and Cultural Responsiveness a) Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. b) Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning. c) Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. d) Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner. e) Confronts and alters 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) Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society. g) Acts with cultural competence and responsiveness in their interactions, decision-making, and practice. h) Addresses matters of equity and cultural responsiveness in all aspects of leadership.	
Subdomain Rating: I D A E	Evidence:
Standard 4: Curriculum, Instruction and Assessment a) Implements 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) Aligns and focuses 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 a healthy sense of self. c) Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. d) Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. e) Promotes the effective use of technology in the service of teaching and learning. f) Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. g) Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	

Subdomain Rating: I D A E	Evidence:
Standard 5: Community of Care and Support for Students a) Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student. b) Creates and sustains 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) Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. d) Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. e) Cultivates and reinforces student engagement in school and positive student conduct. f) Infuses the school's learning environment with the cultures and languages of the school's community.	
Subdomain Rating: I D A E	Evidence:
Standard 6: Professional Capacity of School Personnel a) Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty. b) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. c) Develops 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) Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. e) Delivers 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) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. h) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff. i) Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	

Subdomain Rating: I D A E	Evidence:
Standard 7: Professional Community for Teachers and Staff a) Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning. b) Empowers and entrusts 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) Establishes and sustains 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) Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. e) Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. f) Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff. g) Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning. h) Encourages faculty-initiated improvement of programs and practices.	
Subdomain Rating: I D A E	Evidence:
Standard 8: Meaningful Engagement of Families and Community a) Is approachable, accessible, and welcoming to families and members of the community. b) Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students. c) Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. d) Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school. e) Creates means for the school community to partner with families to support student learning in and out of school. f) Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. g) Develops and provides the school as a resource for families and the community. h) Advocates for the school and district and for the importance of education and student needs and priorities to families and the community. i) Advocates publicly for the needs and priorities of students, families, and the community. j) Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.	

Subdomain Rating: I D A E	Evidence:
Standard 9: Operations and Management a) Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school. b) Strategically manages 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) Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. d) Is a responsible, ethical, and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices. e) Protects teachers' and other staff members' work and learning from disruption. f) Employs technology to improve the quality and efficiency of operations and management. g) Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement. h) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success. i) Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. j) Develops and manages productive relationships with the central office and the school board. k) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. l) Manages governance processes and internal and external politics toward achieving the school's mission and vision.	
Subdomain Rating: I D A E	Evidence:
Standard 10: School Improvement a) Seeks to make school more effective for each student, teachers and staff, families, and the community. b) Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. c) Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.	

d) Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. e) Employs situationally- appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. f) Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement. g) Develops 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) Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services. i) Manages 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) Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	
---	--

Site Visit #1 DATE: _____

Site Visit #2 DATE: _____

Principal (Evaluatee)

Principal (Evaluatee)

Superintendent or Designee (Evaluator)

Superintendent or Designee (Evaluator)

Appendix O

Taylor County Schools Mid-Year Review by Superintendent (Principal's Mid-Year Review/PGP Goals)				
	Ineffective	Developing	Accomplished	Exemplary
Standard 1: Mission, Vision, and Core Values				
Standard 2: Ethics and Professional Norms				
Standard 3: Equity and Cultural Responsiveness				
Standard 4: Curriculum, Instruction and Assessment				
Standard 5: Community of Care and Support for Students				
Standard 6: Professional Capacity of School Personnel				
Standard 7: Professional Community for Teachers and Staff				
Standard 8: Meaningful Engagement of Families and Community				
Standard 9: Operations and Management				
Standard 10: School Improvement				
Comments:				
Principal Signature (Evaluatee)			Superintendent Signature (Evaluator)	

Appendix P

District Certified PGES

School Year:	School:	Date(s):
Evaluator:	Position:	
Evaluatee:	Position:	

*Indicate the level of employee proficiency for each standard and overall summative rating as: Ineffective (I)- not progressing, Developing (D)- progressing, Accomplished (A)- meets standard, Exemplary (E)- exceeds standard

District Certified- PGES Components	I	D	A	E
Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student.				
Standard 1 Notes:				
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.				
Standard 2 Notes:				
Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational and culturally responsive practices to promote each student's academic success and well-being.				
Standard 3 Notes:				
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.				
Standard 4 Notes:				
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.				
Standard 5 Notes:				

Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.				
Standard 6 Notes:				
Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.				
Standard 7 Notes:				
Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.				
Standard 8 Notes:				
Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.				
Standard 9 Notes:				
Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.				
Standard 10 Notes:				

Summative Rating				
Overall Rating	Ineffective	Developing	Accomplished	Exemplary

Evaluator Comments:
Evaluatee Comments:

Evaluatee Signature: _____ Date: _____
 Evaluator Signature: _____ Date: _____

District Certified PGES Summative Evaluation

Evaluatee	
Position	
School Year	
School	
Date(s)	
Evaluator	
Position	
PD Days/EILA Hours Completed	

*Indicate the level of employee proficiency for each standard and overall summative rating as: Ineffective (I)- not progressing, Developing (D)- progressing, Accomplished (A)- meets standard, Exemplary (E)- exceeds standard

	I	D	A	E
1. LEADERSHIP: Standard 1: Mission, Vision, and Core Values Standard 6: Professional Capacity of School Personnel Standard 7: Professional Community for Teachers and Staff				
2. MANAGEMENT: Standard 9: Operations and Management				
3. INSTRUCTION/ASSESSMENT: Standard 4: Curriculum, Instruction and Assessment Standard 10: School Improvement				
4. PROFESSIONAL RESPONSIBILITIES: Standard 2: Ethics and Professional Norms Standard 3: Equity and Cultural Responsiveness				
5. COMMUNITY OF CARE: Standard 5: Community of Care and Support for Students Standard 8: Meaningful Engagement of Families and Community				
Overall Rating:				
Professional Growth Plan Review:				
Evaluator Comments:				
Evaluatee Comments:				

Professional Growth and Effectiveness System
Corrective Action Plan Form
CORRECTIVE ACTION PLAN FORM

Evalutee _____ School/Site _____

Evaluator _____ School Year _____

Performance Standard Number	Present PG Stage	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

The evaluatee's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of ineffective performance rating(s) on the Summative Evaluation OR when an immediate change is required in employee behavior.

Evaluatee's Name _____

Evaluatee's Signature _____ Date Initiated _____

Evaluator's Name _____

Evaluator's Signature _____ Date Initiated _____

STATUS: Achieved ____ Revised ____ Continued ____

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____