**Spencer County Public Schools**

**Spencer County Schools will go the distance for ALL students!**

**Certified Staff Evaluation Plan**

bs00967_

**4/28/14**

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**Spencer County Public Schools**

**Certified Personnel Evaluation Plan**

**2015-2016**

Spencer County 502-477-3250

*Name of District Telephone*

Charles Adams

*Superintendent*

207 W. Main Street Taylorsville, KY 40071

*Street Address City/State Zip Code*

Chuck Abell Assistant Superintendent 502-477-3250

*Evaluation Contact Person Position Telephone*

*Evaluation Plan Committee Members and Their Position Titles:*

**NAME POSITION**

Mark Thomas Spencer County Elementary School Principal

Melissa Mallory Spencer County Elementary School Teacher

Mariann Arnold Taylorsville Elementary School Principal

Stacy Heib Taylorsville Elementary School Teacher

Mille Blandford Spencer County Middle School Principal

Patricia Kennedy Spencer County Middle School Teacher

Curt Haun Spencer County High School Principal

Jamie Langley Spencer County High School Teacher

Todd Russell Spencer County ECE/Preschool Director

Linda Neyhart Spencer County Pre-School Teacher

Facilitator: Chuck Abell Assistant Superintendent

*The two (2) Appeals Panel teacher members are elected in a yearly districtwide election prior to September 30; another certified member is appointed by the Superintendent.*

**Spencer County Public Schools**

**Yearly Certified Personnel Evaluation Plan Training**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Please sign that you attended this training and understand the district’s evaluation process and forms*

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| **PRINT NAME** | **SIGNATURE** |
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Orientation should be held each year within the first thirty days of school or, for late hires, within the first month of employment.

**ASSURANCES**

**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

**The local district hereby assures the Commissioner of Education that:**

This evaluation plan was developed by an evaluation committee appointed by the District's Superintendent and composed of an equal number of teachers and administrators.

All certified personnel will be made aware no later than the end of the first month of reporting for employment for each school year of the criteria by which they are to be evaluated. The evaluation of each staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) annually that shall be aligned with the school consolidated plan and professional development plan as well as the district and school professional development goals.

All administrators and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

All monitoring and observation will be open and with the full knowledge of the teacher/administrator and will include both formative and summative procedures as outlined in this document.

Following each formal observation, each evaluatee will participate in a post-observation conference within five business days of the observation.

Each person evaluated shall have a conference with the evaluator regarding his/her summative report and will be given a copy of the report.

Each person evaluated will be provided the opportunity to appeal his/her summative evaluation through the appeals process.

This evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed annually and any substantive revisions will be submitted to the Department of Education.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Signature of District Superintendent Date

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Signature of Chairperson, Board of Education Date

**Spencer County 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. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

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, and is a key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s Race to the Top grant. The Assistant Superintendent will serve as the contact person responsible for monitoring evaluation training and implementing the Professional Growth and Effectiveness System.

**ORIENTATION:** An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first thirty calendar days of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment. At this time the evaluator shall:

* check to see that each teacher has a copy of his/her job description
* explain the purposes of evaluation
* clarify expectations
* discuss the process, performance criteria and forms on which teacher are to be evaluated
* explain to building personnel the indicators for performance criteria that are building-specific, based on the school’s consolidated plan goals, professional development plan, or other factors
* explain that the immediate supervisor shall be designated as the primary evaluator but additional trained administrative personnel may be used to observe and provide information to the primary evaluator
* explain that all monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

Certified staff should sign an attendance roster as a record of orientation.

**Evaluation Timetable:**

1st Month of Reporting for Employment…..………………… Orientation; notification of employees on summative cycle

October 1st ………………………………………….Development of individual Professional Growth Plans, self-reflection, and student growth goals

November 1st …………………..…….…………….1st observation window ends

December 15th …………………………………….2nd observation window ends

December 15th …………………………………….1st site visit window ends

February 15th……………………………………….3rd observation window ends

April 15th ……………………………………….…… 4th observation window ends

April 1st ……………………………………………….2nd site visit window ends

April 25th …………………………………………….. All PGPs reviewed and summative evaluations completed for non-tenured employees; Principal recommendations for non-renewal of non-tenured staff in writing to Superintendent

May 15th ……………………………………………… All completed summative forms and PGPs for tenured certified staff filed with Superintendent

June 15th ……………………………………………..All completed summatives and PGPs for administrators filed with Superintendent

***District Professional Growth and Effectiveness Plan***

***Professional Growth and Effectiveness System***

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

**Roles and Definitions**

1. **Appeal:** A process whereby any certified employee who feels that the local schools district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
2. **Artifact:** A product of a certified school personnel’s work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **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.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    1. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
    2. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** Isdefined by KRS 156.557(1)(b).
14. **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.
15. **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.
16. **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.
17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
18. **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
19. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
20. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
21. **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.
22. **Post-Conference:** a meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.
23. **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.
24. **Pre-Conference:** a meeting between the evaluator and the evaluatee to discuss and plan the schedule, date, content, time, etc. of the observations.
25. **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.
26. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
27. **Professional Practice:** The demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.
28. **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.
29. **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.
30. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
31. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
32. **Student Growth**: Is defined by KRS 156.557(1)(c).
33. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
34. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
35. **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.
36. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
37. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
38. **Working 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**

**Professional Growth and Effectiveness System: Certified Teacher and Other Professionals**

**The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals**

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

**Framework for Teaching Specialist Frameworks for Other Professionals**

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 domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

The immediate supervisor will serve as the primary evaluators and must use the following categories of evidence in determining overall ratings:

**Required Sources of Evidence**

* + Professional Growth Planning and Self-Reflection
  + Observation
  + Student Voice
  + Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

All components and sources of related evidence supporting an evaluatee’s professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.

**Sources of Evidence / Framework for Teaching Alignment**

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

**Professional Practice**

**Professional Growth Planning and Self-Reflection**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and other professional’s 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 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. Growth plans should align with the school/district improvement plans and will be reviewed annually.

* All teachers and other professionals will participate in self-reflection and professional growth planning each year.
* All teachers and other professionals will document self-reflection and professional growth planning in the KDE approved technology platform.
* The self-reflection and professional growth plan will be completed and submitted to the primary evaluator by Oct. 1st each school year. Late hires will complete this process within the first thirty days of employment.

**Observation**

The observation process is one source of evidence to determine teacher or other professional’s effectiveness that includes supervisor and peer observation for each evaluatee. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation* *and feedback* to measure the effectiveness of the evaluatee’s professional practice. Only the supervisor observation will be used to inform calculate a summative rating. Peer observation will only be used for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

**Observation Model**

The observation model must fulfill the following minimum criteria:

* Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
* The required peer observation must occur in the final year of the cycle.
* Final observation is conducted by the supervisor and is a full observation.
* All observations must be documented in the KDE approved technology platform.

**Spencer County Schools will utilize the Traditional Model (2&2 model)**

A supervisor will conduct a full observation for the first observation, followed by two mini observations (including the peer), and ending with a full observation. During the mini observations, the observer will make note of the components observed in order to identify areas to observe in the next mini observation session. A mini observation is generally less than thirty minutes and is focused on “*look fors”* that have been identified by the teacher or evaluator as an area of focus or need.

**Observation Conferencing**

Supervising observers will adhere to the following observation conferencing requirements:

* Administrators will conduct a face to face observation post-conference within five (5) working days.
* The summative evaluation conference shall be held at the end of the summative evaluation cycle.
* A pre-conference will take place prior to all administrative observations.
* Evaluatees will complete a pre-conference form and submit it to the primary evaluator in advance of the pre-conference (Appendix A).
* The timeline for the preconference will be at the discretion of the primary evaluator.
* Pre-conferences may take place electronically.
* Peer observers are encouraged to conduct pre and post conferences if possible but it is not required.

**Observation Schedule**

The following schedule will be followed for observations:

|  |  |
| --- | --- |
| 1st Observation Window | Will begin thirty days after reporting for work and must be completed by November 1st |
| 2nd Observation Window | Must be completed by December 15th |
| 3rd Observation Window | Must be completed by February 15th |
| 4th Observation Window | Must be completed by April 15th |

**NOTE:** In the case of a tenured teacher or other professional a mini peer and a full formal observation must be completed during the summative year of the three year evaluation cycle. The other observations can be completed in any other year of the evaluation cycle. Additional observations will be scheduled in the event of a tenured teacher receiving an ineffective determination during an observation. Late hires employed before the midpoint of an observation window will be observed in that current window; after the midpoint they will fall into the following window and follow the remaining schedule. At the very minimum a summative and a mini are required and must be completed regardless of the start date.

**Observer Certification**

All administrators serving as a primary evaluator must pass the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system:

* Framework for Teaching Observer Training
* Framework for Teaching Scoring Practice
* Framework for Teaching Proficiency Assessment

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

|  |  |
| --- | --- |
| Year 1 | Certification |
| Year 2 | Calibration |
| Year 3 | Calibration |
| Year 4 | Recertification |

* Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
* Spencer County will utilize a scaffold approach to ensure that that supervisors experience success during the proficiency assessment process.
  + New supervisors that are just beginning the assessment process will be teamed with an administrator who has successfully completed the training and passed the certification assessment. This individual will serve a mentor and coach during the certification process.
  + Supervisors who fail to pass any portion of the assessment will be provided individual support from the mentor and evaluation coordinator based on their needs as indicated by the assessment scores.
  + Any supervisor that fails to pass the assessment after the second attempt and is subsequently locked out for ninety days will be provided six hours of additional training on the Framework for Teaching. Documentation will be provided to the Evaluation Coordinator upon completion.
* In cases where the supervisor is not certified though the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:
  + A district level supervisor will conduct the observation with the building principal thus allowing them to model the process.
  + Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
* Administrators hired late will be required to complete the same requirements as soon as possible after employment. They will not be allowed to conduct evaluations until this process is completed.

**Observer Calibration**

Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. As certified observers may tend to experience “drift” in rating accuracy, Spencer County has established the following calibration process:

* Observer calibration will take place during years 2 & 3 of the Observer Certification process based on state approved vendor.
* Observers will be provided ongoing training to review and discuss the framework for teaching each school year. Documentation will be provided to the Evaluation Coordinator.
* Evaluators who fail to reach benchmark on the required platform will review the Danielson Framework and be provided additional practice sessions.
* Re-certification will take place after year 3.

**Peer Observation**

A peer observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer observers will not score a teacher’s practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted.

* All teachers and other professionals will receive a peer observation in their summative year.
* All peer observers participating during the summative year observations will complete the state developed training once every three (3) years.
* All required peer observations must be documented in CIITS.
* Peer observers will be selected by the principal from a pool of teachers that may include but not be limited to the following: NBCT, content specialists, department chairs, team leaders, instructional coaches, PLC leaders, and other teacher leaders.
* Peer observers must complete the department approved training within the first thirty days of each school year. This must be done once every three years.
* The building supervisor and the evaluatee will work collaboratively to select the peer observer for that individual. The supervisor will make the final decision if consensus is not met.

**Student Voice**

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice. Teachers and other professionals will participate in the state-approved Student Voice Survey annually with a minimum of one identified section of students.

* Student selection for participation must be consistent across the district.
* Results will be used to inform professional practice.
* Formative years’ data will be used to inform professional practice in the summative year.
* All teachers, other professionals, and appropriate administrative staff read, understand, and sign the district’s Student Voice Ethics Statement.
* The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
* The survey will be administered in the school.
* Survey data will only be considered when 10 or more students are respondents.
* The Assistant Superintendent will serve as the District Student Voice Survey Point-of-Contact.
* The building principal and evaluatee will work collaboratively to identify the student group(s) who will participate in the survey. The supervisor will make the decision if consensus can’t be met. At least one section of students will participate in the student voice survey.
* Students who are enrolled in sections that are not participating in the survey will be given the opportunity to take the survey upon request.
* Students will receive accommodations as identified on their individual IEP.
* There must be a minimum of ten students complete the survey before it can be considered valid and used as part of the evaluation process.
* The student voice survey will be completed by April 1st of each school year.

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

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains.

**Student Growth**

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains to teachers of the following content areas and grade levels participating in state assessments:

* 4th – 8th Grade
* Reading
* Math

The state contribution is reported using Student Growth Percentiles (SGP)*.* The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:

YES

YES

YES

NO

NO

NO

**State Contribution – Median Student Growth Percentiles (MSGP) – Math & ELA, Grades 4-8**

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

**Local Contribution – Student Growth Goals (SGG) – All teachers and Other Professionals**

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All teachers, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement)*.*

**Student Growth Goal Criteria**

The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.

* The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
* The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
* The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
* Student must be enrolled in a school at least 75% of the school year in order for them to count toward the overall student growth goal.

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

**Rigor and Comparability of Student Growth Goals**

**Rigor**-congruency to the Kentucky Core Academic Standards

**Comparability**- Data collected for the Student Growth Goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band or art classes.  For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed.  Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

To fulfill the criteria of measuring student growth at the local level the following protocol will be utilized to ensure rigorous and comparable growth measures used for all teachers. All teachers will write a student growth goal based on this criteria

* In order for student growth goals to be comparable across the schools and district, teachers will meet in professional learning communities to analyze data from district assessments and/or create common assessments for the purpose of gathering baseline and continuous data.
* Spencer County Schools will utilize the following rubric for assessing the rigor and comparability of all Student Growth Goals. Teachers will use this rubric to determine if student growth goals are acceptable and meet expectations.  Initial drafts of SGGs may be presented to colleagues in a PLC for peer review and feedback, using the rubric, before being submitted to the principal.
* Scoring Process:

|  |  |  |
| --- | --- | --- |
| **Structure of the Goal** | **Rigor of the Goal** | **Comparability of Data** |
| *The student growth goal:*  -Focuses on a standards-based enduring skill  -Identifies a specific area of need supported by data for current students  -Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students  -Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed  -Specifies a year-long/course-long interval of instruction | *The student growth goal:*  -Is congruent and appropriate for grade level/content area standards  -Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed  -Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable | *Data collected for the student growth goal:*  -Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed |

* + Building level administrators will work collaboratively with the teacher to determine the appropriate manner for scoring.

**Determining Growth for a Single Student Growth Goal**

Spencer County Schools will utilize the following process and matrix for determining student growth and proficiency (high, expected, low).

**Decisions Rules for Student Growth:**

* 90%-100% of the teachers’ goal will be considered high growth.
* 70%-89% of the teachers’ goal will be considered as expected growth.
* Below 70% of the teachers’ goal will be considered low growth.

**Decision Rules for Proficiency.**

* 90%-100% of the teachers’ goal will be considered high proficiency.
* 70%-89% of the teachers’ goal will be considered as expected proficiency.
* Below 70% of the teachers’ goal will be considered low growth proficiency.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S**  **T**  **A**  **T**  **E** | **High Growth**  **(90%-100%)** | Expected | High | High |
| **Expected Growth**  **(70%-89%)** | Expected | Expected | High |
| **Low Growth**  **(Below 70%)** | Low | Expected | Expected |
| \***This matrix is used to determine**  **progress on a single growth goal as well as determining the final score when a teacher has both a state and local contribution to student growth.** | | **Low Proficiency**  **(Below 70%)** | **Expected Proficiency**  **(70%-89%)** | **High Proficiency**  **(90%-100%)** |
| **LOCAL** | | |

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

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains. These include but are not limited to the following:

* observations conducted by certified supervisor observer(s)
* student voice survey(s)
* self-reflection and professional growth plans
* Program Review evidence
* team-developed curriculum units
* lesson plans
* communication logs
* timely, targeted feedback from mini or informal observations
* student data records
* student work
* student formative and/or summative course evaluations/feedback
* minutes from PLCs
* teacher reflections and/or self-reflections
* teacher interviews
* teacher committee or team contributions
* parent engagement surveys
* records of student and/or teacher attendance
* video lessons
* engagement in professional organizations
* action research

**Determining the Overall Performance Category**

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics (see local contribution for student growth), 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 stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

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

REQUIRED

* Observation
* Student Voice
* Professional Growth Plans and Self Reflection

OPTIONAL

* Other: District-Determined – Must be identified in the CEP

**PROFESSIONAL PRACTICE**

**DOMAIN RATINGS**

DOMAIN 1: [I,D,A,E]

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

**PROFESSIONAL JUDGMENT**

DOMAIN 2: [I,D,A,E]

DOMAIN 3: [I,D,A,E]

DOMAIN 4: [I,D,A,E]

* Provide a summative rating for each domain based on evidence.
* All ratings must be recorded in the KDE approved technology platform.

**Rating Overall Student Growth**

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrumentfor summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available). Spencer County will utilize the following protocol for determining an overall student growth rating.

STATE

* SGPs
* State Predefined Cut Scores

LOCAL

* SGG
* Maintain current process
* Rate on H/E/L

**STUDENT GROWTH**

**STUDENT GROWTH RATING**

STUDENT GROWTH [H,E,L]

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

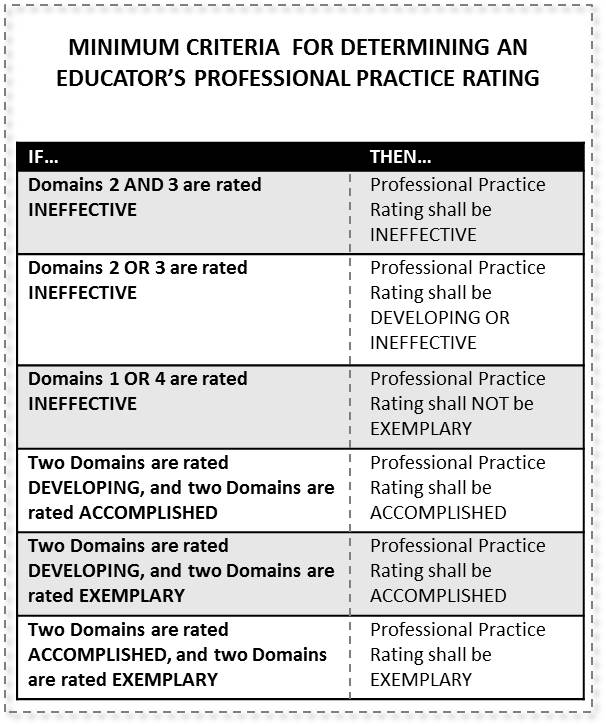
* In compiling the ratings of teachers our district will weigh the most recent data (both K-PREP and local contribution) more heavily than the prior years:
* Year 1 (most recent) - 50%
* Year 2 - 30%
* Year 3 - 20%
* Each rating will be assigned a numeric weighting:
* Low – 1
* Expected – 2
* High – 3
* You start out by averaging the data from each of your individual years. If you only have one piece of data for that year you do not need to average.
* To find the weighted average for the local goal you will use the following formula:
* **.50(Y1A) + .30(Y2A) + .20(Y3A) = GT (Growth Total)**
* (Y1A = Year One Average, Y2A = Year Two Average, Y3A = Year 3 Average)
* Apply the GT score to the following chart to find the overall ratings. The following would apply to those teachers not having three years of data.
  + If a teacher only has one year of data then that would account for 100% of their rating.
  + If a teacher only has two years then then a 60%/40% split will be utilized with the most recent year being weighted the heaviest.

|  |  |
| --- | --- |
| **Ranking** | **Average Score** |
| LOW | 1.0 – 1.49 |
| EXPECTED | 1.50 – 2.49 |
| HIGH | 2.50 – 3.0 |

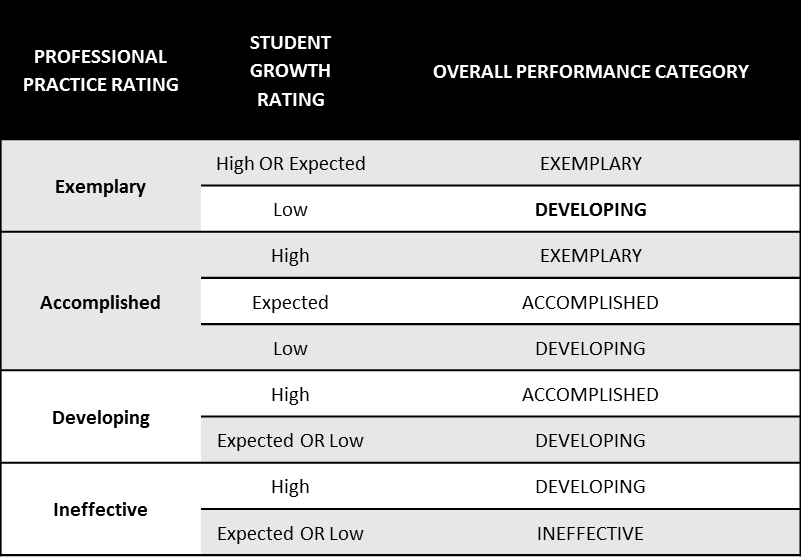
**Determining the Overall Performance Category**

An educator’s Overall Performance Category is determined by the following steps:

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply State Decision Rules for determining an educator’s Professional Practice Rating.



1. Apply State Overall Decision Rules for determining educator’s Overall Performance Category.



**CRITERIA FOR DETERMINING A TEACHER’S OR OTHER PROFESSIONAL’S PERFORMANCE CATEGORTY**

**OVERALL PERFORMANCE CATEGORY**

**Professional Growth Plan and Summative Cycle**

A summative evaluation conference will be held at the end of the summative evaluation cycle and include all applicable PGES data. Tenured teachers will be receive a summative evaluation every three years. Non-tenured teacher’s summative evaluation will take place yearly. Based on the overall Professional Practice rating and Student Growth rating, supervisors will then help teachers determine the type of Professional Growth Plan and the length of the summative cycle based on the chart below.

**ONE YEAR DIRECTED GROWTH PLAN**

* Goal determined by evaluator
* Goals focused on low performance/outcome area
* Plan activities designed by evaluator with educator input
* Formative review at midpoint
* Summative at end of plan

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

**LOW**

**EXPECTED**

**HIGH**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goal set by teacher with evaluator input
* One goal must focus on low student growth outcome
* Formative review annually

**ONE-YEAR CYCLE**

**DIRECTED GROWTH PLAN**

* Goal(s) Determined by Evaluator
* Goals focus on professional practice and student growth
* Plan activities designed by evaluator with teacher input
* Summative review annually

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.
* Formative review annually.

**UP TO 12-MONTH IMPROVEMENT PLAN**

* Goal(s) determined by evaluator
* Focus on low performance area
* Summative at end of plan

**INEFFECTIVE**

**DEVELOPING**

**ACCOMPLISHED**

**EXEMPLARY**

**STUDENT GROWTH RATING**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goals set by teacher with evaluator input
* Plan activities are teacher directed and implemented with colleagues.
* Formative review annually
* Summative occurs at the end of year 3.

**PROFESIONAL PRACTICE RATING**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goal(s) set by educator with evaluator input
* Formative review annually

**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.



**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.

Professional Growth Plans and Self- Reflection

Site-Visits

Val-Ed 360°

Working Conditions Growth Goal

STANDARD 4: Organizational Management

**OVERALL PERFORMANCE CATEGORY**

**PROFESSIOAL PRACTICE**

**STUDENT GROWTH**

**PROFESSIONAL JUDGMENT**

**STANDARD RATINGS**

STANDARD 3: Human Resource Management

STANDARD 2: School Climate

STANDARD 1: Instructional Leadership

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

State Contribution – ASSIST/NGL Goal

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

Local Contribution – Student Growth Goals (SGGs) based on school need

AND

**PERFORMANCE TOWARD TRAJECTORY**

**STUDENT GROWTH RATINGS**

LOCAL CONTRIBUTION: High, Expected, Low Growth Rating

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

STATE CONTRIBUTION: High, Expected, Low Growth Rating

**PROFESSIONAL JUDGMENT & STATE-DETERMINED DECISION RULES** establishing a common understanding of performance thresholds to which all educators are held

STANDARD 6: Professionalism

STANDARD 5: Communication & Community Relations

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

**Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard 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 standard.

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

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

* Required Sources of Evidence
  + Professional Growth Planning and Self-Reflection
  + Site-Visits
  + Val-Ed 360°
  + Working Conditions Goal (Based on TELL KY)
  + State and Local Student Growth Goal data

**Professional Practice**

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

**Professional Growth Planning and Self-Reflection – completed by principals & 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. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

* All principals will participate in self-reflection and professional growth planning each year.
* All assistant principals will participate in self-reflection and professional growth planning each year.
* Principals will complete he self-reflection and professional growth plan and submit to the Superintendent by Oct. 1st each school year. Assistant principals will submit this information to the building principal by the same date.

**Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

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

* Site Visits will be conducted utilizing the following timeline:

|  |  |
| --- | --- |
| 1st Site Visit | Will begin thirty days after the start of the school year and must be completed by December 15th |
| 2nd Site Visit | Must be completed by April 1st |

* The Superintendent / Designee will conference with the Principal within 10 working days of the site visit
* During the conference the Superintendent / Designee will discuss the site visit making connections to the principal performance standards when possible.

**Val-Ed 360° - completed for principals – not completed for assistant principals**

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

* The Evaluation Coordinator will serve as the point of contact for overseeing and administering the Val-Ed 360 survey
* The Val-Ed survey will be administered twice each school year utilizing the following timeline.

|  |  |
| --- | --- |
| 1st Survey | Must be completed by Nov. 1st |
| 2nd Survey | Must be completed by May 1st |

* The Val-Ed survey will be utilized to identify potential areas of growth for the building principal.
* The building principal and his/her immediate supervisors will have access to the Val-Ed survey.
* The Val-Ed survey will be administered at least once every two years in the school year that the TELL Kentucky is not administered.

**Working Conditions Goal (Goal inherited by Assistant Principal)**

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

* Principals will develop one 2-year working conditions goal after completion of the TELL Kentucky survey. The goal will be based on a survey question that indicates a need for growth.
* Once identified this question will be connected to one or more of the Principal Performance Standards.
* The following rubric will be utilized when determining the progress toward the working conditions goal. This will be based on the percentage of growth/decline in responses as indicated by the identified question on the next TELL Kentucky Survey and will be based on the principals individual goal.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ineffective** | **Developing** | **Accomplished**  **(met growth goal)** | **Exemplary** |
| Below 60% | 60%-79% | 80%-89% | 90%-100% |

* A midpoint review of the Working Conditions Goal will be conducted by the superintendent as part of the summative evaluation process at the end of the school year.
* Additional surveys and evidence used to inform progress toward the Working Conditions Goal will be determined by the Superintendent.

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

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the domains. These may include but are not limited to the following:

* 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

**Student Growth**

**State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)**

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. 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 ASSIST 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. Spencer County Schools will utilize the following guidelines for setting the student growth goal:

* Student Growth Goal will be selected based on ASSIST/NGL trajectory.
* It will be based on Gap population unless Local goal is based on Gap population.
* Interim trajectory goals will be based on those that are identified on the School Report Card.
* High, expected and low growth will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Low Growth** | **Expected Growth** | **High Growth** |
| **Below 70%**  **Of Goal** | **70%-89%**  **Of Goal** | **90%-100%**  **Of Goal** |

**Local Contribution – Based on School Need (Goal inherited by Assistant Principal)**

The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus. The local goal must include the following

* Based on Gap population unless State goal is based on Gap population.
* Each principal is expected to have one local goal.
* The Principal and the Superintendent / Designee will work collaboratively to develop the local goal based on the school assessment data.
* High, expected and low growth will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Low Growth** | **Expected Growth** | **High Growth** |
| **Below 70%**  **Of Goal** | **70%-89%**  **Of Goal** | **90%-100%**  **Of Goal** |

**Determining the Overall Performance Category**

Supervisors are responsible for determining an Overall Performance Category at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains and decision rules that establish a common understanding of performance thresholds to which all educators are held.

**Rating Overall Professional Practice**

* Spencer County Schools will record ratings in the KDE approved technology platform.
* Ratings must be determined by June 1st of each school year.

REQUIRED

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

OPTIONAL

* Other: District-Determined – Must be identified in the CEP

**PROFESSIONAL PRACTICE**

**DOMAIN RATINGS**

STANDARD 1: [I,D,A,E]

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

**PROFESSIONAL JUDGMENT**

STANDARD 2: [I,D,A,E]

STANDARD 3: [I,D,A,E]

STANDARD 4: [I,D,A,E]

STANDARD 6: [I,D,A,E]

STANDARD 5: [I,D,A,E]

**Professional Practice Decision Rules**

|  |  |
| --- | --- |
| ***Criteria for Determining Professional Practice Rating (Principal or Assistant Principal)*** | |
| **IF…** | **THEN…** |
| **Rated Exemplary in at least four of the standards and one standard is rated as Developing of Ineffective** | **Rating shall be Exemplary** |
| **Rated Accomplished in a least four standards and no standard is rated Ineffective** | **Rating shall be Accomplished** |
| **Rated Developing in at least five standards** | **Rating shall be Developing** |
| **Rated Ineffective in two or more standards** | **Rating shall be Ineffective** |

**Rating Overall Student Growth**

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

* Ratings will be recorded in CIITS
* The following Matrix will be utilized to determine overall growth

|  |  |  |  |
| --- | --- | --- | --- |
| **(STATE)**  **High Growth**  **(90%-100%)** | Expected | High | High |
| **(STATE)**  **Expected Growth**  **(70%-89%)** | Expected | Expected | High |
| **(STATE)**  **Low Growth**  **(Below 70%)** | Low | Expected | Expected |
|  | **(LOCAL)**  **Low Proficiency**  **(Below 70%)** | **(LOCAL)**  **Expected Proficiency**  **(70%-89%)** | **(LOCAL)**  **High Proficiency**  **(90%-100%)** |

* In compiling the ratings of principals Spencer County will weigh the most recent data (both state and local contribution) more heavily than the prior years:
* Year 1 (most recent) - 50%
* Year 2 - 30%
* Year 3 - 20%
* Each rating will be assigned a numeric weighting:
* Low – 1
* Expected – 2
* High – 3
* You start out by averaging the data from each of your individual years. If you only have one piece of data for that year you not need to average.
* To find the weighted average for the local goal you will use the following formula:
* **.50(Y1A) + .30(Y2A) + .20(Y3A) = GT (Growth Total)**
* (Y1A = Year One Average, Y2A = Year Two Average, Y3A = Year 3 Average)
* Apply the GT score to the following chart to find the overall ratings. The following would apply to those Principals not having three years of data.
  + If a Principal only has one year of data then that would account for 100% of their rating.
  + If a Principal only has two years then then a 60%/40% split will be utilized with the most recent year being weighted the heaviest.

|  |  |
| --- | --- |
| **Ranking** | **Average Score** |
| LOW | 1.0 – 1.49 |
| EXPECTED | 1.50 – 2.49 |
| HIGH | 2.50 – 3.0 |

STATE

* ASSIST/NGL Goal

LOCAL

* Based on school need

**STUDENT GROWTH**

**STUDENT GROWTH RATING**

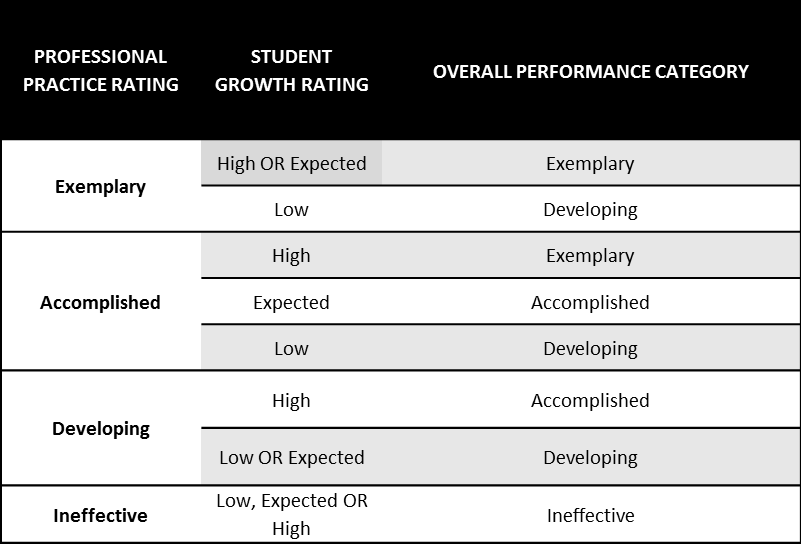
STUDENT GROWTH [H,E,L]

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

**Determining the Overall Performance Category**

Administrators will receive a summative evaluation annually. A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice and Student Growth. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.



**CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY**

**Professional Growth Plan and Summative Cycle**

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

**Documentation**

* Evaluations for all staff will be documented on approved forms and will become part of the official personnel file.
* An opportunity for written response shall be included in the official personnel file
* A copy of the evaluation will be provided to the evalutee.

**Cycle of the PPGES**

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

Administer Formative Val-Ed

Site-Visit by Superintendent

Mid-Year Review with Superintendent

Site-Visit by Superintendent

End-of-Year Review with Superintendent

**Overall**

**Performance**

**Category**

**PPGES**

Administer Summative Val-Ed and/or TELL Survey

**Review Accountability and ASSIST Goal Results** & Set SGG/PGP/Working Conditions 2-year Goal

**Other District Administrators**

All other district administrators will develop a professional growth plan and be evaluated utilizing the ISLLC Standards.

**Standard 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.

Functions

1. Collaboratively develop and implement a shared vision and mission
2. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
3. Create and implement plans to achieve goals
4. Monitor and evaluate progress and revise plans

**Standard 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.

Functions

1. Nurture and sustain a culture of collaboration, trust, learning and high expectations
2. Create a comprehensive, rigorous, and coherent curricular program
3. Create a personalized and motivating learning environment for students
4. Supervise instruction
5. Develop assessment and accountability systems to monitor student progress
6. Develop the instructional and leadership capacity of staff
7. Maximize time spent on quality instruction
8. Promote the use of the most effective and appropriate technologies to support teaching and learning
9. Monitor and evaluate the impact of the instructional program

**Standard 3:** An education 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

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

**Standard 4:** An education 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

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

**Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner,

Functions

1. Ensure a system of accountability for every student’s academic and social success
2. Model principles of self-awareness, reflective practices, transparency, and ethical behavior
3. Safeguard the values of democracy, equity, and diversity
4. Consider and evaluate the potential moral and legal consequences of decision-making
5. Promote social justice and ensure that individual students needs inform all aspects of schooling

**Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

Functions

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Standard 7:** The administrator demonstrates professional ethics.

Functions

1. Will be an ambassador for Spencer County Public Schools and commit to offering excellent customer service to students, parents and staff.
2. Maintains a professional demeanor with students, parents, teachers and administrators.
3. Returns phone calls and e-mails in a timely manner.
4. Participates in District Instructional Initiatives.
5. Maintains good attendance and punctuality.
6. Dresses in a professional manner.
7. Attends and participates in required meetings.
8. Plans, attends, and participates in Data/PD Days.

**Appeals Process (all certified staff)**

According to 156.557 Section 9,

 Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

      (2) The appeal procedures shall be as follows:

      (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

      (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

      (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

      (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**Membership and Elections Procedures**

All members of the appeals panel shall be current certified employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Superintendent. Ref: KRS 156.101 and 704 KAR:345.

A minimum of two (2) appeals panel members will be nominated in each school. Each nominee must have agreed to serve. The names of the two (2) persons with the greatest number of votes at each school will be placed on a ballot for a districtwide election to be held no later than September 30. Voting will be by secret ballot. Write-in votes will be acceptable. The top two (2) vote getters will serve as the certified teacher members of the panel. Should either not be able to serve, the vacancy shall be filled by the remaining vote getters in descending order of votes received.

The Superintendent shall also appoint a certified member to serve on the panel by September 30 each year. The panel shall elect its chairperson for each appeal. The length of term for an appeals panel member shall be one (1) year. Panel members may be re-elected for the position. Panel members shall assume their responsibilities as soon as the election results are announced.

Panel members may seek training through the district evaluation coordinator.

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the Superintendent within five (5) working days of receipt of the evaluation*. Both substance and procedural issues shall be considered by the panel.*

1. No member of the panel shall serve on any appeal in which he/she was the evaluator.
2. No panel member shall serve on any appeal brought by the member’s immediate family.
3. Upon receiving the request, the Superintendent will convene the appeals panel within five (5) working days for an organizational meeting. The panel will review the hearing process and select its chairperson. A date for a preliminary hearing will be set at that time in consultation with both the evaluatee and the evaluator. At both the preliminary hearing and the actual appeals hearing, the evaluatee and/or evaluator may be represented by legal counsel or their chosen representative; the Board of Education shall provide for legal counsel to the panel if requested.
4. The preliminary hearing, to be convened within ten (10) working days, shall include:
   * Explanation of the procedure for the appeals hearing;
   * Exchange of five (5) copies of all documentation to be presented to the appeals panel (one for evaluatee, evaluator, and three (3) panel members;
   * Date is agreed upon for the appeals hearing to be held with five (5) working days;
5. The appeals hearing shall include time for presentation of documents and witnesses by both parties.
6. The panel shall make a recommendation to the Superintendent within five (5) working days of the preliminary hearing.
7. A certified employee who wishes to do so may appeal procedural matters to the State Board of Education after the appeal process has been completed

**Powers and Conditions**

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator.
5. Legal counsel may be present to assist the appeals panel and to represent either party.
6. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.
9. The hearing will follow this format:

* The chairperson will convene the hearing, review procedures, and clarify the panel’s responsibilities.
* The evaluatee will make a statement of claim and present evidence supporting it.
* The evaluator will make a statement of claim and present evidence supporting it.
* The panel may question the evaluatee and the evaluator.
* Each party (evaluator and evaluatee) will be asked to make closing remarks.
* The chairperson may make closing remarks.
* The panel will withdraw to examine evidence and come to a decision.

1. After sufficiently reviewing all evidence, the panel shall issue one (1) of the following three (3) recommendations to the Superintendent:

* Uphold the original summative evaluation;
* Remove the whole evaluation and any part of the summative evaluation;
* Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee. The results of the actions taken by the Superintendent upon the recommendation of the panel will be given to both parties in writing and placed in the employee’s personnel file.

**Appeal Process Timeline**

(1) Date of Summative Evaluation

(2) Completed Appeal Form Filed with Superintendent within 10 working

days of (1)

(3) Superintendent Convenes Organizational Meeting of Appeals Panel within 5 working days

of (2)

(4) Preliminary Hearing within 10 working

days of (3)

(5) Hearing of Appeal by Panel within 5 working days

of (4)

(6) Panel Recommendation to the Superintendent within 5 working days of (5)

(7) Superintendent Notifies All Parties of Decision within 3 working days

of (6)

**SPENCER COUNTY PUBLIC SCHOOLS**

**EVALUATION APPEAL FORM**

INSTRUCTIONS

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

**Employee’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Job Title** | **Building** | **Grade/Department** |

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 summative evaluation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Employee’s Signature Date***

**Appendix A:**

###### PRE-OBSERVATION CONFERENCE FORM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator Date of Pre-Conference School

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Period/Time Grade/Level

**Professional Growth Plan Performance Area:**

(Must reflect school PD goals.

\*\*Bring a copy of your district unit/lesson plan with you to the pre-observation conference.

**Total # of Students in Class\_\_\_\_\_\_\_ # of Students with IEPs\_\_\_\_\_\_\_**

***Pre-Observation Questions:***

1. What is your essential question? 2. List the daily learning target(s) for this unit.

3. How will you formatively assess your daily 4. What content vocabulary is necessary for

learning target(s)? students to understand the lesson?

5. What best practice instructional strategies will 6. In what instructional activities will the

be used? Please refer to District Learning students be engaged? At what level(s) of

Walk document. Bloom’s Taxonomy will the students be

working?

7. List any specific teaching behaviors you would 8. Are there any special circumstances you

like monitored. should explain to the evaluator?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature Date Evaluator’s Signature Date**

**Appendix B:**

**Spencer County Schools**

**Post Observation Document**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Observation\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tenured\_\_\_\_Non Tenured\_\_\_\_ Full\_\_\_\_Mini\_\_\_\_**

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

**Comments:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature Date Evaluator’s Signature Date**

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

**Appendix C:**

**Spencer County Schools**

**Summative Document**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_*\_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gr/Content\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tenured\_\_\_\_ Non Tenured\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | **Rating:** | | | | **Domain 2: Classroom Environment** | **Rating:** | | | |
| A: Knowledge of Content and Pedagogy | **I** | **D** | **A** | **E** | A: Creating a Culture of Respect and Rapport | **I** | **D** | **A** | **E** |
| B: Knowledge of Students | **I** | **D** | **A** | **E** | B: Establishing a Culture for Learning | **I** | **D** | **A** | **E** |
| C: Selecting Instructional Outcomes | **I** | **D** | **A** | **E** | C: Managing Classroom Procedures | **I** | **D** | **A** | **E** |
| D: Knowledge of Resources | **I** | **D** | **A** | **E** | D: Managing Student Behavior | **I** | **D** | **A** | **E** |
| E: Designing Coherent Instruction | **I** | **D** | **A** | **E** | E: Organizing Physical Space | **I** | **D** | **A** | **E** |
| F: Designing Student Assessment | **I** | **D** | **A** | **E** |  |  |  |  |  |
| **Domain 3: Instruction** | **Rating:** | | | | **Domain 4: Professional Responsibilities** | **Rating:** | | | |
| A: Communicating with Students | **I** | **D** | **A** | **E** | A: Reflecting on Teaching | **I** | **D** | **A** | **E** |
| B: Questioning and Discussion Techniques | **I** | **D** | **A** | **E** | B: Maintains Accurate Records | **I** | **D** | **A** | **E** |
| C: Engaging Students in Learning | **I** | **D** | **A** | **E** | C: Communicating with Families | **I** | **D** | **A** | **E** |
| D: Using Assessment in Instruction | **I** | **D** | **A** | **E** | D: Participating in a Professional Community | **I** | **D** | **A** | **E** |
| E: Flexibility and Responsiveness | **I** | **D** | **A** | **E** | E: Growing and Developing Professionally | **I** | **D** | **A** | **E** |
|  |  |  |  |  | F: Demonstrating Professionalism | **I** | **D** | **A** | **E** |
| **Student Growth**  **Component:** | **Rating** | | | | **Professional Practice**  **Total Score:** | **I** | **D** | **A** | **E** |
| State Contribution | **NA** | **L** | **E** | **H** | **Final Rating** | **I** | **D** | **A** | **E** |
| Local Contribution |  | **L** | **E** | **H** |
| **Combined Score:** |  | **L** | **E** | **H** |

**Comments Attached: \_\_\_\_\_\_\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_No**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluatee’s Signature Date Evaluator’s Signature Date**

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

**Appendix D:**

#### **INDIVIDUAL SUPPORT PLAN**

**SCHOOL YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_WORK SITE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher**  **Standard** | **Desired Outcome** | **Activities for**  **Achieving Outcome** | **Review**  **Date** |
|  |  |  |  |

***Note: It is the responsibility of the evaluatee to seek clarification of any item on the ISP that is not understood.***

**EVALUATOR’S COMMENTS:**

*Signature and Date***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EVALUATEE’S COMMENTS:**

*Signature and Date***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix E:**

#### **INDIVIDUAL SUPPORT PLAN REVIEW PAGE**

**SCHOOL YEAR\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### **DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_WORK SITE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review**  **Date** | **Achieved** | **Not**  **Achieved** | **Comments** |
|  |  |  |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Evaluatee Signature and Date Evaluator Signature and Date***

**Appendix F:**

**C:\Users\Abbie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ES511RNG\MC900290671[1].wmf**

|  |  |  |
| --- | --- | --- |
| Site Visit Form | 2015-2016  Spencer County Schools | |
|  | |  |

This form may be used by the evaluator in conduction the Principal Site Visit and Interview

**Performance Standard 1. Instructional Leadership**

***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.***

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Demonstrates knowledge of research-based instructional best practices

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*

1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.

1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

* *Please describe any innovative and effective leadership strategies that you have used this year.*
* *What opportunities have you created this year for collaboration among teachers?*
* *How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?*
* *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
* *How do you monitor teachers’ performance and provide constructive feedback to them?*
* *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
* *How do you involve the expertise of teacher leaders?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Evaluator Feedback:**

**Performance Standard 2: School Climate**

***The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.***

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The principal:**

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Promotes a culture of collaboration, trust and shared leadership.

2.5 Supports the staff through continuous improvement efforts.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.

2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.

2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

* *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
* *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
* *What are the strategies you use to nurture and sustain a climate of trust in your school?*
* *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
* *What are the internal and external factors that you perceive are affecting your school?*
* *How have you strived this year to make the school environment more academically rigorous?*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Feedback:**

**Performance Standard 3: Human Resources Management**

***The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.***

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

3.1 Actively participates in an effective and efficient selection process in consultation with the school council.

3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.

3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.4 Provides a mentoring process for all new and targeted instructional personnel.

3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.

3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.

3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.

3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.

3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

* *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
* *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
* *In what ways do you support the achievements of high-performing teachers?*
* *How do you ensure new teachers and staff receive the support they need during their first year?*
* *How do you foster an atmosphere of professional learning among staff?*
* *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

**Evaluator Feedback:**

**Performance Standard 4: Organizational Management**

***The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.***

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.

4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.

4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.

4.5 Reviews fiscal records regularly to ensure accountability for all funds.

4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.

4.7 Follows state and local policies with regard to finances, school accountability, and reporting.

4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

* *Please explain the ways in which you have demonstrated proactive decision-making this year.*
* *Please provide an example of how you have been able to maximize your available resources.*
* *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
* *What information is used to inform the decisions related to organizational management?*
* *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
* *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school’s organizational management?*

**Evaluator Feedback:**

**Performance Standard 5: Communication and Community Relations**

***The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.***

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence*.*

**Suggested Guiding Questions/Prompts:**

* *Please describe how you promote the success of all students through communication.*
* *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
* *How do you involve parents and families in student learning?*
* *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
* *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

**Evaluator Feedback:**

**Performance Standard 6: Professionalism**

***The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.***

**Sample Performance Indicators : Examples may include, but are not limited to:**

**The principal:**

6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.

6.3 Maintains a professional appearance and demeanor.

6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5 Maintains confidentiality.

6.6 Maintains a positive, optimistic, and straight-forward attitude.

6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.

6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.

6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.

6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher***.***

6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Suggested Guiding Questions/Prompts:**

* *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
* *How do you communicate professional beliefs and values to all stakeholders?*
* *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
* *What professional learning have you sought out this year?*
* *In what ways have you observed a change in your role as a school leader and your leadership style?*
* *In what ways do you take an active role in professional organizations?*

**Evaluator Feedback:**

**Appendix G:**

**Spencer County Schools**

**Site Visit Document**

**Evaulatee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Site Visit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Conference\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain 1:**  ***Instructional Leadership*** | **Rating:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **I** | **D** | **A** | **E** | **NA** | | **Domain 2:**  ***School Climate*** | **Rating:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **I** | **D** | **A** | **E** | **NA** | |
|  | |  | |
| **Domain 3:**  ***Human Resources Management*** | **Rating:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **I** | **D** | **A** | **E** | **NA** | | **Domain 4: *Organizational Management*** | **Rating:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **I** | **D** | **A** | **E** | **NA** | |
|  | | | |
| **Domain 5:**  ***Communications and Community Relations*** | **Rating:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **I** | **D** | **A** | **E** | **NA** | | **Domain 6:**  ***Professionalism*** | **Rating:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **I** | **D** | **A** | **E** | **NA** | |
| **Comments:** | | | |

**Evaluator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee Signature\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix H:**

###### SUMMATIVE EVALUATION FOR ADMINISTRATORS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ISSLC Standards  **for Administrators** | **Exceeds** | **Achieves** | **Growth Needed** | **Does Not Achieve\*\*** | **Comments** |
| **1. Vision** |  |  |  |  |  |
| 1. **School Culture and Learning** |  |  |  |  |  |
| **3. Management** |  |  |  |  |  |
| **4. Collaboration** |  |  |  |  |  |
| **5. Integrity, Fairness,**  **Ethics** |  |  |  |  |  |
| 1. **Political, Economic, Legal** |  |  |  |  |  |
| 1. **\*Demonstrates Professional Ethics** |  |  |  |  |  |

**Comments**

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

**1 2 3 4 5 6 7**

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

**\_\_\_\_\_\_\_**Agree with this summative evaluation

\_\_\_\_\_\_\_Disagree with this summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EVALUATEE DATE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EVALUATOR DATE

1. **EXCEEDS** – extraordinary, unusual, beyond expectation of the standard.
2. **ACHIEVES** – fully meets the expectation of the standard, excellent work.
3. **GROWTH NEEDED** – identifies areas where performance is lacking, areas that merit focused attention.
4. **DOES NOT ACHIEVE** – serious failure to meet standard.

\*\*Any rating in the “Does Not Achieve” column requires the development of an Individual Support Plan.

**\*Spencer County Standards**