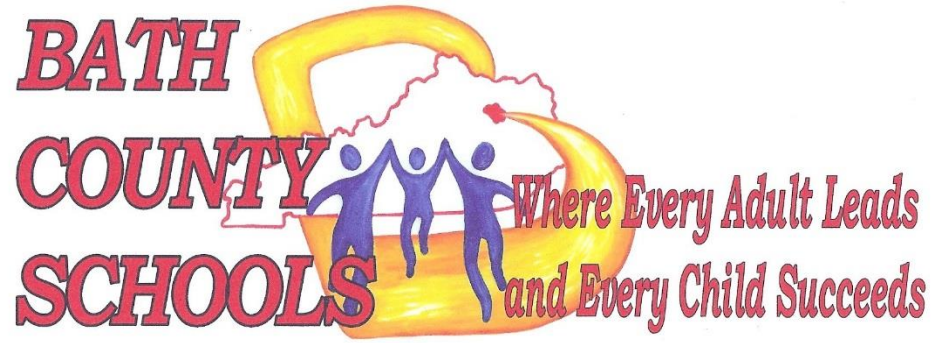


BATH COUNTY SCHOOLS

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EVALUATION PLAN

Approved by the Bath County Board of Education on September 28, 2020

Harvey Tackett
Superintendent

Evaluation Coordinator and Contact Person:
Karen Hammons, Instructional Supervisor

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**PROFESSIONAL CODE OF ETHICS FOR KENTUCKY
SCHOOL CERTIFIED PERSONNEL
704 KAR 20:680**

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:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. 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;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

EVALUATION ADVISORY COMMITTEE

Administrators:

1. John Slone, Director of Technology and Federal Programs- Bath County Schools
2. Melanie Erwin, Principal – Bath County High School
3. Todd Neace, Principal – Bath County Middle School
4. Lorinda Jamison, Principal – Crossroads Elementary
5. Sean Bailey, Principal - Owingsville Elementary School

Teachers:

1. Cami Stevens – BCEA
2. Cherie Foster – Bath County High School
3. Tonia Hunt-Gibson -Bath County Middle School
4. Carla Otis – Crossroads Elementary School
5. Amy McClain - Owingsville Elementary School

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

- This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
- The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.
- All certified employees shall develop a Professional Growth Plan (PGP) and self-reflection that will be reviewed annually and aligns with school/district improvement plans.
- All administrators and non-tenured teachers will be evaluated annually.
- All tenured teachers will be evaluated according to the tenured summative evaluation and professional growth plan cycle.
- The Superintendent shall be evaluated annually by the Board of Education. As part of the evaluation for the Superintendent, he/she will be expected to meet all the training assessment and continuing education outlined in KRS 156.111
- Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.
- Each person evaluated will have both formative and summative evaluations and conferences with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
- 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.
- The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
- This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.
- The local board of education approved the evaluation plan as recorded in the minutes of the meeting held March 19, 2018.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

District Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

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

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

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

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

SECTION I: Professional Growth and Effectiveness System – Teachers and Other Professionals

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

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
12. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
13. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
16. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation. A rating must be provided for each performance measure prior to determining the summative rating. Ratings are Ineffective, Developing, Accomplished, and Exemplary.

17. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
18. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
19. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance measures and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
20. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
21. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
22. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
23. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
24. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
25. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
26. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
27. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

Process outlined in Appendix F

Certified Evaluation Categories

Teachers

Other
Professionals

Principals

District
Certified

Examples of personnel role titles

Traditional Classroom
Teacher

Any grade, any
content

Includes P.E., Music,
Art, Gifted & Talented,
Special Education, TRI,
Alternative, Preschool
and any classroom-
based content
teacher.

Library Media Specialist

Speech Pathologist

School Counselor

School Instructional
Coach

School Based
Psychologist serving
students on a consistent
schedule

Principal

Assistant Principal

Associate Principal

Dean of Students

Assistant Superintendent

District Director of Special
Education

District
Curriculum/Instructional
Specialist

District RTI coach, DPP, DAC

District Psychologist

District Gifted and Talented
Coordinator

The Kentucky Framework for Teaching

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

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

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

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

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

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

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

The use of professional judgment based on multiple sources of evidence promotes a holistic 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 take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one measure, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence

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

All components and sources of evidence related supporting an educator’s professional practice will be completed and documented in writing, including KTIP to inform the Overall Performance Measures. All Summative Ratings will be recorded in the department-approved technology platform and recorded in personnel records including the evaluatee’s written statement in response to the summative rating, if given.

Process outlined in Appendix F

TEACHERS AND OTHER PROFESSIONALS PGES TIMELINE GUIDANCE CHART

Timeline	Activity	Task or Document	Responsibility of:	
			Teacher	Supervisor
Annually, within 30 calendar days of reporting for employment	PGES Orientation	<ul style="list-style-type: none"> Evaluation orientation meeting sign-in documentation 	✓	✓
Annually, within 30 instructional days of the start of school	Professional Growth Planning Process	<ul style="list-style-type: none"> Initial Reflection of Practice 	✓	
	Professional Growth Planning Process	<ul style="list-style-type: none"> Professional Growth Goal 	✓	
	Professional Growth Planning (PGP)	<ul style="list-style-type: none"> PGP entered into a District approved technology platform 	✓	
1 day prior to scheduled mini observation window. 1 day prior to scheduled <u>full</u> observation.	Pre-observation document and lesson plan submitted to principal/evaluator.	Pre-observation form Lesson Plan or weekly plan.		
	Pre-observation document for a mini may include a weekly plan.	Minimum of 2 observations per cycle, one mini observation and one full observation (non-tenure)	✓	✓
	Observations (as determined by the educator plan cycle)	Minimum of 3 observations over a three-year cycle, two mini observations and one full observation (tenure)		
Within 5 working days after observation	Post Observation Conference Self-Reflection	<ul style="list-style-type: none"> Post Observation Conference documentation, District approved technology platform 		✓
		<ul style="list-style-type: none"> PGP 	✓	
Ongoing Annually, fall or spring	Self-Reflection	PGP Review	✓	
	Student Voice	Online, through Infinite Campus		✓
Ongoing Annually, fall or spring By April 15 th (observations completed) Summative evaluations by May 1st	Self-Reflection			
	Student Voice			
	Minimum of 2 observations per cycle, one mini observation and one full observation (non-tenure)	<ul style="list-style-type: none"> PGP Review 	✓	✓
Ongoing Annually, fall or spring By April 15 th (observations completed) Summative evaluations by May 1st	Minimum of 3 observations over a three year cycle, two mini observations and one full observation (tenure)			
	Self-Reflection	<ul style="list-style-type: none"> Online, through Infinite Campus 	✓	✓
	Student Voice	<ul style="list-style-type: none"> PGP Review 		
	Minimum of 2 observations per cycle, one mini observation and one full observation (non-tenure)	<ul style="list-style-type: none"> Professional Practice Rating, as appropriate to cycle Overall Performance Measures Rating, as appropriate to cycle 	✓	✓
Summative evaluations by May 1st	Minimum of 3 observations over a three year cycle, two mini observations and one full observation (tenure)	<ul style="list-style-type: none"> Guidance for PGP for upcoming year - Professional Growth Plan and Cycle for Tenured Teachers Matrix 		

Professional Practice

Professional Growth Planning and Self-Reflection (Annually)

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and other professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals will participate in self-reflection and professional growth planning each year, and all teachers and other professionals will document self-reflection and professional growth planning in a District approved technology platform.

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

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

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

Observation

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

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

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

Observation Model

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

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

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

Three-Year Cycle Teachers and Three-Year Cycle Other Professionals

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

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

Observation Conferencing for Teachers and Other Professionals

Mini Observations (Evaluator)

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

Full Class or Full Lesson Observations

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

Observation Schedule for Teachers and Other Professionals

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

- **One-Year Cycle**
 - One (1) mini observations during the fall semester
 - One (1) full class or full lesson observation during the spring semester (the final observation in the summative evaluation cycle completed by the evaluator)
 - **NOTE:** The evaluator may require additional evidence or documentation and/or additional observations.
- **Three-Year Cycle**
 - Two (2) mini observation during the span of the three-year cycle, but before the full observation.
 - Year Three - full class or full lesson observation (the final observation in the summative evaluation cycle completed by the evaluator).
 - **NOTE:** The evaluator may require additional evidence or documentation and/or additional observations.

Late Hires/Absenteeism for Teachers and Other Professionals

For **one year cycle** teachers and other professionals:

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

Observer Certification

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

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

- Framework for Teaching
- Best Practices
- Continuous Improvement

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

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

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

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

Student Voice

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

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

Student selection for participation must be consistent across the district. Results will be used as a source of evidence for Professional Practice. Formative years' data will be used to inform Professional Practice in the summative year.

All teachers and other professionals will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students. Building principals will determine the sections to participate in the survey, with consistency building-wide. The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time in each respective school. Survey data will be considered only when ten or more students are respondents who have been enrolled in the class a minimum of 15 days. For classes participating in the survey, only students whose parents return the signed letter will be exempt from the survey.

Students in the participating section(s) to take the Student Voice Survey (as determined by the building principal) will have equal access to the survey. Once a section has been determined, students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite supports to ensure equal access. Guidance from individual students' IEP or 504 plans will ensure the survey is implemented with fidelity and student responses are confidential, regardless of the modification or additional supports required. Students in the participating section(s) that are absent on the day the Student Voice Survey is administered shall be given the opportunity to complete the survey before the administrative window closes.

For teachers and other professionals who work in collaborative classrooms, there are several scenarios on how their students may be surveyed, providing students have been engaged in the teacher's or other professional's instruction for no less than 15 instructional days and within the last 15 calendar days.

1. In a collaborative classroom, the principal might choose for one of the collaborating teachers to have their students take the survey during another period when that teacher or other professional is the only teacher or other professional in the class.
2. Another option for collaborative teachers and other professionals, especially when neither teacher nor other professional has a class where he/she is the only teacher or other professional, is for all of the students in the class to take the survey for one teacher or other professional in one class period and then take the survey for the second time during a different period.

A teacher or other professional who has students in more than one category of survey questions (K-2, 3-5, 6-12) will determine only one level of survey to administer to all students in that section. This information must be communicated to the building principal. The building principal shall contact the district Infinite Campus director who will make the appropriate designation in Infinite Campus.

In the event that the Student Voice Survey is state-approved to be administered to K-2 students, building Principals will identify adult Student Voice Survey administrators to proctor K-2 students who participate in the Student Voice Survey. The proctoring process will be one on one; reading and clarifying Student Voice Survey questions; and inputting individual student responses into Infinite Campus. The proctor should be someone familiar to the students; but **should not** be the classroom teacher or other professional that is the focus of the survey.

In the case that a teacher or other professional does not have a sufficient roster size to participate in the survey (minimum of 10), student voice data will not be used as a source of evidence to inform the teacher's or other professional's professional practice rating. Rosters from the same teacher can be combined so as to meet the minimum number of 10 students.

The Student Voice Survey shall be administered to all teachers and other professionals each year during the windows set by the Kentucky Department of Education and prior to the teacher's or other professional's summative observation (one-year cycle teachers and other professionals and the final year of three-year cycle teachers and other professionals) and April 15 (year one and year two of three-year cycle teachers and other professionals). The Student Voice Survey will be administered in accordance with the administration window(s) set by Infinite Campus. Results will be used to inform Professional Practice annually (1-year cycle teachers and other professionals). Formative years' data shall be used to inform Professional Practice in the summative year (three-year cycle teachers and other professionals).

Determining the Overall Performance Measures for Teachers and Other Professionals

Supervisors are responsible for determining an Overall Performance Measures for each teacher and other professional at the conclusion of their summative evaluation year. The Overall Performance Measures are

informed by the educator’s ratings on professional practice and student growth. The performance measures for all certified personnel below the level of Superintendent are Planning, Environment, Instruction, and Professionalism. The evaluator determines the Overall Performance Measures based on professional judgment informed by evidence that demonstrates the educator's performance against the measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

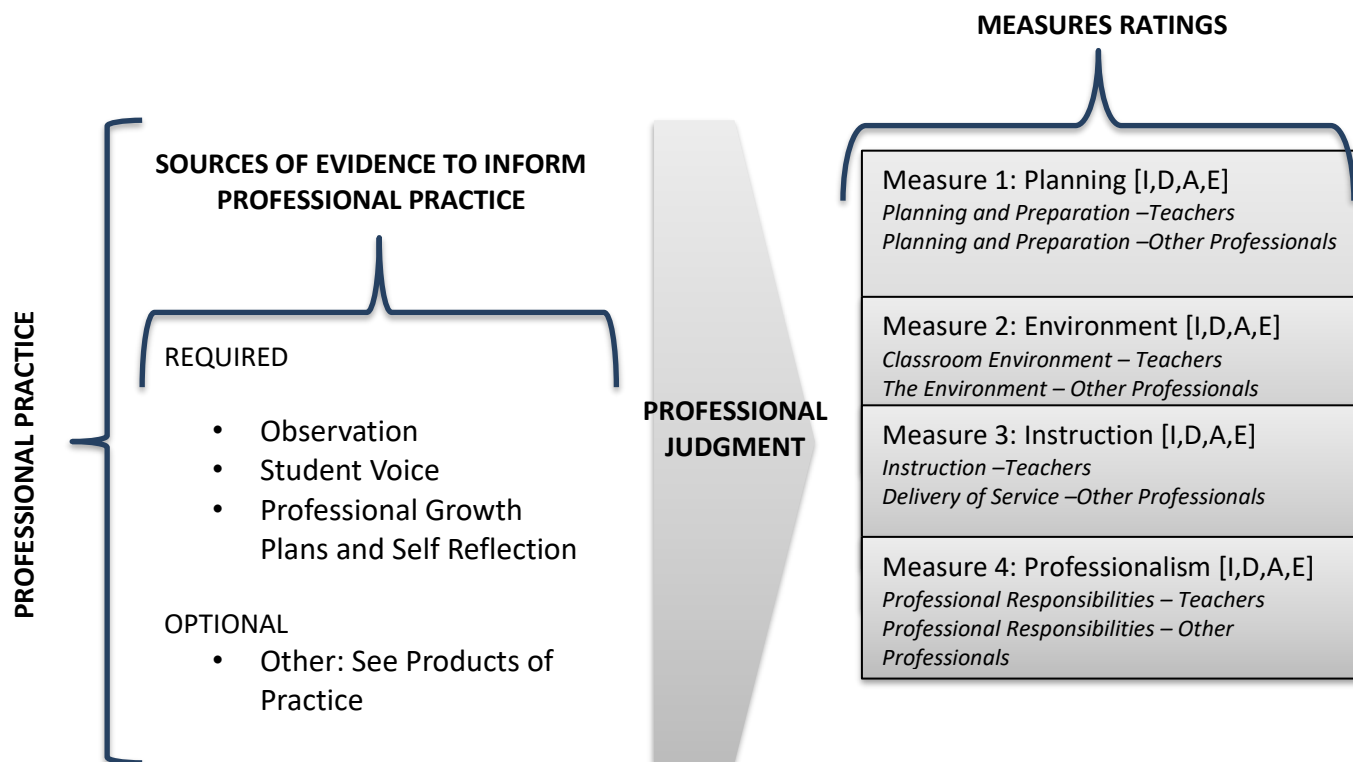
Rating Professional Practice

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator’s cycle.

Required to Rate Professional Practice

- The evaluator provides a summative rating for each measure based on evidence
- All ratings must be recorded in a District approved technology platform



Determining the Overall Performance Measures

A teacher or other professional's Overall Performance Measures is determined by the following:

- Determine the individual measures ratings through the use of sources of evidence
- Professional judgment

After determining the individual measure ratings by using sources of evidence and professional judgment, the State Decisions Rules must be applied to determine a teacher or other professional's Professional Practice Rating.

IF....	Then...
Measures 2 and 3 are rated Ineffective	Performance rating shall be ineffective
Measures 2 or 3 are rated Ineffective	Performance rating shall be developing or ineffective
Measures 1 or 4 are rated Ineffective	Performance rating shall not be exemplary
Two Measures are rated Developing, and two Measures are rated Accomplished	Performance rating shall be accomplished
Two Measures are rated Developing, and two Measures are rated Exemplary	Performance rating shall be accomplished
Two Measures are rated Accomplished, and two Measures are rated Exemplary	Performance rating shall be Exemplary

Based on the overall Professional Practice rating, supervisors/evaluators will help tenured teachers and other professionals determine the type of Professional Growth Plan and the length of the summative cycle. The **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS** determines the evaluation cycle for tenured teachers and tenured other professionals only. **Non-tenured teachers and non-tenured other professionals** will be evaluated using the same matrix, except for duration of plan which will be annually, and growth plans determined. The **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND TENURED OTHER PROFESSIONALS** details the type and length of the plan based on ratings as defined in the following chart:

		PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND TENURED OTHER PROFESSIONALS
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR SELF-DIRECTED CYCLE
		- Goal set by educator with evaluator input
	ACCOMPLISHED	THREE-YEAR SELF-DIRECTED CYCLE
		- Goal set by educator with evaluator input
	DEVELOPING	ONE-YEAR DIRECTED CYCLE
		- Goal Determined by Evaluator
		- Plan activities designed by evaluator with educator input
		- Summative at the end of Plan
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN
		- Goal Determined by evaluator
		- Focus on low performance areas
		- Summative at the end of Plan

Appeals

Process outlined in Appendix A.

FORMS AND SUPPORTING DOCUMENTS

Framework for Teaching

***A FULL TEXT DOCUMENT can be accessed at the Kentucky Department of Education:**

http://education.ky.gov/school/Documents/Danielson_Kentucky_Framework_Document.docx

SUMMARY:

Measure 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- ☐ Knowledge of content and the structure of the discipline
- ☐ Knowledge of prerequisite relationships
- ☐ Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students

- ☐ Knowledge of child and adolescent development
- ☐ Knowledge of the learning process
- ☐ Knowledge of students' skills, knowledge, and language proficiency
- ☐ Knowledge of students' interests and cultural heritage
- ☐ Knowledge of students' special needs

Component 1c: Setting Instructional Outcomes

- ☐ Value, sequence, and alignment
- ☐ Clarity
- ☐ Balance

- ☐ Suitability for diverse learners

Component 1d: Demonstrating Knowledge of Resources

- ☐ Resources for classroom use
- ☐ Resources to extend content knowledge and pedagogy
- ☐ Resources for students

Component 1e: Designing Coherent Instruction

- ☐ Learning activities
- ☐ Instructional materials and resources
- ☐ Instructional groups
- ☐ Lesson and unit structure

Component 1f: Designing Student Assessments

- ☐ Congruence with instructional outcomes
- ☐ Criteria and standards
- ☐ Design of formative assessments
- ☐ Use for planning

Measure 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- ☐ Teacher interaction with students
- ☐ Student interactions with other students

Component 2b: Establishing a Culture for Learning

- ☐ Importance of the content
- ☐ Expectations for learning and achievement
- ☐ Student pride in work

Component 2c: Managing Classroom Procedures

- ☐ Management of instructional groups
- ☐ Management of transitions
- ☐ Management of materials and supplies
- ☐ Performance of non-instructional duties
- ☐ Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior

- ☐ Expectations
- ☐ Monitoring of student behavior
- ☐ Response to student misbehavior

Component 2e: Organizing Physical Space

- ☐ Safety and accessibility
- ☐ Arrangement of furniture and use of physical Resources

Measure 3: Instruction

Component 3a: Communicating with Students

- ☐ Expectations for learning
- ☐ Directions and procedures
- ☐ Explanations of content
- ☐ Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques

- ☐ Quality of questions
- ☐ Discussion techniques
- ☐ Student participation

Component 3c: Engaging Students in Learning

- ☐ Activities and assignments
- ☐ Grouping of students
- ☐ Instructional materials and resources
- ☐ Structure and pacing

Component 3d: Using Assessment in Instruction

- ☐ Assessment criteria
- ☐ Monitoring of student learning
- ☐ Feedback to students
- ☐ Student self-assessment and monitoring of progress

Component 3e: Demonstrating Flexibility and Responsiveness

- ☐ Lesson adjustment
- ☐ Response to students
- ☐ Persistence

Measure 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

- ☐ Accuracy
- ☐ Use in future teaching

Component 4b: Maintaining Accurate Records

- ☐ Student completion of assignments
- ☐ Student progress in learning
- ☐ Non-instructional records

Component 4c: Communicating with Families

- ☐ Information about the instructional program
- ☐ Information about individual students
- ☐ Engagement of families in the instructional program

Component 4d: Participating in a Professional Community

- ☐ Relationships with colleagues
- ☐ Involvement in a culture of professional inquiry
- ☐ Service to the school
- ☐ Participation in school and district projects

Component 4e: Growing and Developing Professionally

- ☐ Enhancement of content knowledge and pedagogical skill
- ☐ Receptivity to feedback from colleagues
- ☐ Service to the profession

Component 4f: Showing Professionalism

- ☐ Integrity and ethical conduct
- ☐ Service to students
- ☐ Advocacy
- ☐ Decision-making
- ☐ Compliance with school and district Regulations

OPGES FRAMEWORKS

OTHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

*****A Full Text Document for the Other Professionals Frameworks can be accessed online at:**

<http://education.ky.gov/teachers/PGES/otherpages/Pages/Kentucky-Framework-for-Teaching-Specialist-Frameworks.aspx>

INSTRUCTIONAL SPECIALISTS

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

SCHOOL PSYCHOLOGISTS

Measure 1: PLANNING & PREPARATION	Measure 3: DELIVERY OF SERVICE
<p>A. Demonstrating knowledge and skill in using psychological instruments to evaluate students</p> <p>B. Demonstrating knowledge of child and adolescent development and psychopathology</p> <p>C. Establishing goals for the psychology program appropriate to the setting and the students served</p> <p>D. Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</p> <p>E. Planning the psychology program integrated with the regular school program to meet the needs of individual students, including prevention</p> <p>F. Developing a plan to evaluate the psychology program</p>	<p>A. Responding to referrals by consulting with teachers and administrators</p> <p>B. Evaluating student needs and compliance with National Association of School Psychologists (NASP) guidelines</p> <p>C. Chairing evaluation team</p> <p>D. Planning interventions to maximize student's likelihood of success</p> <p>E. Maintaining contact with physicians and community mental health service providers</p> <p>F. Demonstrating flexibility and responsiveness</p>
Measure 2: THE ENVIRONMENT	Measure 4: PROFESSIONAL RESPONSIBILITIES

A. Establishing rapport with students B. Establishing a culture for positive mental health throughout the school C. Establishing and maintaining clear procedures for referrals D. Establishing standards of conduct in the testing center E. Organizing physical space for testing of students and storage of materials	A. Reflecting on practice B. Communicating with families C. Maintaining accurate records D. Participating in a professional community E. Engaging in professional development F. Showing professionalism
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SCHOOL GUIDANCE COUNSELORS/SOCIAL WORKERS	
Measure 1: PLANNING & PREPARATION	Measure 3: DELIVERY OF SERVICE
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. Planning the counseling program integrated with the regular school program F. Developing a plan to evaluate the counseling program	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 for individual and classroom programs D. Brokering resources to meet needs E. Demonstrating flexibility and responsiveness
Measure 2: THE ENVIRONMENT	Measure 4: PROFESSIONAL RESPONSIBILITIES
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. 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
THERAPEUTIC SPECIALISTS	
Measure 1: PLANNING & PREPARATION	Measure 3: DELIVERY OF SERVICE
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. Responding to referrals and evaluating student needs B. Developing and implementing treatment plans to maximize student success C. Communicating with families D. Collecting information; writing reports E. Demonstrating flexibility and responsiveness
Measure 2: THE ENVIRONMENT	Measure 4: PROFESSIONAL RESPONSIBILITIES

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 in professional development F. Showing professionalism including integrity, advocacy and maintaining confidentiality
LIBRARY MEDIA SPECIALISTS	
Measure 1: PLANNING & PREPARATION	Measure 3: DELIVERY OF SERVICE
<ul style="list-style-type: none"> A. Demonstrating knowledge of content, curriculum and process B. Demonstrating knowledge of students C. Supporting instructional goals D. Demonstrating knowledge and use of resources E. Demonstrating a knowledge of literature and lifelong learning F. Collaborating in the design of instructional experiences 	<ul style="list-style-type: none"> A. Communicating clearly and accurately B. Using questioning and research techniques C. Engaging students in learning D. Assessment in Instruction (whole class, one-on-one and small group) E. Demonstrating Flexibility and Responsiveness

Measure 2: THE ENVIRONMENT	Measure 4: PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> A. Creating an environment of respect and rapport B. Establishing a culture for learning C. Managing library procedures D. Managing student behavior E. Organizing physical space 	<ul style="list-style-type: none"> A. Reflecting on practice B. Maintaining accurate records C. Communicating with school staff and community D. Participating in a professional community E. Growing and developing professionally F. Collection, development and maintenance G. Managing the library budget H. Managing Personnel I. Professional Ethics

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PRE-OBSERVATION CONFERENCING FORM - TPGES

Teacher	
School	
Grade Level/Subject(s) or Topic (other prof.)	
Observer	
Date of Conference	

Preconference (Planning Conference)

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

Employee's Signature

Date

Employer's Signature

Date

PRE-OBSERVATION CONFERENCING FORM - OPGES

Other Professional	
School	
Topic of Service Delivery	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is/are your identified learning/service delivery target(s)?	
To which part of your curriculum or professional role does this service delivery relate?	
Is this service delivery part of a sequence (i.e. an ongoing counseling group session, a group of students that receive weekly therapeutic services, etc.)? If so, where is this in the sequence?	
Briefly describe the population that will be receiving the service.	
How will you engage the participant(s) in your service delivery? What will you do? Provide any materials that you intend to use.	
Briefly describe the service that will be observed.	
How and when will you know whether your learning/service delivery target(s) has/have been met?	
Is there anything that you would like me to specifically observe during the lesson?	

Employee's Signature

Date

Employer's Signature

Date

POST-OBSERVATION CONFERENCING FORM - TPGES

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

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

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature*

Date

Evaluator's Signature

Date

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

POST-OBSERVATION CONFERENCING FORM – INSTRUCTIONAL SPECIALIST

Instructional Specialist	
School	
Topic	
Observer	
Date of Conference	

For each of the following standards, reflect on the delivery of service that was observed using the following guiding questions to focus your reflections:

In general, how successful was the delivery of service? Were the learning targets achieved? How do you know, and are your next steps?	
In addition to the delivery of service observed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, established norms, the culture/environment and the physical space contribute to or hinder your delivery of service?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity deliver this service again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Trust and Respect	I	D	A	E	A: Collaborating with teachers in the design of instructional units and lessons	I	D	A	E
B: Establishing a culture for ongoing instructional improvement	I	D	A	E	B: Engaging teachers in learning new instructional skills	I	D	A	E
C: Establishing procedures for teachers to gain access to the instructional support	I	D	A	E	C: Sharing expertise with staff	I	D	A	E
D: Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	D: Locating resources for teachers to support instructional improvement	I	D	A	E
E: Organizing physical space for workshops or training	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

Instructional Specialist Signature*

Date

Evaluator's Signature

Date

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

POST-OBSERVATION CONFERENCING FORM – SCHOOL COUNSELOR/SOCIAL WORKER

School Counselor/Social Worker	
School	
Topic	
Observer	
Date of Conference	

For each of the following standards, reflect on the delivery of service that was observed using the following guiding questions to focus your reflections:

In general, how successful was the delivery of service? Were the learning targets achieved? How do you know, and are your next steps?	
In addition to the delivery of service observed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, established norms, the culture/environment and the physical space contribute to or hinder your delivery of service?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity deliver this service again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing student needs	I	D	A	E
B: Establishing a culture for productive communication	I	D	A	E	B: Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs	I	D	A	E
C: Managing routines and procedures	I	D	A	E	C: Using counseling techniques in individual and classroom programs	I	D	A	E
D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	D: Brokering resources to meet needs	I	D	A	E
E: Organizing physical space	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

School Counselor or Social Worker's Signature*

Date

Evaluator's Signature

Date

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

POST-OBSERVATION CONFERENCING FORM – SCHOOL LIBRARY MEDIA SPECIALIST

School Library Media Specialist	
School	
Topic	
Observer	
Date of Conference	

For each of the following standards, reflect on the delivery of service that was observed using the following guiding questions to focus your reflections:

In general, how successful was the delivery of service? Were the learning targets achieved? How do you know, and are your next steps?	
In addition to the delivery of service observed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, established norms, the culture/environment and the physical space contribute to or hinder your delivery of service?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity deliver this service again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating clearly and accurately	I	D	A	E
B: Establishing a culture for learning	I	D	A	E	B: Using questioning and research techniques	I	D	A	E
C: Managing library procedures	I	D	A	E	C: Engaging students in learning	I	D	A	E
D: Managing student behavior	I	D	A	E	D: Assessment in instruction (whole class, one-on-one, and small group)	I	D	A	E
E: Organizing physical space	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

School Library Media Specialist Signature*	Date	Evaluator's Signature	Date
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*Denotes sharing of results, not necessarily agreement with the formative rating

POST-OBSERVATION CONFERENCING FORM – SCHOOL PSYCHOLOGIST

School Psychologist	
School	
Topic	
Observer	
Date of Conference	

For each of the following standards, reflect on the delivery of service that was observed using the following guiding questions to focus your reflections:

In general, how successful was the delivery of service? Were the learning targets achieved? How do you know, and are your next steps?	
In addition to the delivery of service observed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, established norms, the culture/environment and the physical space contribute to or hinder your delivery of service?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity deliver this service again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Establishing rapport with students	I	D	A	E	A: Responding to referrals, consulting with teachers and administrators	I	D	A	E
B: Establishing a culture for positive mental health throughout the school	I	D	A	E	B: Evaluating student needs and compliance with the National Association of School Psychologists NASP guide	I	D	A	E
C: Establishing and maintaining clear procedures for referrals	I	D	A	E	C: Chairing the evaluation team	I	D	A	E
D: Establishing standards of conduct in the testing center	I	D	A	E	D: Planning interventions to maximize students' likelihood of success	I	D	A	E
E: Organizing physical space for testing the students and storage of materials	I	D	A	E	E: Maintaining contact with physicians and community mental health service providers	I	D	A	E
					F: Demonstrating flexibility and responsiveness	I	D	A	E

School Psychologist Signature*

Date

Evaluator's Signature

Date

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

POST-OBSERVATION CONFERENCING FORM – THERAPEUTIC SPECIALIST/SPEECH PATHOLOGIST

Therapeutic Specialist/Speech Pathologist	
School	
Topic	
Observer	
Date of Conference	

For each of the following standards, reflect on the delivery of service that was observed using the following guiding questions to focus your reflections:

In general, how successful was the delivery of service? Were the learning targets achieved? How do you know, and are your next steps?	
In addition to the delivery of service observed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, established norms, the culture/environment and the physical space contribute to or hinder your delivery of service?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity deliver this service again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Establishing rapport with students	I	D	A	E	A: Responding to referrals and evaluating student needs	I	D	A	E
B: Organizing time effectively	I	D	A	E	B: Developing and implementing treatment plans to maximize students' success	I	D	A	E
C: Establishing and maintaining clear procedures for referrals	I	D	A	E	C: Communicating with families	I	D	A	E
D: Establishing standards of conduct in the treatment center	I	D	A	E	D: Collecting information; writing reports	I	D	A	E
E: Organizing physical space for testing the students and providing therapy	I	D	A	E	E: Demonstrating flexibility and responsiveness	I	D	A	E

Therapeutic Specialist/Speech Pathologist Signature*

Date

Evaluator's Signature

Date

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

INSTRUCTIONAL SPECIALIST OBSERVATION INSTRUMENT

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Instructional Specialist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

X

Teacher

X

Observer

SCHOOL GUIDANCE COUNSELOR/SOCIAL WORKER OBSERVATION INSTRUMENT

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Guidance Counselor: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

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

X

Teacher

X

Observer

SCHOOL LIBRARY MEDIA SPECIALIST OBSERVATION INSTRUMENT

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Library Media Specialist: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

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

X

Teacher

X

Observer

SCHOOL PSYCHOLOGIST OBSERVATION INSTRUMENT

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Psychologist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

X

Teacher

X

Observer

THERAPEUTIC SPECIALIST/SPEECH PATHOLOGIST OBSERVATION INSTRUMENT

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Therapeutic Specialist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

X

Teacher

X

Observer

STUDENT VOICE ETHICS STATEMENT

STUDENT VOICE SURVEY CONFIDENTIALITY AGREEMENT

This confidentiality agreement **must** be signed by the following:

- 1) **employees who have user security rights or Student Information System – Log In as User privileges in Infinite Campus**
- 2) **employees who have Open Database Connectivity (ODBC) access to the Infinite Campus database**
- 3) **employees who administer the K-2 Student Voice Survey**

Students will take the Student Voice Survey in the student portal of Infinite Campus in March of 2014. The Student Voice Survey is a **CONFIDENTIAL** online survey. During the survey, students will be asked questions about a teacher and conditions in the classroom.

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

Confidentiality agreement:

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

Signature

Date

PARENT PERMISSION SAMPLE CORRESPONDENCE

Dear Parent or Guardian,

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

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

Only return this Form If you Do Not Want Your Child to Participate.

Parent signature

date

Print student name

teacher

GRADES K-2 STUDENT VOICE SURVEY QUESTIONS

Student Voice Survey Questions for Grades K - 2

(Response options: Yes, No, Sometimes)

Support:

1. Do you learn many things in your class?
2. Do you work hard in this class?
3. Are you trying your best at school?
4. Do you think you are doing a good job in school?

Transparency:

5. Does {Mr./Ms. _____} let you ask questions?
6. Do you know where to find things in your classroom?

Understand:

7. Does {Mr./Ms. _____} help you?

Discipline:

8. Are students nice to each other in this class?
9. Does your teacher get mad when people don't follow the rules?
10. Does your teacher use kind words?

Engage:

11. Do you like coming to school?

Nurture:

12. Does {Mr./Ms. _____} know if you are happy or sad?
13. Does {Mr./Ms. _____} know when you are having a bad day?
14. Does {Mr./Ms. _____} tell you when are doing a good job?
15. Is your teacher proud of you when you do a good job?

Trust:

16. Does {Mr./Ms. _____} listen to you?

This survey was modified by the Colorado Legacy Foundation; from the Tripod Survey, developed by Cambridge Education, used in the MET project. The complete survey can be found at <http://metproject.org/resources.php>

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GRADES 3-5 STUDENT VOICE SURVEY QUESTIONS

Student Voice Survey Questions for Grades 3-5

Support:

1. My teacher pushes us to think hard about things we read.
2. My teacher pushes everybody to work hard.
3. In this class we have to think hard about the writing we do.

Transparency:

4. In this class we learn to correct our mistakes.
5. This class is neat-everything has a place and things are easy to find.
6. My teacher explains things in very orderly ways.
7. My teacher knows when the class understands, and when we do not.

Understand:

8. My teacher takes the time to summarize what we learn each day.
9. When my teacher marks my work, he/she writes on my papers to help me understand.

Discipline:

10. My classmates behave the way my teacher wants them to.
11. Our class stays busy and does not waste time.
12. Students behave so badly in this class that it slows down our learning.

Engage:

13. School work is interesting.
14. We have interesting homework.
15. Homework helps me learn.

Nurture:

16. My teacher in this class makes me feel that he/she really cares about me.
17. If I am sad or angry, my teacher helps me feel better.
18. My teacher seems to know if something is bothering me.
19. My teacher gives us time to explain our ideas.

Trust:

20. My teacher wants us to share our thoughts.
21. Students speak up and share their ideas about class work.
22. My teacher wants me to explain my answers-why I think what I think.

On the elementary survey, the 5 choices are labeled: "no, never" "mostly not" "maybe/sometimes" "mostly yes" "yes, always"

This survey was modified from the Tripod Survey, developed by Cambridge Education, used in the MET project. The complete survey can be found at <http://metproject.org/resources.php>

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GRADES 6-12 STUDENT VOICE SURVEY QUESTIONS

Student Voice Survey Questions for Grades 6-12

Support:

1. In this class, we learn a lot almost every day.
2. In this class, we learn to correct our mistakes.
3. My teacher doesn't let people give up when the work gets hard.
4. In this class, my teacher accepts nothing less than our full effort.

Transparency:

5. My teacher explains difficult things clearly.
6. My teacher has several good ways to explain each topic that we cover in this class.
7. If you don't understand something, my teacher explains it another way.
8. My teacher knows when the class understands, and when we do not

Understand:

9. My teacher checks to make sure we understand what s/he is teaching us.
10. The comments that I get on my work in this class help me understand how to improve.
11. We get helpful comments to let us know what we did wrong on assignments.

Discipline:

12. Students in this class treat the teacher with respect.
13. My classmates behave the way my teacher wants them to.
14. Our class stays busy and does not waste time.
15. Student behavior in this class is under control.

Engage:

16. I like the ways we learn in this class.
17. My teacher makes lessons interesting.
18. My teacher makes learning enjoyable.

Nurture:

19. My teacher in this class makes me feel that s/he really cares about me.
20. My teacher really tries to understand how students feel about things.
21. My teacher seems to know if something is bothering me.

Trust:

22. My teacher respects my ideas and suggestions.
23. My teacher wants us to share our thoughts.
24. Students speak up and share their ideas about class work.
25. My teacher gives us time to explain our ideas.

On the 6-12 survey, the 5 choices are labeled "totally untrue" "mostly untrue" "somewhat" "mostly true" "totally true"

This survey was modified from the Tripod Survey, developed by Cambridge Education, used in the MET project. The complete survey can be found at <http://metproject.org/resources.php>

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SECTION II: Professional Growth and Effectiveness System - Principal and Assistant Principal

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

Roles and Definitions

1. **Administrator:** means 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
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District/School personnel that is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance measures and student performance measures, 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.
5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
6. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
7. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
8. **PSEL:** The Professional Standards for Educational Leaders are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

<http://www.bath.kyschools.us/userfiles/9/MyFiles/Professional-Standards-for-Educational-Leaders/pSEL.pdf?id=58220>

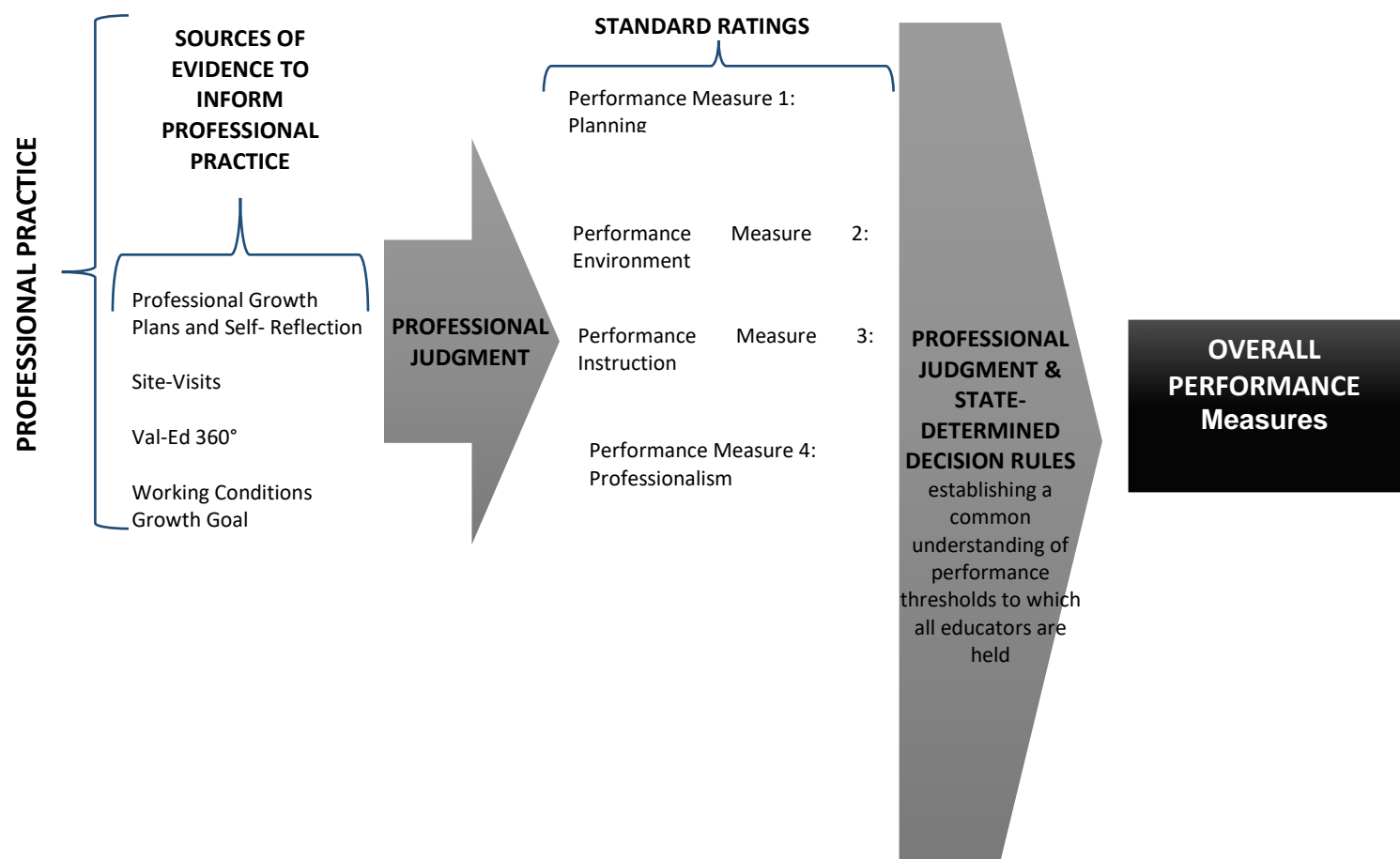
Measures		PRINCIPAL PGES SOURCES OF EVIDENCE GUIDANCE CHART							
		S4: Curriculum, Instruction and Assessment S5: Community of care and Support for Students S6: Professional Capacity of School Personnel		S3: Equity and cultural responsiveness S7: Professional Community for Teachers and Staff		S1: Mission, Vision and Core Values S9: Operations and Management S10: School Improvement		S2: Ethics and Professional Norms S8: Meaningful Engagement of Families and Community	
		http://www.bath.kyschools.us/userfiles/9/My Files/Professional-Standards-for-Educational-Leaders psel.pdf?id=58220							
		Performance Criteria: Instruction		Performance Criteria: Environment		Performance Criteria: Planning		Performance Criteria: Professionalism	
		The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.		The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.		The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.		The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	
SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE		Site Visits	Observation; District-Identified Evidence						
		Professional Growth	Professional Growth Planning and Self Reflection						
		Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism	
		Working Conditions Goal	TELL Kentucky and Other District-Identified Feedback						
			Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; Professional Development; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	
		Val-Ed 360° Survey	Superintendent and Teacher Feedback						
	High Standards for Student Learning; Rigorous Curriculum; Quality Instruction	Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior			

PRINCIPAL PGES TIMELINE GUIDANCE CHART

Timeline	Activity	Task or Document	Responsibility of:		
			Principal	Assistant Principal	Evaluator
Annually, within 30 Calendar days of the start of school	Superintendent/designee review expectations of the PPGES with principals and assistant principals	<ul style="list-style-type: none"> Evaluation orientation meeting sign-in documentation 	√	√	√
	Professional Growth Planning (PGP) and Self-Reflection	<ul style="list-style-type: none"> Initial Reflection of Practice 	√	√	√
	Principal and Superintendent/designee collaboratively develop Professional Growth Goal	<ul style="list-style-type: none"> Review Working Conditions 2-year goal and student assessment data 	√		√
	Assistant Principal inherits goals determined by principal's PGP	<ul style="list-style-type: none"> Principal reviews goals with Assistant Principal 	√	√	
Fall	Site Visit	<ul style="list-style-type: none"> Observation/Site visit form 			√
	Assistant Principal inherits goals determined by principal's PGP	<ul style="list-style-type: none"> Principal reviews goals with Assistant Principal 	√	√	
Spring	Teachers, principals, and superintendents complete Val-Ed 360° or TELL Kentucky survey	<ul style="list-style-type: none"> Complete online working conditions or principal effectiveness survey 	√	√	√
By April 15th	Superintendent/designee conducts observation/site visit for End-of-Year Review: PGP -WCG (formative mid-point review or summative findings) -Other Products of Practice documentation	<ul style="list-style-type: none"> Observation/Site visit form 			√
		<ul style="list-style-type: none"> Student Academic Growth Goal Setting Form 	√		√
		<ul style="list-style-type: none"> Reflective Practice and Professional Growth Planning 	√		√
		<ul style="list-style-type: none"> Overall Professional Practice Rating 			√
		<ul style="list-style-type: none"> Principal Growth Planning Using the Overall Performance Measures and Student Growth Trend Data 	√		√
		<ul style="list-style-type: none"> Overall Professional Practice Rating 	√		
	Principal's End-of-Year Review with Assistant Principal -PGP -WCG (formative mid-point review or summative findings) -Other Products of Practice documentation	<ul style="list-style-type: none"> Overall Professional Practice Rating 	√ √		
		<ul style="list-style-type: none"> Overall Performance Measures 	√		
		<ul style="list-style-type: none"> Principal Growth Planning Using the Overall Performance Measures and Student Growth Trend Data 	√	√	

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on measures and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: The Principal Performance Measures.

Principal Performance Measures

The Principal Performance Measures are designed to support student achievement and professional best-practice through the Measures of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each Measure. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 6 Measures. Performance will be rated for each Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each Measure.

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

The evaluator (superintendent or the superintendent's designee) shall use the following categories of evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- Site-Visits
- District-approved principal survey (i.e. Val-Ed 360°)
- Working Conditions Goal (i.e. data from a state approved working conditions survey, such as the TELL Kentucky survey)

Principal/Assistant Principal

Performance Criteria	Planning	Environment	Instruction	Professionalism
Performance Measure PSEL: 1	Performance Measure PSEL: 3	Performance Measure PSEL: 4	Performance Measure PSEL: 2	
Mission, Vision and Core Values	Equity and Cultural Responsiveness	Curriculum, Instruction and Assessment	Ethics and Professional Norms	
Performance Measure PSEL: 9	Performance Measure PSEL: 7	Performance Measure PSEL: 5	Performance Measure PSEL: 8	
Operations and management	Professional Community for Teachers and Staff	Community of Care and Support for Students	Meaningful Engagement of Families and Community	
Performance Measure PSEL: 10		Performance Measure PSEL: 6		
School Improvement		Professional Capacity of School Personnel		

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

(a) Professional Growth Planning and Self-Reflection (completed annually by principals and assistant principals)

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The principal:

- (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
- (2) collaborates with his or her supervisor to develop a professional growth plan 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.

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

Required Timeline for PGP Development, Approval, and Self-Reflection

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

shall include a reflection on the degree of professional growth goal attainment and the implications for next steps. Self-reflections and other documentation shall be submitted electronically to the superintendent or the superintendent's designee.

(b) Site-Visits (at least twice a year; one in the fall/one in the spring) – conducted by the evaluator of the principal;

assistant principals do not require formal site visits)

Site visits are a method by which the superintendent may gain insight into the principals' practice in relation to the Measure. During a site visit, the superintendent or designee will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues they would like to further explore with the principal's faculty and staff. Additionally, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school improvement. All site visits are conducted by the superintendent or designee, and evidence will be collected using either a state department approved forms or forms developed by the district that relate directly to the Principal Performance Measures.

The superintendent or designee will conduct at least two site visits to each principal's building each year and provide feedback to each principal (via electronic means or face-to-face) after each visit. Feedback will connect to the Principal Performance Measures and will occur within 10 working days following the visit. Principals hired after the first instructional day for students will adhere to the same number of site visits to be scheduled by the superintendent or designee.

(c) District-Approved Principal Survey (i.e. Val-Ed 360°) (conducted the year TELL Kentucky is not administered) – Completed for principals, not completed for assistant principals

The VAL-ED 360° is an example of assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the state-approved principal survey. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

The state-approved principal survey will be conducted at least once every two years in the school year that the state-approved working conditions goal survey is not administered. The superintendent or designee (who will be considered the point of contact) will oversee the administration of the state-approved principal survey. The survey will be conducted at least once every two years, during the March administration window on alternating years that the state-approved working conditions survey is administered. The superintendent and/or designee and the principal being evaluated will have access to the state-approved principal survey results, and will ensure that the results are only available to the principal and the superintendent and/or designee. The results will be used for professional growth planning and will be one source of evidence used to determine a rating for Professional Practice. Principals hired after the first instructional day for students will adhere to the same timeline for the state-approved principal survey.

(d) Working Conditions Goal (i.e. TELL KY survey data)

Connecting the state-approved working conditions survey data (i.e. TELL Kentucky survey) data to principal performance involves building the capacity for principals and their superintendents to interpret and use data

from the state-approved working conditions survey, such as the TELL Kentucky survey data, to set a target goal for Working Conditions improvement that connects to the Principal Performance Measures and impacts the working conditions within their building. Setting goals—not just any goals, but goals based on whole staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent state-approved working conditions survey data.

Principals shall develop a minimum of one 2-year goal, based on the most recent state-approved working conditions survey data. The Working Conditions Goal rubric shall be developed by the principal and approved by the superintendent or designee. A mid-point review will be conducted by the superintendent or designee during the year that the state-approved working conditions goal survey is NOT administered.

The 2-year Working Conditions Growth Goal, based on the most recent TELL Kentucky Survey www.tellkentucky.org, should be targeted to the appropriate Performance Measure:

1. Time
2. Facilities and Resources
3. Community Support and Involvement
4. Managing Student Conduct
5. Teacher Leadership
6. School Leadership
7. Professional Learning
8. Instructional Practices and Support

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent/designee, will:

- identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

The principal will:

- connect the target questions to the appropriate Performance Measure, which becomes the Target Performance Measure for the Working Conditions Growth Goal.
- The Working Conditions Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.
- Mid-point review with the superintendent/evaluator on the progress towards meeting the goal will be based on staff feedback to the principal (informal conversations, surveys etc.).

The Working Conditions Goal is established in collaboration with the superintendent/designee by setting the WC Growth Goal based on identified question(s) from the survey. The identified working conditions goal would set a goal of increase from the survey results to an anticipated growth percent over the two year period. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded. A mid-point review shall be conducted with the superintendent/designee based on informal conversations that provide feedback on the progress of meeting the Working

Conditions Goal during a site visit. Documentation of the principal's growth goals will be evidenced through DISTRICT APPROVED TECHNOLOGY PLATFORM and the Principal Professional Growth Plan.

Working Conditions Growth Goal will be measured as follows:

Exemplary: Above accomplished goal

Accomplished: Goal to 10% below goal margin of error

Developing: Baseline up to goal margin of error

Ineffective: Below baseline

PRINCIPAL'S WORKING CONDITIONS GROWTH GOAL <i>(Two Year Goal Based on Tell Kentucky Survey Results)</i>			
WORKING CONDITIONS GROWTH GOAL RUBRIC			
Ineffective	Developing	Accomplished	Exemplary
_____% and below	_____% to ____%	_____% to ____%	_____% and above
WORKING CONDITIONS GOAL ACTION PLAN			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	Strategies/Actions What will I need to do in order to impact the target Measure and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

(e) Products of Practice/Other Sources of Evidence

Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the measures. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.

Additional Products of Practice (optional):

Other sources of evidence may include, but are not limited to:

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

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth. **At least one (1) of the Student Growth Goals set by the Principal must address gap populations.** Assistant Principals will inherit the Student Growth Goal (SGG) of the Principal.

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in district electronic platform. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the CSIP goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

Required:

- Selection based on trajectory.
- Based on gap population unless the local goal is based on gap population.

The principal will collaborate with the superintendent/designee to determine the CSIP goal and the interim trajectory with the state target as a minimum. Principals will be responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in CSIP. The school report card reports trajectory data under the Delivery Target Tab and also through the link to School Trend data. The superintendent/designee and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals will be identified each year based on the CSIP goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

Required:

- Based on gap population.
- The principal will construct one local student growth goals.

Principals will develop a minimum of one local student growth goal based on school need that may be developed to parallel the state contribution or it may be developed with a different focus. The goal should be:

- based on actions that can be taken by the principal to impact results as opposed to actions that can be assigned by the principal to teachers;
- connected to other school/district initiatives where appropriate.

An “open response” is provided to encompass various scenarios for writing goals. Examples: the principal may write in perspective of increasing proficiency, reduction in novice, increase in distinguished, etc.

PRINCIPAL LOCAL STUDENT GROWTH GOAL
Goal:

Determining the Overall Performance Measures

The superintendent/designee is responsible for determining an Overall Performance Measures for each principal at the conclusion of their summative evaluation year. Each Principal is responsible for determining the overall performance of the Assistant Principal at the end of their summative evaluation. The Overall Performance Measures are informed by the educator’s ratings on professional practice and student growth. The evaluator determines the Overall Performance Measures based on professional judgment informed by evidence that demonstrates the educator's performance against the measures, district-developed rubrics, and state decision rules that establish a common understanding of performance measures to which all educators are held. Descriptors of each component used to inform the Overall Performance Measures are described below.

RATING OVERALL PROFESSIONAL PRACTICE

- Record ratings in DISTRICT APPROVED TECHNOLOGY PLATFORM, Required
- Timeline for Rating professional Practice

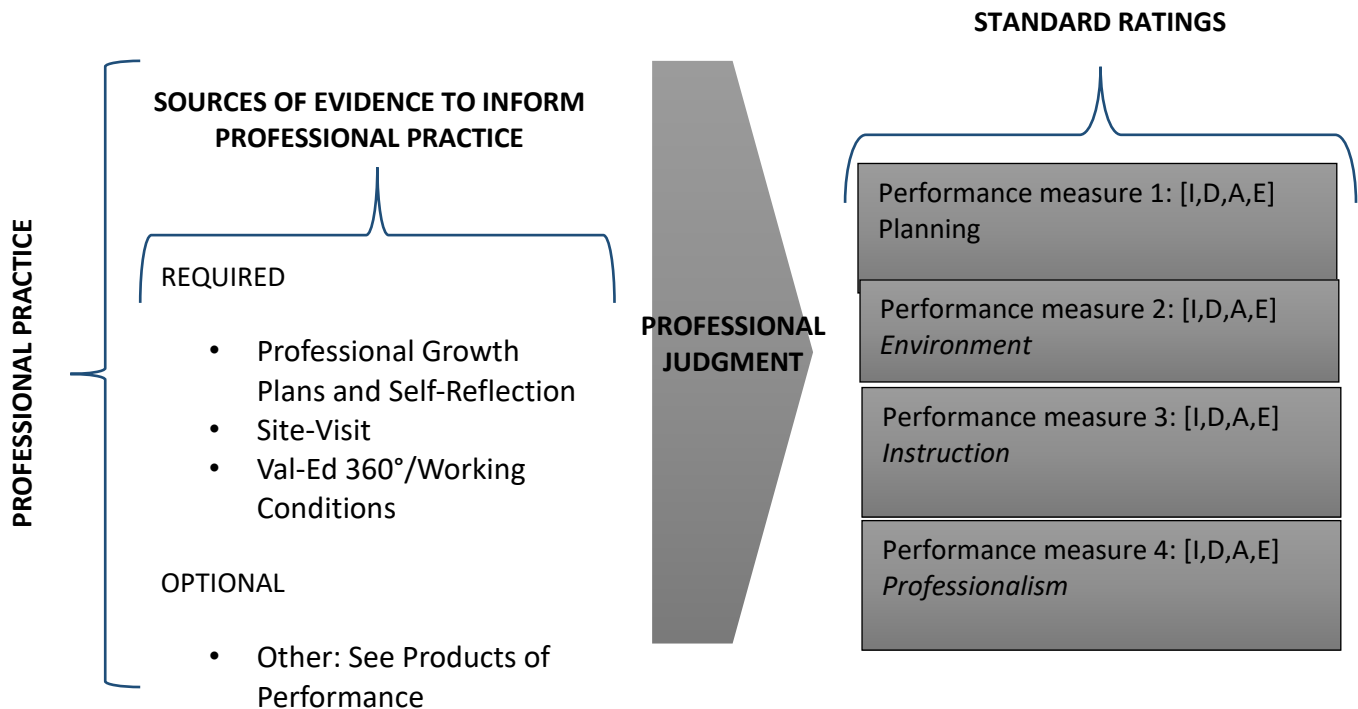
The Kentucky Principal Performance Measures stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific measures. Each measure describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and evaluation. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle.

- Professional Growth Plans and Self-Reflection
- Site-Visits
- Val-Ed 360°/Working Conditions

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of a principal's cycle.

Timeline for rating Professional Practice will be a minimum of two reviews conducted annually. The fall and the spring summative review will be conducted by April 15th of each year.



**CRITERIA FOR DETERMINING A PRINCIPAL OR
ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING**

IF . . .	THEN . . .
Principal or Assistant Principal is rated Exemplary in at least three of the Measures and no Measure is rated Developing or Ineffective	Performance Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least three Measures and no Measure is rated ineffective	Performance Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least two Measures	Performance Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more Measures	Performance Rating shall be Ineffective

GROWTH PLANNING USING THE OVERALL PERFORMANCE Measures AND TREND DATA

The Overall Performance Measures, in combination with trends of multiple measures of student growth, will be used to determine the principal's growth plan. The evaluator will, in collaboration with the principal and through application of professional judgment, determine the next appropriate steps for growth planning.

Principal Growth Planning Using the Overall Performance Measures

Exemplary	"Shall" have a minimum of a self-directed growth plan
Accomplished	"Shall" have a minimum of a self-directed growth plan
Developing	"Shall" have a minimum of a directed growth plan
Ineffective	"Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)

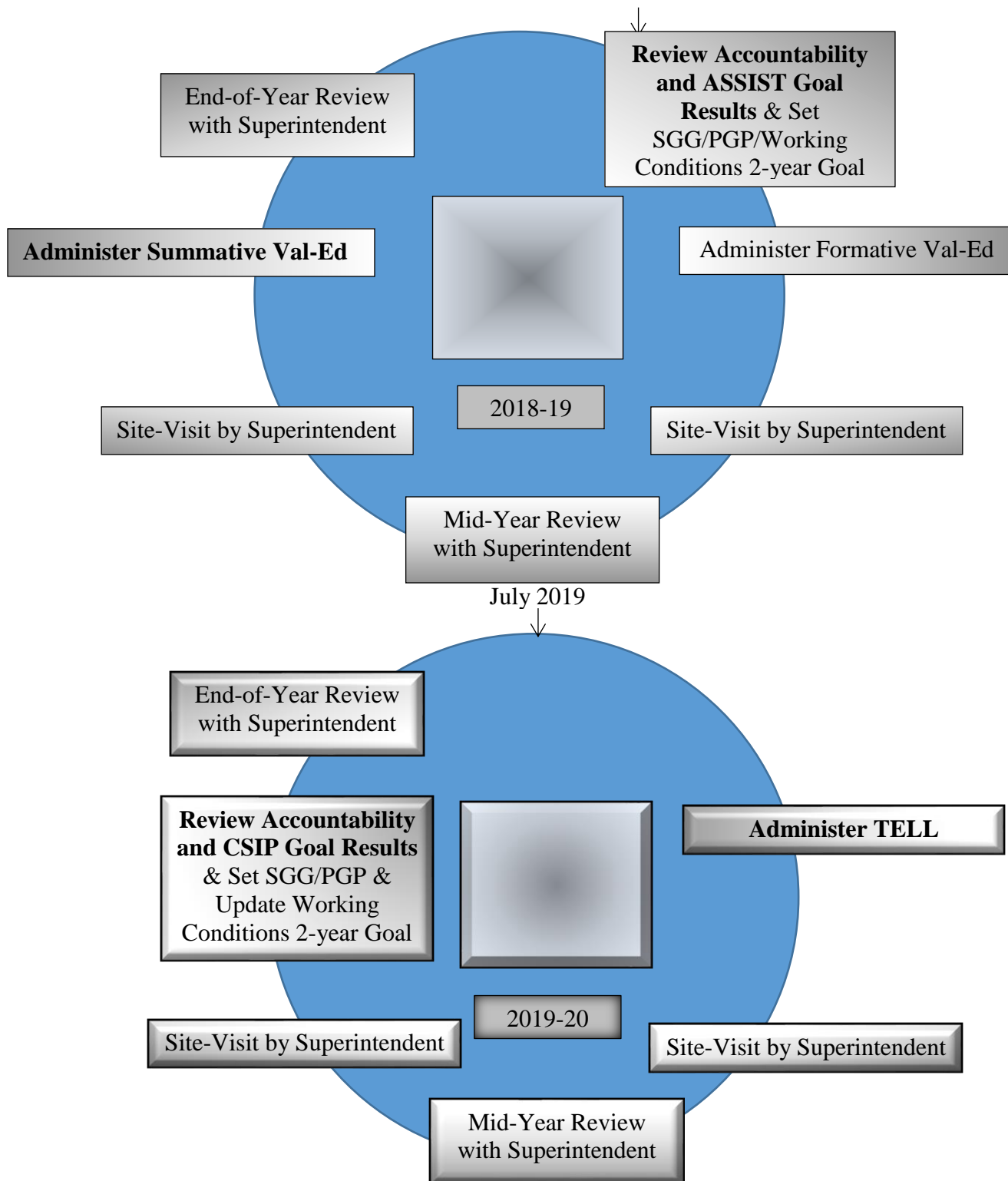
Appeals

Process outlined in Appendix A.

Sample Principal PGES Cycle

The following chart shows the required components for principals and assistant principals over the two year process. **All principals and assistant principals will be evaluated every year.**

Two Year Cycle of the PPGES



FORMS AND SUPPORTING DOCUMENTS

PRINCIPAL WORKING CONDITIONS GOAL (WCG) TEMPLATE

Working Conditions Growth Goal will be measured as follows:

Exemplary: Above accomplished goal

Accomplished: Goal to 10% below goal margin of error

Developing: Baseline up to goal margin of error

Ineffective: Below baseline

PRINCIPAL'S WORKING CONDITIONS GROWTH GOAL (As evidenced from Principal PGP)			
<i>(Two Year Goal Based on Tell Kentucky Survey Results)</i>			
WORKING CONDITIONS GROWTH GOAL RUBRIC			
Ineffective	Developing	Accomplished	Exemplary
_____ % and below	_____ % to _____ %	_____ % to _____ %	_____ % and above
WORKING CONDITIONS GOAL ACTION PLAN			
Working Conditions	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	What will I need to do in order to impact the target measures and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

SECTION III: SUPERINTENDENT EVALUATION PROCESS

Selecting and evaluating the superintendent is one of the school board’s most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, provides clarity of roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability and is basis for the development of the individual growth plan for the superintendent.

The evaluation process involves four core board-governing roles:

- Vision: Goal setting.
- Structure: Developing a clear written evaluation plan and timeline.
- Accountability: Measuring the superintendent’s performance.
- Advocacy: Communication of goals and progress among the board, superintendent and community.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. As many superintendents know, if you don’t know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals, it will not know when they have been successfully completed.

The Bath County School district will follow the state-approved Superintendent Professional Growth and Effectiveness System (SPGES).

Superintendent Evaluation

The superintendency is a professional position equivalent to the chief executive officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the school board. The purpose of evaluating the superintendent is not to micromanage the organization, but to provide oversight and public assurance that the policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.

The evaluation process is also used to make critical decisions about contract extensions, non-extensions, or terminations. The evaluation process keeps school boards informed about district activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win/win for the board, the superintendent and the community.

Superintendent Professional Growth and Effectiveness (SPGES) Sample Timeline and Process

Jan. – Mar.	Using the Superintendent Leadership Plan (SLP) –Superintendent conducts self-assessment and reflects on measures and indicators versus own performance levels.
Jan. – Mar.	Individual board members use SLP to reflect on superintendent progress on measures and indicators versus performance levels –also consider previous areas of emphasis on earlier evaluations with experienced superintendents.
Feb. – Apr.	Entire board and superintendent meet to discuss individual reflection/assessment results –(Some boards may prefer that results are compiled by board chair or board attorney and then discussed with superintendent).

Feb. – Apr.	Identify commonalities and differences during formative discussion i.e. work session.
Feb. – Apr.	Board and superintendent collectively develop area(s) of emphasis for Professional Growth Plan (PGP).
Apr. – Dec.	Superintendent undertakes PGP and begins to collect and retain evidence toward area(s) of emphasis (measures) identified in PGP.
Apr. – Dec.	Superintendent shares collected evidences with board throughout year to demonstrate efforts toward increased competencies in areas of emphasis.
Dec.	According to existing district timeline for superintendent evaluations, board considers and incorporates submitted superintendent evidences into superintendent annual performance evaluation using SPGES summative document.
Dec.	Board collectively determines superintendent performance levels in established areas of emphasis for annual evaluation.

Documentation

The SPGES Form is more than a checklist. It requires the objective consideration of evidence or documentation of the degree to which each measure has been met. This can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach. The Superintendent Leadership Plan includes performance indicators and descriptors for each measure (Exemplary, Accomplished, Developing, and Growth Required). Board members should not rate indicators but, rather, consider indicators in determining the overall rating for that performance measure.

Written Comments

Written comments always help clarify the evaluation. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final summary evaluation form.

Public Meeting Law

A governing body, such as a school board, must comply with law regarding open meetings when evaluating the job performance of the superintendent. A school board must follow the guidelines established in KRS 61.810, and any binding opinion, when determining if an executive session is appropriate and what topics are allowed to be discussed. When in doubt always consult with the local board attorney for guidance. KSBA recommends, as best practice, that a narrative summary of the performance evaluation be completed by the board chair and made available to the public when the evaluation is complete.

Evaluation Conferences

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent's goals, the evaluation document and process to be used, the documentation of the superintendent's performance and a summative evaluation conference.

Pre-Evaluation

Prior to the beginning of the new school year, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or work session during the spring. If possible, set goals before the budget process begins. The previous spring is ideal because it allows the

incorporation of district goals into budget planning, staffing, and professional development for the coming year. Agreement on process and timeline should also be in place.

Contract Extension Review

Superintendents must be notified about extension or non-extension of their current contract. Other timelines may also exist within the superintendent's contract itself. In order to make these decisions, a performance review should take place prior to these deadlines so that the board can make informed judgments about continuation of employment.

Review Results

The result of the review should be steps for professional development and a growth plan for the superintendent and a plan for informing the community about the results of the evaluation and status of the district's goals.

At Conclusion of the Evaluation

Before the beginning of the next school year, the board and administration should meet to begin the next cycle of goal setting and evaluation. This timeline allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the district informed.

Communication with the Community

The superintendent evaluation process provides the board an opportunity to share the school district's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

FORMS AND SUPPORTING DOCUMENTS

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 effect 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
Indicators	Exemplary	Accomplished	Developing	Growth Required
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

<p>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></p>	<p>Ensures the establishment of high, personalized academic goals for all students; performance gaps are systematically eliminated over time</p>	<p>Facilitates setting high, concrete goals and expectations for student attainment, closing achievement gaps</p>	<p>Expects high, concrete goals to be set for students, addressing achievement gaps</p>	<p>Allows others to set goals that are too low for students; achievement gaps persists</p>
<p>E. Demonstrates awareness of all aspects of instructional programs <i>Learning/High Expectations</i></p>	<p>Ensures organization of planned curriculum alignment with state and national college- and career-ready educational standards</p>	<p>Challenges staff to define and deliver skills and concepts necessary to graduate both college- and career-ready and prepared for the 21st century</p>	<p>Focuses on graduation and college- and career-readiness in the 21st century</p>	<p>May focus on graduation but does not emphasize 21st century preparedness</p>
<p>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></p>	<p>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</p>	<p>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</p>	<p>Facilitates discussion and the strategic development of the district's improvement plan to realize goals</p>	<p>Operates unilaterally or with limited input under existing improvement plans</p>

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
Indicators	Exemplary	Accomplished	Developing	Growth Required
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.
Indicators	Exemplary	Accomplished	Developing	Growth Required
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
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
Indicators	Exemplary	Accomplished	Developing	Growth Required
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 effecting 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
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Superintendent 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				
Standard	Exemplary	Accomplished	Developing	Growth Required
<u>1. Strategic Leadership</u> 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 the workforce, and is prepared for life in the 21 st 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.	<input type="checkbox"/> Comments/Evidence:	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence
<u>2. 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.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence

Standard	Exemplary	Accomplished	Developing	Growth Required
<u>3. 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 individuals and collective goals. While supporting and valuing the history, tradition 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.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence
<u>4. 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.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence

Standard	Exemplary	Accomplished	Developing	Growth Required
<p><u>5. Managerial Leadership</u></p> <p>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.</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>
<p><u>6. Collaborative Leadership</u></p> <p>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.</p> <p>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.</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p><input type="checkbox"/></p> <p>Comments/Evidence</p>

Standard	Exemplary	Accomplished	Developing	Growth Required
<u>7. Influential Leadership</u> 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 the knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence

Overall Comments:

Board Chair

Date

Superintendent

Date

SECTION IV: DISTRICT CERTIFIED PERSONNEL

Professional Growth Plan and Goal Setting

A professional growth plan is an integral component of the evaluation system. Thus, a professional growth plan, or improvement plan shall be discussed and formulation begun during the final conference. The professional growth plan is an individualized plan that should be based upon identified needs and should include goals and objectives and a listing of activities to help the teacher or administrator achieve the desired goals. The goals are established and the plan developed by the person being evaluated with the assistance of the evaluator. It includes action plans to achieve the goals/objectives and a method of evaluating success.

Evidence:

- PGP
- Midyear meeting
- Site Visit

Activities may include but not be limited to workshops, visits to other classrooms and schools, consultation with resource teachers and instructional supervisors, and review of relevant literature.

All district certified personnel will complete and submit a Professional Growth Plan by September 15th annually, to the superintendent (or designee). A formative (mid-year) review shall be conducted as well. End-of-year (summative) reviews shall be completed prior to the district certified personnel’s summative evaluation. Additional reflections may be necessary after observation feedback.

Summative Evaluation

All certified district employees will be evaluated using the ISLLC Standards and Performance Criteria (Vision, School Culture and learning, Management, Collaboration, Integrity/Fairness/Ethics, Political/Economic/legal) for Educational Administrators. The following forms of evidence are required; PGP, midyear meeting, site visit

Performance Measure	Planning	Environment	Instruction	Professionalism
District Certified Personnel	Vision	School culture and Learning	Management	Integrity, Fairness, Ethics
			Collaboration	Political, Economic, Legal

Process outlined in Appendix F

DISTRICT CERTIFIED PERSONNEL EVALUATION TIMELINE

Certified Evaluation Timeline (Minimum Requirements)

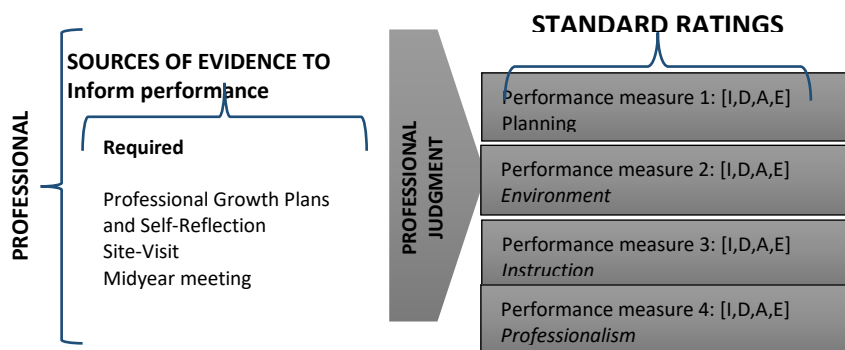
Position	Evaluator	Formative Observations	Summative
District Certified Personnel	Superintendent (or designee)	Ongoing	Annually

The evaluation criteria and process used to evaluate certified district personnel shall be explained to and discussed with all certified district personnel no later than the end of the first month (30 calendar days) of reporting for employment for each school year. The superintendent shall orientate all certified employees whom he/she evaluates within thirty days of their reporting to work. Each staff member will be given a copy of the criteria and instruments for which they will be evaluated at this time.

The monitoring or observations of performance of district certified personnel employees shall be conducted openly and with the full knowledge of the said employees.

Required to Rate Professional Practice

- The evaluator provides a summative rating for each measure based on evidence.
- All ratings must be recorded in a District approved technology platform



Criteria for determining performance

IF ...	THEN ...
Principal or Assistant Principal is rated Exemplary in at least three of the Measures and no Measure is rated Developing or Ineffective	Performance Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least three Measures and no Measure is rated ineffective	Performance Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least two Measures	Performance Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more Measures	Performance Rating shall be Ineffective

Corrective Action Plan

Any areas of weakness considered to be unsatisfactory shall be addressed in the corrective action plan as well as the professional growth plan. A Corrective Action Plan for improvement with timelines and criteria for achieving objectives must be developed when any measure is not met or when an immediate change in behavior is required. The Corrective Action Plan is listed in the forms and supporting documents.

Appeals

Process outlined in Appendix A.

FORMS AND SUPPORTING DOCUMENTS

Evaluation Measures for Education Administrators

(All performance criteria may not apply to all administrative positions.)

Measure 1: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

1.A	Collaboratively develop and implement a shared vision and mission.
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1.B	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
1.C	Create and implement plans to achieve goals.
1.D	Promote continuous and sustainable improvement.
1.E	Monitor and evaluate progress and revise plans.

Measure 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

2.A	Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
2.B	Create a comprehensive, rigorous, and coherent curricular program.
2.C	Create a personalized and motivating learning environment for students.
2.D	Supervise instruction.
2.E	Develop assessment and accountability systems to monitor student progress.
2.F	Develop the instructional and leadership capacity of staff.
2.G	Maximize time spent on quality instruction.
2.H	Promote the use of the most effective and appropriate technologies to support teaching and learning.
2.I	Monitor and evaluate the impact of the instructional program.
2.J	Assists staff in developing and monitoring professional growth plans
2.K	Develops Professional Growth Plan and demonstrates professional growth through review and reflection twice a year.

Measure 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

3.A	Monitor and evaluate the management and operational systems.
3.B	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
3.C	Promote and protect the welfare and safety of students and staff.
3.D	Develop the capacity for distributed leadership.
3.E	Ensure teacher and organizational time is focused to support quality instruction and student learning.

Measure 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

4.A	Collect and analyze data and information pertinent to the educational environment.
4.B	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
4.C	Build and sustain positive relationships with families and caregivers.
4.D	Build and sustain productive relationships with community partners.

Measure 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	
Functions:	
5.A	Ensure a system of accountability for every student's academic and social success.
5.B	Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
5.C	Safeguard the values of democracy, equity, and diversity.
5.D	Consider and evaluate the potential moral and legal consequences of decision-making.
5.E	Promote social justice and ensure that individual student needs inform all aspects of schooling.
5.F	Adheres to a Professional Code of Ethics

Measure 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	
Functions:	
6.A	Advocate for children, families, and caregivers.
6.B	Act to influence local, district, state, and national decisions affecting student learning.
6.C	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

ISLLC Standards and Performance Criteria for Education Administrators

Formative Evaluation for Administrators

(All performance criteria may not apply to all administrative positions.)

Standard 1: Vision

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.

A.	Collaboratively develop and implement a shared vision and mission
B.	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C.	Create and implement plans to achieve goals
D.	Promote continuous and sustainable improvement
E.	Monitor and evaluate progress and revise plans

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Standard 2: School Culture and Learning

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

A.	Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B.	Create a comprehensive, rigorous, and coherent curricular program
C.	Create a personalized and motivating learning environment for students
D.	Supervise instruction
E.	Develop assessment and accountability systems to monitor student progress
F.	Develop the instructional and leadership capacity of staff
G.	Maximize time spent on quality instruction
H.	Promote the use of the most effective and appropriate technologies to support teaching and learning
I.	Monitor and evaluate the impact of the instructional program
J.	Assists staff in developing and monitoring professional growth plans
K.	Develops Professional Growth Plan and demonstrates professional growth through review and reflection twice a year.

Standard 3: Management

An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

A.	Monitor and evaluate the management and operational systems
B.	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C.	Promote and protect the welfare and safety of students and staff
D.	Develop the capacity for distributed leadership
E.	Ensure teacher and organizational time is focused to support quality instruction and student learning

--

Standard 4: Collaboration

An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

A.	Collect and analyze data and information pertinent to the educational environment
B.	Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
C.	Build and sustain positive relationships with families and caregivers
D.	Build and sustain productive relationships with community partners

--

Standard 5: Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

A.	Ensure a system of accountability for every student’s academic and social success
B.	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C.	Safeguard the values of democracy, equity, and diversity
D.	Consider and evaluate the potential moral and legal consequences of decision-making
E.	Promote social justice and ensure that individual student needs inform all aspects of schooling

F.	Adheres to a Professional code of Ethics

Standard 6: Political, Economic, Legal

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

A.	Advocate for children, families, and caregivers
B.	Act to influence local, district, state, and national decisions affecting student learning
C.	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

SUMMATIVE EVALUATION CONFERENCING FORM: EDUCATIONAL ADMINISTRATORS

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria

1: Vision <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM

Education Administrators

2: School Culture and learning <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
J. Assists staff in developing and monitoring professional growth plans				
K. Develops Professional Growth Plan and demonstrates professional growth through review and reflection twice a year.				
Overall rating for Summative Evaluation Form				

3: Management <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Monitors and evaluates the management and operational systems				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM

Education Administrators

4: Collaboration <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings				Professional Growth Activities
	(*More than one (1) rating can be checked)				
	Meets	Growth Needed	Does Meet	Not Meet	Discussed
A. Collects and analyzes data and information pertinent to the educational environment					
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources					
C. Builds and sustains positive relationships with families and caregivers					
D. Builds and sustains productive relationships with community partners					
Overall rating for Summative Evaluation Form					

5: Integrity, Fairness, Ethics <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings				Professional Growth Activities
	(*More than one (1) rating can be checked)				
	Meets	Growth Needed	Does Meet	Not Meet	Discussed
A. Ensures a system of accountability for every student's academic and social success					
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior					
C. Safeguards the values of democracy, equality, and diversity					
D. Considers and evaluates the potential, moral and legal consequences of decision-making					
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling					
F. Adheres to a Professional code of Ethics					
Overall rating for Summative Evaluation Form					

6: Political, Economic, Legal <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
Overall rating for Summative Evaluation Form				

SUMMATIVE EVALUATION FOR EDUCATIONAL ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Ratings:

Administrator Standards:

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

Meets

*Does Not Meet

Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Other Requirements:

1. Maintains Good Attendance
2. Is Punctual
3. Performs Additional Duties
4. Meets Deadlines

Meets

Does Not Meet

Evaluatee's Comments: _____

Evaluator's Comments: _____

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

Evaluatee: ☐ Agree with this summative evaluation

☐ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of Bath County district's evaluation plan.

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

**Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*



Bath County School District

Professional Growth Plan for Administrators

Administrator:		Date:	
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Identified ISSLC Standard(s): Check the standard(s) identified for improvement.

- ☐ 1. **An education leader** promotes the success of **every student** by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- ☐ 2. **An education leader** promotes the success of **every student** by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- ☐ 3. **An education leader** promotes the success of **every student** by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- ☐ 4. **An education leader** promotes the success of **every student** by collaborating with faculty/staff and community members, responding to diverse community interests and needs, and mobilizing community resources.
- ☐ 5. **An education leader** promotes the success of **every student** by acting with integrity, fairness, and in an ethical manner.
- ☐ 6. **An education leader** promotes the success of **every student** by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Identified SISI Standard(s): Check the standard(s) identified for improvement.

- ☐ 1. Curriculum- The school/district develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- ☐ 2. Classroom Evaluation/Assessment- The school/district utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- ☐ 3. The school's/district's instructional program actively engages **ALL** students by using effective, varied, and research-based practices to improve student performance.
- ☐ 4. The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- ☐ 5. The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- ☐ 6. The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

- ☐ 7. School/District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- ☐ 8. There is evidence that the school/district is organized to maximize use of all available resources to support high student and staff performance.
- ☐ 9. The school/district develops, implements, and evaluates a comprehensive school/district improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Growth Objective(s) - Desired Outcome:

How does plan align to School/District Improvement Plan:

Activities and/or Strategies:

Progress Monitor: State method by which progress will be measured and monitored.

Benchmarks:

1st Benchmark: _____ Dec./Jan.

Final: _____ May 1

Evidence of Objective(s) successful: State how the evaluator and administrator will know the objective(s) occurred or were met.

Administrator's Comments:

Evaluator's Comments:

Administrator's Signature	Date
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Evaluator's Signature	Date
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APPENDIX A

EVALUATION APPEALS

Each summative evaluation shall be reviewed with the evaluatee at the end of the evaluation cycle. A copy of the summative evaluation shall be provided to the evaluatee at the summative evaluation conference. Both the evaluator and evaluatee shall sign and date the evaluation instrument. The evaluatee may make a written response on or attached to the evaluation. Written responses shall be included in the official personnel file. The staff member must sign the evaluation indicating that the evaluation was discussed with him/her. The signature does not mean that the person being evaluated agrees with the evaluation. The person evaluated has the right to appeal the evaluation.

In the event, the evaluatee refuses to sign the evaluation instrument, the evaluator will have another administrator sign the form, witnessing that the evaluatee refused to sign the evaluation form. The evaluatee shall have the opportunity to respond in writing within five (5) work days following his/her review of the report, and the response shall become a part of the official personnel record.

All evaluations shall be maintained in the employee's personnel file. The evaluator shall provide the original of the completed summative instrument to the Central Office for personnel files no later than May 5th for non-tenured employees and June 30th for tenured employees. All documentation shall be submitted with the summative instrument.

If the evaluatee feels the evaluation was incomplete, inaccurate, or unfair, he/she shall be given the opportunity to state his/her objections in writing and have them attached to the evaluation form. Such objection(s) or comment(s) shall be filed, in writing, by the evaluatee within five (5) work days following his/her review of the form.

Further, the evaluatee may request the Evaluation Appeals Panel to review the procedure and/or substance of his/her evaluation by filing a written appeal within five (5) work days following his/her review of the form (procedure 03.18 AP.21.).

The Appeals Process

The person being evaluated may appeal the evaluation to the local District Appeals Panel. This Appeals Process is applicable to all certified personnel evaluated with the exception of the Superintendent.

- The appeal must be filled on the Evaluation Appeal Form stating the points of disagreement with five (5) days of the summative evaluation conference.
- The appeal will be sent to the chair for the District Appeals Panel with a copy to the evaluator(s) and the Superintendent.

Responsibilities of Appeals Panel

The purpose of the Appeals Panel is to hear appeals to determine if the evaluation plan process and guidelines have been followed and/or to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

1. The Chair of the Panel will schedule a hearing date within 10 school days of receiving the appeal. The Chair will provide both the evaluator and the evaluatee written notice of the hearing date and time and place of the hearing. They will be invited to appear before the panel, to respond to the appeal, and to answer questions from the panel.
2. Both the evaluator and the evaluatee must submit four copies of any written documents to be presented and witnesses to be called to the committee hearing at least three days before the scheduled meeting. One copy of opposing documentation to be used at the hearing will be provided to each party on at least two (2) days before the hearing.
3. Panel members will meet prior to the hearing to establish procedures review all documents, and to review areas of authority as set by the statutes and KAR's. They will discuss and prepare hearing questions to be asked of each party by the chair. Additional questions may be posed by panel members during the hearing.
4. Except during appeals panel meetings, all documentation will be locked in a secure place in the district office. The members of the appeals committee will be the only persons to review the documentation. Confidentiality will be maintained.
5. Either of the parties involved may have legal counsel or a representative present with them during the hearing. Only panel members, the evaluatee and evaluator, and legal counsel/representative will be present at the hearing. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.
6. For official records, the hearing will be audio taped, and if requested in writing, a copy may be provided to both parties.
7. All information gathered both oral and written shall be held in the strictest confidence by Panel members and the parties involved.
8. The following procedures will be implemented during the hearings:
 - A. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
 - B. Each party will be allowed to make a statement of claim. The evaluatee will begin.
 - C. The Panel may question the evaluatee and evaluator.
 - D. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.

- E. Each party (evaluator and evaluatee) will be asked to make closing remarks.
- F. The chairperson of the Panel will make closing remarks.
- G. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - Upholding all parts of the original evaluation.
 - Voiding the original evaluation or parts of it.
 - Ordering a new evaluation by a second certified employee.
 - Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
- 9. The chairperson of the Panel shall present the Panel's written decision to the evaluatee, evaluator, and the Superintendent for appropriate action within five (5) working days following the completion of the hearing. They will issue their report in writing using "Form O" of the evaluation instruments. If the superintendent is the evaluator, the written findings will be presented to the Board of Education or its designee.
- 10. The Superintendent must respond to the appellant no more than fourteen (14) calendar days after receipt of the written statement from the appeals Panel's Chair. In cases involving the dismissal, the Superintendent's decision, under law, is final for non-tenured appellants.
- 11. The Panel's recommendation and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file. If the panel determines that the summative evaluation be removed from the personnel file and a copy of the Panel's findings placed in the file, the summative that is removed will be destroyed.
- 12. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation. 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.
- 13. Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

Appeal to Kentucky Board of Education

A certified employee who feels that the district is not properly implementing the evaluation plan may file an appeal to the Kentucky Board of Education as specified by 704 KAR 3:345 Section 9.

Election/Appointment of Evaluation Appeals Panel

Evaluation Appeals Panel shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education, upon recommendation of the Superintendent, who is a certified employee of the board.

- A. Elected panel members shall serve a term of one (1) year.
- B. Panel members shall be elected annually.
- C. The alternates shall be the two people receiving the next greatest number of votes in the annual election and shall serve a one (1) year term.
- D. The term of the appointed panel member shall be one (1) year and may be renewed.
- E. The chairperson of the panel shall be the certified employee appointed by the Board.

Election Process for Members of the Evaluation Appeals Committee

- The certified evaluation coordinator will coordinate the election of the Evaluation appeals Committee.
- The election will be held in May of each year.
- The coordinator will prepare a list of all certified staff members. The list will be used as a ballot.
- The coordinator will set a deadline for returning ballots.
- The principal at each school will supervise the dissemination and collection of ballots.
- Certified staff members will vote for two persons to serve on the committee by circling the names of their choice. If more than two names are circled, the ballot will not be counted.
- Ballots will be collected and returned to the evaluation coordinator who will enlist the help of two certified teachers to count them. No ballots will be accepted after the deadline for returning them to the coordinator has passed.
- The persons receiving the highest and second highest votes will be selected to serve a one-year term. The persons receiving the third and fourth highest will be used as alternates. The term of office will be from July 1 until June 30.
- At their May meeting the Bath County Board of Education will select one certified staff member to serve on this committee.

APPENDIX B

Bath County Schools Evaluation Appeal Request

INSTRUCTIONS:

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel. Please review the appeals procedures listed in the evaluation plan before making your appeal.

Employee's Name _____ Date: _____		
Home Address: _____		
Job Title _____	Building _____	Grade or Department _____

My appeal challenges the summative evaluation findings on:

_____ Substance _____ Procedure _____ Both substance and procedure

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

If additional space is needed, attach extra sheet.

Date you received the summative evaluation: _____

Name of Evaluator _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Employee's Signature *Date*

This document must be sent to the chair of the Evaluation Appeals Panel within five (5) days of the summative evaluation conference. A copy must be sent to the person making the evaluation and the Superintendent. The Superintendent must place a copy in the employee's personnel folder attached to the evaluation in question.

Officially Received at the District Office:

_____ Signature	_____ Signature
_____ Date	_____ Time

APPENDIX C

APPEALS COMMITTEE RECOMENDATIONS

Employee’s Name _____ School: _____

Current Assignment _____

Name of Person Making the Evaluation: _____

Date Appeal Request Received by Chair of the Panel: _____

Date of the Evaluation Appeals Panel committee Meeting: _____

Area(s) of Appeal: _____

Recommendations of the committee with Reasons Listed: _____

Signatures of Evaluation Appeals Panel Members:

Date

Date

Date

A copy of this report must be sent to the Evaluatee, the Evaluator, and the Superintendent. The Superintendent must attach a copy of this report to the appeals Request form and place it in the personnel folder of the person making the appeal.

APPENDIX D

BATH COUNTY SCHOOLS Corrective Action Plan

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating(s) on the Summative Evaluation OR when an immediate change is required in teacher behavior.

Employee Name _____ Date _____

Based On:

_____ Formal Observation(s)	_____ Lesson Plans
_____ Walk Through(s)	_____ Student Work Samples
_____ Personal Growth Plan(s)	_____ Other _____

Standard(s) for improvement:

Indicator(s) for improvement:

Procedures and Activities for Achieving Goals and Objectives (May include observations of other teachers, attendance of professional development meetings, reading professional literature, use of mentor teacher / administrator, etc.)

Assessment Measures _____ Target Dates for Completion _____

Number of Observations by Supervisor _____

Scheduled Dates for Observations: 1st _____ 2nd _____ 3rd _____ 4th _____

Evaluatee's Comments: _____

Individual Correction Action Plan Developed: _____

Date

(Evaluatee's Signature) (Date)

(Evaluator's Signature) (Date)

Date of Review: _____

Status: _____ Achieved _____ Revised _____ Continued

(Evaluatee's Signature) (Date)

(Evaluator's Signature) (Date)

APPENDIX E

Bath County Schools
Record of Follow-Up Meetings for Corrective Action Plan

Evaluatee: _____

Date of Follow-up Meeting: _____

Standard(s) Addressed: _____

Indicator(s) Discussed: _____

Summary of Discussion Including Next Steps for Evaluatee:

EVALUATEE’S COMMENTS

EVALUATOR’S COMMENTS

(Evaluatee’s Signature) (Date)

(Evaluator’s Signature) (Date)

APPENDIX F

Bath County Schools

The Kentucky Framework for Personnel Evaluation

Role Group, Measure, and Performance Criteria

Performance Criteria	Planning	Environment	Instruction	Professionalism
Teacher	Measure 1	Measure 2	Measure 3	Measure 4
	Planning and Preparation	Classroom Environment	Instruction	Professional responsibilities
Other Professionals	Measure 1	Measure 2	Measure 3	Measure 4
	Planning and Preparation	The Environment	Delivery of services	Professional responsibilities
Principal	Performance Measure 3	Performance Measure 2	Performance Measure 1	Performance Measure 6
	Human Resource Management	School Climate	Instructional leadership	Professionalism
	Performance Measure 4	Performance Measure 4		Performance Measure 5
	Organizational Management	Organizational Management		Communication and Community Relations
District Certified Personnel	Performance Measure 1	Performance Measure 2	Performance Measure 3	Performance Measure 5
	Vision	School culture and Learning	Management	Integrity, Fairness, Ethics
			Performance Measure 4	Performance Measure 6
			Collaboration	Political, Economic, Legal