Henderson County Schools

Certified Evaluation Plan 2017-18

Equal Educational and Employment Institution

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PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL

Marganna Stanley, Superintendent

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2017 EVALUATION PLAN DEVELOPMENT COMMITTEE MEMBERS

Ginger Ashby, Thelma B. Johnson Early Learning Center Principal
Dessa Bray, Central Academy Teacher
Jinger Carter, Director of Human Resources
Jennifer Hollis, East Heights Teacher
Becky Johnson, North Middle School Principal
Laura Kopshever, South Heights Teacher
Renee Leeper, Spottsville Teacher
Valerie Norman, Cairo Teacher
Paige O'Nan, Niagara Elementary Principal
Debbie Polley, A.B. Chandler Teacher
Crissy Sandefur, Jefferson Elementary Principal
Michael Sprague, KEA Teacher Representative
Jo Swanson, Assistant Superintendent for Teaching and Learning
Chad Thompson, High School Principal
Kim White, Director of Assessment and Accountability
Allyson Williams, South Middle School Teacher
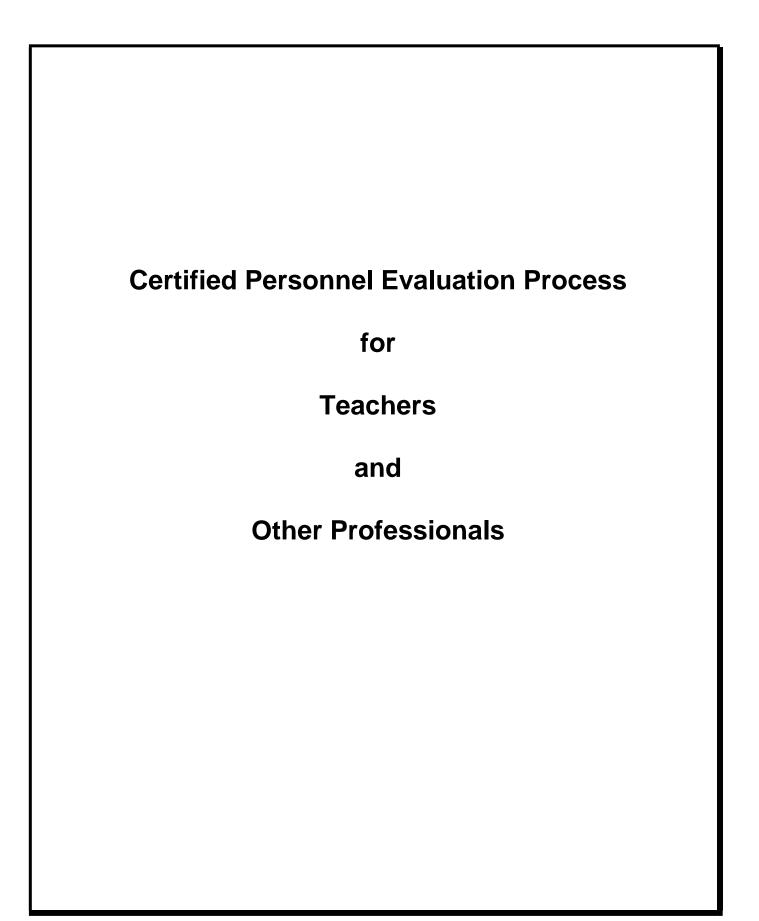Ryan Wood, Bend Gate Teacher

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN ASSURANCES

The Henderson County School District hereby assures the Commissioner of Education that:
- This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
- The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.
- All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.
- All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.
- All tenured teachers will be evaluated a minimum of once every three years.
- Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.
- Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.
- The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
- This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 19, 2017.

Signature of Superintendent	**Date**
Signature of Board of Education Chair	**Date**

Certified Personnel Evaluation Process

for

Teachers

and

Other Professionals

Roles and Definitions

- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **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.
- **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.
- **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.
- **Evaluatee:** A certified school personnel who is being evaluated.
- **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
- **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
- **Improvement Plan:** A plan for improvement up to twelve months in duration for teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
- **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.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
- **Peer observation:** Observation and documentation by trained certified school personnel who are not administrators.
- **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
- **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.
- **Principal and Assistant Principal:** Certified school personnel who devotes the majority of employed time in the role of principal or assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **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.
- **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- **Teacher:** Certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- For Additional Definitions and Roles, please see 704 KAR 3:370.

The Kentucky Framework for Teaching and
Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching (FfT) 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.

Evaluators must use the following categories of evidence in determining overall ratings:
- Professional Growth Planning with embedded Self-Reflection
- Observation

Evaluators may use the following categories of evidence in determining overall ratings:
- Walk-throughs/feedback
- Lesson plans/Team developed curriculum units
- Communication logs
- Data - Formative and/or summative test data; student data records; trend data
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher committee or team contributions
- Parent engagement surveys
- Video lessons
- Action research
- Engagement in professional organizations
- Performance-based measures with rubrics
- Teacher feedback to students
- Other as discussed with evaluatee/evaluator

Professional Growth Planning

Professional growth planning is a reflective process for teachers and other professionals. To complete this process, the teachers and other professionals shall:

> (1) Reflect on his/her current growth needs based on multiple sources of data and identify an area or areas for focus aligned with the school/district improvement plans;
> (2) Collaborate with the primary evaluator to develop a professional growth plan and action steps;
> (3) Implement the plan;
> (4) Regularly reflect on the progress and impact of the plan on his/her professional practice;
> (5) Modify the plan as appropriate;
> (6) Conduct a summative reflection on the degree of goal attainment and the implications for next steps; and
> (7) Complete and document the Professional Growth Plan.

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals, which drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals shall participate in self-reflection and professional growth planning each year. The PGP shall serve as a source of evidence for the summative evaluation.

Table 1: PGP Development:

Activity	Timeline	Evaluatee Role Procedure/Documentation	Evaluator Role/Monitoring
PGP Development	-Reflect within first 30 calendar days of school -Evaluatee submits by September 30 -Evaluator approves by October 31	• Using Framework for Teaching (FfT) determine current level of practice • Complete *PGP form* • Submit to evaluator for review and approval	• Collaborate with evaluatee; review and approve *PGP* • Print/Sign/Date/Upload in district platform
Final Reflection	-Nontenured and Tenured (summative year) – by May 1 -Tenured (non-summative year) – by May 15	• Complete end-of-year sections on the *PGP form* and supply evidence • Sign and date after conference	• Conference with evaluatee to determine *PGP* status for continuation; revision; or completion • Print/Sign/Date • Submit *PGP* to district

Note: Timelines may by impacted by adjustment of calendar and/or release of state assessment data.
Late hires – Evaluatees hired after the school year begins shall complete Self-Reflection within 30 days of employment and *PGP* within 45 days of employment.

Observation

The observation process is a critical component of determining educator effectiveness. The supervisor observation will provide documentation and feedback to measure the effectiveness of an educator's professional practice.

For other professionals, these observations may occur in the form of a class observation or a site visit by the primary evaluator according to what is most is most fitting for the other professional's role and function.

There must be two observations in the summative cycle conducted by the evaluator—1 formal; 1 informal. At the primary observer's discretion, additional observations may be required. Observations may begin

after the evaluation training takes place within 30 calendar days of reporting for employment each school year. These observations must be documented in the district-approved platform.

KTIP interns will follow the prescribed KTIP process.

Observation Pre- and Post- conferences

Informal observations may be announced or unannounced; however formal observations must be announced. For all observations, pre-conferences are optional. At the evaluator or evaluatee's discretion, a pre-conference can take place. This must occur within five (5) days prior to the observation. If conducted, pre-conferences can take place in person or electronically.

Observers must conduct a post-conference within five (5) working days following each observation. The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable evaluation data. The evaluatee shall be afforded the opportunity to provide a written response to the observation that will be placed in the personnel file with the observation documents.

Resource documents that may be used for pre- and post- conferences include: Pre-Observation document; lesson plans, observation evidence; KY Framework; and Post-Conference document.

Table 2: Observation Pre- and Post- conferences:

Observation Type	Pre-Conference Format	Post-Conference Format
Announced Informal	Optional (If chosen, can be in-person or by email)	In-person
Unannounced Informal	N/A	In-person
Formal	Optional (If chosen, can be in-person or by email)	In-person

Observation Schedules

One-Year Cycle Summative Observation Model
Non-tenured teachers and non-tenured other professionals are on a one-year cycle for evaluation. Tenured teachers and other professionals on a Corrective Action Plan shall follow the one-year summative observation model.

Table 3: One-Year Cycle Summative Observation Model for TPGES/OPGES

Observation Type	Observation Time	Documentation	Observation Timeline
Informal Observation or Site Visit	Suggested to be at least 20 Minutes	Step 1: Record observation evidence with focus on Domains 2 & 3 Step 2: Print/sign/date using district approved forms/ platform	By March 15th
Formal Observation or Site Visit	Full Class/Lesson	Step 1: Record observation evidence Step 2: Print/sign/date using district approved forms/ platform	By April 15th
Summative Evaluation Meeting		Step 1: At evaluatee's conference, print/sign/date using district approved forms/ platform Step 2: Provide copies for Evaluatee; Primary Evaluator's Records; and District Director of Human Resources for employee's personnel file	By May 1st

Three Year Summative Observation Model

Tenured teachers and other professionals on a three (3) year summative cycle are required to have one formal and one informal observation within the three (3) year cycle. To scaffold the primary evaluator's observations within the three (3) year cycle, recommended timelines are in the following table. Tenured teachers who yield an ineffective rating shall have multiple observations.

Table 4: Three Year Cycle Summative Observation Model:

Observation Type	Observation Time	Documentation	Observation Timeline
Informal Observation or Site Visit	Suggested to be at least 20 Minutes	Step 1: Record observation evidence with focus on Domains 2 & 3 Step 2: Print/sign/date using district approved forms/ platform	By March 15th of Year 1, Year 2 or Year 3
Formal Observation or Site Visit	Full Class/ Lesson	Step 1: Record observation evidence Step 2: Print/sign/date using district approved forms/ platform	By April 15th of Year 3
Summative Evaluation Meeting		Step 1: At evaluatee's conference, print/sign/date using district approved forms/ platform Step 2: Provide copies for: • Evaluatee • Primary Evaluator's Records • District Director of Human Resources for employee's personnel file	By May 1st of Year 3
Late Hire Protocol: Evaluatees who are hired after the first instructional day will still receive all evaluations, but timelines may be adjusted. Calendar Adjustment: Timelines may by impacted by adjustment of school calendar.			

Peer Observation

A peer observation is not required. The evaluator or evaluatee may choose for this to be a piece of evidence in the evaluation cycle. Peer observation, if selected, will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. No ratings will be given by the peer observer.

A peer observer will observe, collect, share evidence, and give feedback for formative purposes only. Peer observers will not score or rate an educator's practice, nor will peer observation data be shared with anyone other than the evaluatee unless permission is granted. All peer observation documentation will be accessed only by the evaluatee. Peer observers will be selected and agreed upon by consensus between the principal and the observed educator.

As an alternative form of peer observation, the evaluatee may choose to observe a peer's class/site rather than being observed.

Table 5: Peer Observation

Evaluatee Responsibility	• Evaluatee will come to consensus with evaluator on the selection of the peer observer from the available trained peer observers at the evaluatee's school • Evaluatee will request a peer observer and notify the principal by February 15 of the summative year
Peer Observer Caseload	• Recommendation is to limit to 2 peer observations, but this will be determined by evaluator, observer, and evaluatee • Peer observer accepts or denies the request made by the evaluatee
Peer Observer Responsibility	• Peer observers may decline the request and should inform the evaluatee and evaluator • Conduct a pre-conference, electronic or in person IF the evaluatee requests it

Evaluation Rating

The Kentucky Framework for Teaching (FfT) 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 evaluation. Evaluators will organize and analyze evidence for individual educators based on these descriptions of practice. 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. The evaluator will determine, based on evidence and decision rules, a summative rating for each domain. All ratings must be recorded in the district- approved technology platform.

Table 6: Criteria for Educator's Evaluation Rating

If…	Then…
Domains 2 AND 3 are rated INEFFECTIVE	Evaluation Rating shall be **INEFFECTIVE**
Domains 2 OR 3 are rated INEFFECTIVE	Evaluation Rating shall be **DEVELOPING** or **INEFFECTIVE**
Domains 1 OR 4 are rated INEFFECTIVE	Evaluation Rating shall NOT be **EXEMPLARY**
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Evaluation Rating shall be **ACCOMPLISHED**
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Evaluation Rating shall be **ACCOMPLISHED**
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Evaluation Rating shall be **EXEMPLARY**

Certified Personnel Evaluation Process

for

Principals

and

Assistant Principals

Roles and Definitions

- **Administrator**: means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Documentation**: artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
- **Evaluator**: the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training, and if evaluating teachers, observation certification training.
- **Evaluatee**: district/school personnel who is being evaluated
- **Professional Growth Plan**: an individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school, district data, is produced in consultation with the evaluator.
- **Performance Levels**: general descriptors that indicate the principal's performance.
- Principals can be rated: Ineffective, Developing, Accomplished, or Exemplary on the scale.
- **Performance Rubrics**: a behavioral summary scale that describes acceptable performance levels for each of the six performance standards.
- **Performance Standards**: guiding standards that provide a defined set of common purposes and expectations the guide effective leadership. Standards are: instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
- **School Site Visits**: a visit to provide information on a variety of work contributions made by principals. Examples include, but are not limited to, watching a principal interacting with others, conducting a program, or shadowing a principal
- **SMART**: acronym used to develop a goal: **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic,
- **T**ime Bound.
- **TELL Kentucky**: a working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
- **Working Conditions Goal**: goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.
- For additional definitions and roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System.

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.

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 projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also 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. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:
- Professional Growth Planning with embedded Self-Reflection
- Evaluator Site visits (minimum of 2 per year)
- Working Conditions Goal

Evaluators may use the following categories of evidence in determining overall ratings:
- Products of Practice
- Surveys
- Other

Professional Growth Planning and Self-reflection

Principals and assistant principals shall complete Professional Growth Planning and Self Reflection each year. 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.

Table 7: Self-reflection & Professional Growth Plan

Activity	Timeline
Reflect using Performance Standards and Survey Results	By September 15 (Data portion to be completed within 10 days after receiving state assessment data)
Principal & Superintendent Review of Self Reflection & collaboratively develop PGP	By September 30 (Data portion to be completed within 10 days after receiving state assessment data)
Final PGP Review Documentation/ artifacts	By April 30
Timelines may be tentative if impacted by an adjustment of calendar and/or release of state assessment data. Late Hires – Complete Self-Reflection within 30 days and PGP within 45 days of employment.	

Site Visits

Site visits are a method by which the superintendent/designee gains 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. These are not required for assistant principals.

Table 8: Superintendent/Designee Site Visits

Activity	A minimum of 2 site visits shall occur annually, with one site visit scheduled with faculty and/or students present.
Location	School
Timeline	Visit #1 prior to December 31 for a minimum of 1 hour Visit #2 by April 15 for a minimum of 1 hour
Superintendent/designee	• Schedule & conduct each site visit • Complete observation and record evidence from visit on recording tool form • Schedule & conduct post conference/mid-year review/summative conference
Resource	• *Observation/Site Visit Form* • Performance Standards documentation • All other evidence: surveys, PGP
Conference Expectations	• Reference the Observation/Site Visit template suggested guiding questions/prompts for Performance Standard conversations. • Conference will occur within 5 school days after the site visit. • Superintendent/designee shall provide feedback on: Performance, Standards, PGP and additional supporting evidence
Site Visits Connected to Performance Standards	Superintendent/designee shall gain insight and provide feedback on Performance Level of Performance Standards from observation, evidence, and conversation.
Late Hires	Principals hired after the first instructional day will still receive all site visits; however timelines may be adjusted.

Working Conditions Goal

Principals are responsible for setting a yearly Working Conditions Growth Goal (WCG) 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. The assistant principal inherits the Working Conditions Goal of the principal.

Table 9: Working Conditions Goal

Timeline	Every 2 years
Working Conditions Goal	1 goal minimum after the completion of TELL Kentucky Survey
Process for Development of WCG Action Plan	- Principal and superintendent/designee identify areas of greatest need of improvement based on the TELL questions to select the growth area that will have the greatest impact on school culture/student success - Principal and superintendent/designee will identify Target Questions from TELL results - Principal and superintendent/designee will connect the Target Questions to the appropriate Performance Standard for the WCG Goal - Principal and superintendent/designee will write the WCG statement using SMART format and ensuring rigor to be accomplished in the 2 year cycle - Principal and superintendent/designee will develop a WCG Action Plan with strategies, actions, resources, supports, and completion dates - All decisions shall be determined in a collaborative process

WCG Rubric	- Principal and superintendent/designee will develop a WCG Rubric with four performance levels to assess the WCG - Performance levels will be Ineffective, Developing, Accomplished, and Exemplary with each performance level identifying the % of agreement identifying with each performance level
	Example WCG:
	Question 7.1 School leadership consistently supports teachers.
	
	Results: 52% of teachers were in agreement based upon the last TELL survey in 2011-12.
	
	WCG: Based upon TELL results of 2011-12, only 52% of teachers were in agreement that school leadership consistently supports teachers. By the 2013 TELL survey, 70% of teachers will indicate agreement that school leadership consistently supports teachers.
	
	Results: Based upon the TELL results of 2013, 65% of teachers indicated agreement that school leadership consistently supports teachers.
	
	Applying the following rating with the growth of + or – 10% scale:
	    Exemplary: Above Accomplished Goal by more than 10%
	    Accomplished: + or - 10% of goal
	    Developing: Baseline to +or -10% of goal
	    Ineffective: Below the Baseline
	
	Example:
	    Exemplary=Above 77%
	    Accomplished= 63-77%
	    Developing=52-62%
	    Ineffective=<52%
	Based upon the result of 65% of teachers in agreement, the WCG = **Accomplished**

Additional WCG Evidence Products of Practice	The following products of practice may be used to inform the WCG and must yield information related to the performance standards:
	- SBDM minutes - Faculty meeting artifacts - Department/grade level artifacts - PLC artifacts - Leadership meeting artifacts - Instructional round/walk through documentation - Budgets/audit information - EILA professional learning experience documentation - Surveys - Professional organization memberships - Parent/community engagement surveys - Parent/community engagement events documentation - School schedules - Other evidence related to practice within the domains

Evaluation Rating

Superintendents/designees are responsible for determining an Overall Performance Category for each principal at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's rating 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 Standards as found in Domain rating, 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.

Table 10: Criteria for Principal's Evaluation Rating

If…	Then…
At least four of the standards are rated EXEMPLARY and no standard is rated DEVELOPING or INEFFECTIVE	Evaluation Rating shall be **EXEMPLARY**
At least four of the standards are rated ACCOMPLISHED and no standard is rated INEFFECTIVE	Evaluation Rating shall be **ACCOMPLISHED**
At least five of the standards are rated DEVELOPING	Evaluation Rating shall be **DEVELOPING**
At least two of the standards are rated INEFFECTIVE	Evaluation Rating shall be **INEFFECTIVE**

District Certified Administrators

District administrators who are not principals, assistant principals or the Superintendent shall be evaluated using the following instrument.

Henderson County Schools
ADMINISTRATOR EVALUATION

Standard 1: Vision

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	1.1 Vision and mission of the school are effectively communicated to staff, parents, students and community.	☐ Meets	1.1 Vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.
Meets Does Not Meet	1.2 Core beliefs of the school vision are modeled for all stakeholders.	Meets	1.2 Stakeholders help construct the core beliefs of the school vision.
Meets Does Not Meet	1.3 Progress toward the vision and mission is communicated to all stakeholders.	Meets	1.3 Stakeholders know and help deliver the vision and mission of the school to the community.
Meets Does Not Meet	1.4 Assessment data related to student learning are used to develop the school vision and goals.	Meets	1.4 Assessment data is constantly used to re-develop the school vision and goals.
Meets Does Not Meet	1.5 Barriers to achieving the vision are identified, clarified, and addressed.	Meets	1.5 Barriers to achieving the vision are incorporated in the new goals for a better vision.
Meets Does Not Meet	1.6 Existing resources are used in support of the school vision and goals.	Meets	1.6 Needed resources are sought and obtained to support the implementation of the school mission and goals.

Comments:

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Standard 2: School Culture and Learning

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	2.1 All individuals are treated with fairness, dignity and respect.	Meets	2.1 The school culture is evidently one in which all stakeholders are treated with fairness, dignity, and respect.
Meets Does Not Meet	2.2 Students feel valued and important.	Meets	2.2 Due to school culture students know they are valued and important.
Meets Does Not Meet	2.3 Responsibilities and contributions of each individual are acknowledged.	Meets	2.3 The use of symbols, ceremonies, and similar activities promote the contributions of individuals.
Meets Does Not Meet	2.4 A culture of high expectations for self, student, and staff performance is promoted.	Meets	2.4 All school staff have high expectations for student achievement.
Meets Does Not Meet	2.5 Student learning is assessed using a variety of techniques.	Meets	2.5 Plans instructional strategies that require higher order thinking to measure student learning.
Meets Does Not Meet	2.6 School culture and climate are assessed on a regular basis.	Meets	2.6 All decision-making involves the impact the culture has on the school.
Meets Does Not Meet	2.7 Technologies are used by teachers in teaching and learning.	Meets	2.7 Teachers are expected to use and be monitored at all levels of technology in their teaching strategies.
Meets Does Not Meet	2.8 Pupil personnel programs are developed to meet the needs of students and their families.	Meets	2.8 Monitoring of the FRYSC, school guidance programs and other pupil personnel is done to ensure the needs of students and families are being met.
Meets Does Not Meet	2.9 A variety of supervisory and evaluation models is employed.	Meets	2.9 Administrator demonstrates usage of supervisory/evaluation models to help teaching become distinguished.

Meets / Does Not Meet	2.10 Gathers and appropriately uses data regarding student achievement to determine effectiveness of teaching and learning.	Meets	2.10 Proactively identifies new challenges, moving proficient performance to exemplary level.
Meets / Does Not Meet	2.11 Communicates and uses data with both leaders and teachers in order to inform instructional decisions and set and measure student performance goals.	Meets	2.11 Provides opportunities for students to reflect on and monitor their own progress.

Comments:

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Standard 3: Management

Proficient Performance		Advanced Level Performance	
Meets / Does Not Meet	3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	Meets	3.1 Operational procedures are designed and managed to maximize opportunities for successful learning, teaching, and student development.
Meets / Does Not Meet	3.2 School plant, equipment and support systems operate safely, efficiently and effectively.	Meets	3.2 Climate audit and a safe school audit are completed on a regular basis and result in proficient levels of climate and safety.
Meets / Does Not Meet	3.3 Effective conflict resolution skills are used.	Meets	3.3 Consensus decision-making is used by administration
Meets / Does Not Meet	3.4 Confidentiality and privacy of school records are maintained.	Meets	3.4 Confidentiality training for appropriate staff is conducted to maintain a confidential system of recording at all times.
Meets / Does Not Meet	3.5 Effective communication skills are used.	Meets	3.5 All stakeholders are kept informed through the many methods of communication used by the administration.
Meets / Does Not Meet	3.6 Responsibility is shared to maximize ownership and accountability.	Meets	3.6 Effective group-process and consensus building skills are used.
Meets / Does Not Meet	3.7 Fiscal resources of the school are managed responsibly, efficiently, and effectively.	Meets	3.7 School bookkeeper attends all yearly update trainings to assure proper adherence to the state regulations.
Meets / Does Not Meet	3.8 A safe, clean, and aesthetically pleasing school environment is created and maintained.	Meets	3.8 Proper and thorough records are kept by custodial staff to document all cleaning areas and the most effective manner of cleaning.
Meets / Does Not Meet	3.9 Effective use of technology to manage the schools.	Meets	3.9 All staff documentation is kept in organized fashion through technology.

Comments:

_____

_____

Standard 4: Collaboration

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	4.1 Relationships with community leaders are identified and nurtured.	Meets	4.1 High visibility, active involvement and effective communication with all community members are priorities.
Meets Does Not Meet	4.2 The school and community serve one another as resources.	Meets	4.2 There is outreach to different businesses, religious, political and social service agencies and organizations which can mutually serve in meeting needs.
Meets Does Not Meet	4.3 Diversity is recognized and valued.	Meets	4.3 Diverse partnerships with all community ethnic business groups are established to strengthen programs, support school goals, and promote diversity.
Meets Does Not Meet	4.4 Community collaboration is modeled for staff.	Meets	4.4 Staff members attend community meetings to better understand methods in meeting the needs of students.
Meets Does Not Meet	4.5 Effective media relations are developed and maintained.	Meets	4.5 School has written policy statement regarding how they communicate with the local media and maintains a productive collaborative partnership with the media.
Meets Does Not Meet	4.6 Public resources and funds are used appropriately and wisely.	Meets	4.6 SBDM minutes support the usage of activity and local district monies efficiently to meet the needs of students and staff.

Comments:

_____

_____

Standard 5: Integrity, Fairness, Ethics

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	5.1 Demonstrates a personal and professional code of ethics.	Meets	5.1 Relationships with all stakeholders reveal a personal and professional code of ethics with reflects deep integrity/respect.
Meets Does Not Meet	5.2 Serves as a role model.	Meets	5.2 School, staff and community members speak of the administrator's positive character and leader traits as an exemplary role model for all.
Meets Does Not Meet	5.3 Accepts responsibility for school operations.	Meets	5.3 Sets a growth plan to meet the needs of the school plan.
Meets Does Not Meet	5.4 Treats people fairly, equitably and with dignity and respect.	Meets	5.4 Reviews disciplinary notices on students and staff through reflection.
Meets Does Not Meet	5.5 Protects the rights and confidentiality of the students and staff.	Meets	5.5 Consistently follows all procedures to provide confidentiality and ultimate measures to protect all students and staff.
Meets Does Not Meet	5.6 Fulfills legal and contractual obligations.	Meets	5.6 Adheres to all district, state and federal mandates with maximum outcomes.
Meets Does Not Meet	5.7 Opens the school to public scrutiny.	Meets	5.7 Encourages in-school/out-of-school stakeholders to give feedback on all aspects of school operation.

Comments:

_____

_____

Standard 6: Political, Economic, Legal

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	6.1 Applies laws and procedures fairly, wisely and considerately.	Meets	6.1 All stakeholders are treated with respect and dignity.
Meets Does Not Meet	6.2 There is ongoing dialogue with representatives of diverse community groups.	Meets	6.2 Seeks and maintains an excellent rapport with all ethnic community groups as demonstrated by administrator's membership or attendance in civic organizations.
Meets Does Not Meet	6.3 Public policy is shaped to provide quality education for students.	Meets	6.3 Reviews school's policy and procedures to provide the highest quality of education.
Meets Does Not Meet	6.4 Lines of communication are developed with decision makers outside the school community.	Meets	6.4 Documentation shows the administration maintains open lines of communication with all stakeholders.

Comments:

_____

_____

_____   _____
Evaluator   Date   Evaluatee   Date

SUMMATIVE EVALUATION FOR ADMINISTRATORS

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

Evaluatee	Position
Evaluator	

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

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

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
Administrator Standards:				
1. Vision				
2. School Culture and Learning				
3. Management				
4. Collaboration				
5. Integrity, Fairness, Ethics				
6. Political, Economic, Legal				
	Overall Rating:			

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

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

Evaluatee's Comments:

Evaluator's Comments:

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

_____   _____
Administrator's Signature   Date   *Evaluator's Signature   Date*

The signatures are verification that the formal evaluation was held and that the employee received the results.

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

Employment Recommendation to Central Office:
☐   Meets standards for re-employment
☐   Meets standards with reservation for re-employment
☐   Does not meet standards for re-employment
Certified employees must make their appeals to this summative evaluation within five (5) working days.

*Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.

School Psychologists

SCHOOL PSYCHOLOGIST FORMATIVE INSTRUMENT

School Psychologist	
Administrator	Date of Observation / /

Standard 1: Demonstrates Professional Competency

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	1.1 Recognizes the strengths and limitations of own training and experience and engages only in practices for which he/she is qualified.	Meets	1.1 Refers students to outside agencies when their needs exceed the scope/competency of the school psychologist.
Meets Does Not Meet	1.2 Accurately represents competency levels.	Meets	1.2 Effectively communicates own training and skill levels to clients (parents, teachers).
Meets Does Not Meet	1.3 Engages in continuing professional development.	Meets	1.3 Actively seeks opportunities to learn new information to enhance competency level.
Meets Does Not Meet	1.4 Knows and applies *Principles for Professional Ethics* to situations within his/her practice.	Meets	1.4 Actively ensures that he/she follows professional ethics, particularly when his/her recommendations are challenged.

Comments: _____

_____

Standard 2: Engages in Professional Relationships

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	2.1 Maintains professional relationships with students, parents, and the school community.	Meets	2.1 Treats all persons with respect by being sensitive to physical, mental, emotional, economic, political, social, cultural, ethnic, gender, religious, sexual orientation and racial characteristics.
Meets Does Not Meet	2.2 Respects the wishes of parents who object to school psychological services or his/her recommendations.	Meets	2.2 Attempts to resolve situations in which there are divided interests in a manner that is mutually beneficial and protects the rights of all parties involved.
Meets Does Not Meet	2.3 Discusses confidential information for professional purposes only.	Meets	2.3 Respects and ensures the confidentiality of information obtained in professional practice.
Meets Does Not Meet	2.4 Explains services to parents/guardians in a clear and understandable manner.	Meets	2.4 Explains important aspects of his/her professional relationships in a manner understandable to students' or other clients' age and ability to understand.
Meets Does Not Meet	2.5 Discusses the recommendations and plans for assisting students with their parents.	Meets	2.5 Encourages and promotes parental participation in designing services provided to their children.

Comments: _____

_____

Standard 3: Engages in Professional Practices

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	3.1 Acts as an advocate for students' welfare and rights.	Meets	Promotes changes in the school district or other community service systems that will benefit children and other clients.
Meets Does Not Meet	3.2 Is knowledgeable about assessment instruments and techniques.	Meets	3.2 Uses multiple methods of evaluation and uses sound judgment when considering individual differences when conducting evaluations.
Meets Does Not Meet	3.3 Assists with developing interventions that are appropriate to the presenting	Meets	3.3 Takes a leadership role in developing and ensuring the implementation of appropriate and effective interventions.
Meets Does Not Meet	3.4 Prepares written reports which communicate information effectively and in an individualized manner.	Meets	3.4 Written reports are professional, insightful, connect assessment data to recommended intervention strategies, and demonstrate sound judgment.
Meets Does Not Meet	3.5 Communicates assessment results and recommendations in language easily understood by the intended recipient.	Meets	3.5 Demonstrates sensitivity to parents'/students' points of view when communicating assessment results and recommendations.

Comments: _____

_____

Standard 4: Follows Best Practice Guidelines

Proficient Performance		Advanced Level Performance	
Meets Does Not Meet	4.1 Collaborates effectively with other team members to identify and analyze academic and behavior problems and to make decisions about service delivery.	Meets	4.1 Collaborates effectively with other team members to evaluate the outcomes of service delivery.
Meets Does Not Meet	4.2 Demonstrates the ability to listen well, convey information, and participate in discussions.	Meets	4.2 Demonstrates the ability to work together with others at individual, group, and systems levels.
Meets Does Not Meet	4.3 Collaborates effectively with others to develop challenging but achievable goals for students and provides information about ways in which students can achieve those goals.	Meets	4.3 Collaborates effectively with others to monitor student progress toward those goals.
Meets Does Not Meet	4.4 Advocates for effective programs and needed services.	Meets	4.4 Actively develops policies/practices and develops funding strategies to provide effective programs and needed services.
Meets Does Not Meet	4.5 Demonstrates knowledge of prevention, health promotion, and crisis intervention methods.	Meets	4.5 Appropriately and regularly utilizes prevention, health promotion, and crisis intervention methods as part of professional practice.

Comments: _____

_____

_____   _____

Administrator   **Date**   **School Psychologist**   **Date**

SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGIST

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.

School Psychologist:
Evaluator:

	Ratings:	Consistently Meets	Inconsistently Meets	Does Not Meet *
School Psychologist Standards:				
1. Demonstrates Professional Competency				
2. Engages in Professional Relationships				
3. Engages in Professional Practices				
4. Follows Best Practices Guidelines				
	Overall Rating:			

Date(s) of Observation(s)   1st __/__/____   2nd __/__/____   3rd __/__/____   4th __/__/____

Date(s) of Conference(s)   1st __/__/____   2nd __/__/____   3rd __/__/____   4th __/__/____

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

1. ☐   2. ☐   3. ☐   4. ☐

Evaluatee's Comments: _____

_____

Evaluator's Comments: _____

_____

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

_____   _____

School Psychologist's Signature   Date   Evaluator's Signature   Date

The signatures are verification that the formal evaluation was held and that the results were received by the employee.

Opportunities for appeal processes at both the local and state levels are a part of the Henderson County School district's evaluation plan.
Employment Recommendation to Central Office:
☐   Meets standards for re-employment
☐   Meets standards with reservation for re-employment
☐   Does not meet standards for re-employment
Certified employees must make their appeals to this summative evaluation within five (5) working days.

Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.

Appeals

Appeals

According to KRS 156.557 Section 9

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

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three 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.

Process and Procedure

Each employee shall be evaluated on the standards and performance criteria established as the Framework for Teaching , The Kentucky Teacher Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning. . All evaluators of teachers and administrators will be trained, tested and certified through the requirements specified by the state regulation.

There shall be formative observations and conferences to assist the employee in meeting district standards. Each observation will be conducted openly and with full knowledge of the teacher or administrator. Additional administrators will also conduct evaluations if deemed appropriate by the primary evaluator. It is suggested that the teacher be given the date of the formal observation at least one (1) week in advance. A pre-observation conference/form, at the request of the teacher or the evaluator, may be part of the formal observation process as a means for the evaluator and evaluatee to discuss what is to be taught. Informal observations can occur at any time the evaluator observes the employee in the performance of his/her duties.

All certified staff will develop a Professional Growth Plan which is aligned with goals and missions of the school/district/council. This Professional Growth Plan shall be reviewed semi- annually to determine if it has been achieved, or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the primary evaluator. A directed improvement professional growth plan will be developed with the

assistance of the primary evaluator when an employee "inconsistently meets" the district standards. The directed improvement professional growth plan shall involve the standard/domain that is not consistently met by the employee. If the concern has been corrected the employee moves back into the Professional Growth Plan cycle. A directed growth professional growth plan will be developed by the primary evaluator to address specific standards that have not been met by the employee. Once the directed growth action plan has been implemented, there will be more frequent monitoring by the evaluator, and specific assistance will be provided to improve performance. If the concern has been corrected, the employee moves back into the Professional Growth Plan cycle. If there is no improvement with a corrective action plan, the evaluator may choose to implement a Corrective Action Team to work specifically with the evaluatee (in a non-evaluative role) to provide additional help. Any employee who is on a Corrective Action Plan with a Corrective Action Team should be aware that this is the districts' last attempt to salvage the individual's career and that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

The summative evaluation of the employee will be conducted at the end of the evaluation cycle and will include all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee will be provided a copy of the summative instrument and a copy, along with the Professional Growth Plan attached, will be forwarded to the Director of Human Resources.

Any employee who disagrees with the formative or summative data obtained during the evaluation process has the right to respond in writing at any time. This response becomes a part of the official file for the employee's evaluation and is to be presented to the Director of Human Resources.

Any employee who feels that the summative evaluation by their primary evaluator was not an accurate assessment of their performance, either by substance or procedure may file an appeal with the District Appeals Panel. The appropriate form for the request, along with the Appeals Process and Hearing Procedures can be found elsewhere in this document. The evaluatee has five (5) working days from the date of the summative conference to file the request for appeal.

The immediate supervisor or the certified school employee shall designate the primary evaluator. Additional trained administrative personnel may be asked to observe and provide information to the primary evaluator. Peer observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. Peer observers shall not observe more than 2 peers in the same school year. Peer observers must receive the required state observer training.

Appeals Panel

All members of the appeals panel shall be current 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 (1) member of the panel and an alternate are appointed by the Board of Education. Reference: KRS 156.557 & KAR: 345. The Board appointee shall serve as chairperson of the appeal committee.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The length of the term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities on September 1. Elections shall be conducted and appointments made during the month of August.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/one vote
- All certified employees given the opportunity to vote

Panel members may seek training through the District Contact Person.

Appeals Procedures

Certified employees who believe they have been unfairly evaluated may appeal a summative evaluation. The appeal shall be in writing on prescribed forms and directed to the chairperson of the Evaluation Appeals Panel. The appeal must be filed within five (5) working days from and after the date of the post summative conference.

No member of the Evaluation Appeals Panel shall hear an appeal in which the member was either the evaluator or evaluatee. A Panel member shall not serve on an appeal in which either the evaluatee or evaluator is related by blood or marriage to the member.

The purpose of the appeal to the Evaluation Appeals Panel is to review the summative evaluation from which the certified employee appeals. The certified employee may appeal the substance of the evaluation, the evaluation procedure, or both, and shall so specify in the appeal.

The Evaluation appeals Panel shall convene a Preliminary Hearing within ten (10) working days from and after the receipt of the appeal. The evaluator and the evaluatee shall be notified of the date, time and place of the Preliminary Hearing. At the Preliminary Hearing, the Panel shall receive and the parties shall exchange documentary information expected to be introduced at the hearing; and (b) the names and addresses of those persons expected to be called as witnesses at the hearing together with a short statement of the executed testimony of each witness.

The date, time and place of the hearing of the appeal shall be established at the Preliminary Hearing with a minimum of one (1) week to start actual hearing.

The evaluatee and the evaluator shall be present and have the right to presence of chosen representation.

The hearing shall be conducted in closed or executive session on request of the evaluatee.

The hearing will be audiotaped. A copy of the transcript of the hearing will be provided to either or both parties if requested in writing. The cost of the transcript shall be borne by the party making the request.

Only Panel members, the evaluatee and his/her witnesses, when testifying, legal counsel, and the person operating the audiotape recorder may be present during the hearing if the hearing is to be conducted in closed session. The Superintendent or his nominee may also be in attendance at the hearing even if held in closed session.

Witnesses may be presented but will be called into the hearing room one at a time and will not be allowed to observe the proceeding either before or after testifying.

The order of the hearing proceeding shall be as follows:
   a. Each party will be allowed to make an opening statement; the evaluatee first, then the evaluator.
   b. Each party will be allowed to present witnesses; the evaluatee will present witnesses first, then the evaluator.
   c. Witnesses may be called in any order desired by a party.
   d. Rebuttal testimony by the party having the burden of proof may be allowed at the discretion of the Panel.
   e. A witness may be cross examined by an opposing party or counsel for an opposing party, but such cross examination should be confined to the matters testified about by the witness on direct examination.
   f. The chairperson and members of the Panel may question the evaluatee, the evaluator and the witnesses called to testify at any stage in the proceedings.
   g. Each party will be permitted to make closing remarks; first the evaluator, then the evaluatee.
   h. The chairperson will make such closing remarks as are deemed appropriate.

Documentary evidence may be introduced by the parties and made a part of the hearing record. However, it shall be the responsibility of the parties or their respective counsel to point out to the Panel any particular item of documentary evidence which a party believes has special significance or supports or tends to support the claim or position of a party. The Panel shall rule on the admissibility of any documentary evidence offered. The Panel reserves the right to cause some or all of the documentary evidence tendered to the Panel by a party during the Preliminary Hearing to be made a part of the hearing record at the hearing, subject to a ruling by the Panel on any objection to such action.

The Panel may receive all relevant oral or written evidence without regard to the formal rules of evidence, but shall consider the weight of the evidence received in determining the issues. The hearing shall not be conducted according to technical rules relating to evidence and witnesses. Any evidence deemed relevant by the Panel may be admitted if it is the sort of evidence on which reasonable prudent persons rely in the conduct of their serious affairs regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objections in a civil action. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence, but shall not be sufficient in and of itself to support a finding unless it would be admissible over objection in civil actions. Irrelevant, immaterial, incompetent, and unduly repetitious evidence may be excluded. Panel members may utilize their experience, technical competence and specialized knowledge and training in the evaluation of the evidence presented.

If objections are raised to the admissibility of evidence, the party objecting shall state the nature and grounds of the objection. The chairperson shall confer with the Panel members before announcing a ruling on the objection.

In reaching a decision, the Panel may take official notice of cognizable facts and of any generally accepted academic, technical or scientific data or matter. Parties present at the hearings shall be informed of the matters to be noticed, and those matters shall be noted in the record, referred to in the record, or appended to the record. A party shall be given a reasonable opportunity on request to refute the official noticed matters of evidence. The Panel shall determine the manner by which a party may refute the officially noticed matter.

The Panel will deliberate and issue its findings within fifteen (15) working days after the date of the hearing.

The written decision of the Panel will be presented to the evaluatee, evaluator and Superintendent for appropriate action.

All testimony shall be taken under oath.

The Panel shall be empowered to make all decisions and rule on all matters concerning the conduct of the hearing.

The chairperson shall maintain an orderly and proper decorum at the hearings.

The Panel may have a legal advisor to advise it on matters of law. However, the Panel shall exercise all other powers relating to the conduct of the hearings.

The legal advisor may remain with the Panel during its deliberations, but shall not engage in deliberations or in the discussion of the facts or the actual findings. The legal advisor may respond to questions regarding legal issues and may assist the Panel in the drafting of the decision.

Appeals Panel Decision Of The Evaluation

After having heard all the evidence the Appeals Panel shall make the following findings, which may be cumulative, to-wit:

1. If the appeal is on procedural grounds:
    a. that the evidence supports a finding that the procedure was correct; or
    b. that the evidence supports a finding that the procedure was incorrect;
2. If the appeal is from the substantive conclusions of the evaluator:
    a. that the evidence supports the substantive conclusions of the evaluator in whole or in part; but
    b. if the Panel believes that the evidence fails to support all the substantive conclusions for the evaluation which the Panel believes is not supported by the evidence.
3. That a new evaluation by a different certified evaluator is in order.
4. That the summative evaluation or a part of the summative evaluation be removed from the certified employee's personnel file.

The decision of the Appeals Panel shall be filed in the evaluatee's personnel file.

APPEALS PANEL HEARING REQUEST FORM

I, _____ , have been evaluated

by _____ during the current
evaluation cycle. My disagreement with the findings of the summative has been thoroughly discussed
with my evaluator.

This appeal challenges the summative findings on:
(Check one) _____ substance _____ procedure _____ both substance and procedure

State specifically the performance criteria ratings on the summative evaluation with which you
disagree.

_____
_____
_____
_____

Give specific evidence/reasons to support your objections.

_____
_____
_____
_____
_____

At your discretion, share any other information pertinent to this evaluation.

_____
_____
_____
_____
_____

Signature_____
Date_____

Date of Summative Conference _____
Date evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to the chairperson of the Appeals Panel within five (5)
working days of completion of the summative conference.

Professional Growth Assistance Plan

Corrective Action Plan

Professional Growth - Assistance Plan or Corrective Action Plan Process

Each certified employee of the district is required to have an Individual Professional Growth
Plan (PGP) which may be enrichment, assistance, or corrective.

If the PGP is considered an Assistance Plan or a Corrective Action Plan, the evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach district standards. From time to time an employee may be unable to improve or choose not to improve performance. At that time the evaluator can choose seek the help of a Corrective Action Team to work with the employee.

  To develop a Corrective Action Team, the following procedures would be initiated:

- Evaluator conferences with employee and indicates the desire to form a Corrective Action Team.
- In collaboration with said employee, a team is mutually selected.
- Evaluator, employee, and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator, makes progress, then the Corrective Action Plan is considered complete, and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard, even with the help of the Corrective Action Team, the evaluator must take the necessary steps toward cancellation of the contract.

The purpose of the Assistance Plan, Corrective Action Plan and Corrective Action Team is to provide the employee every possibility to attain district standards of performance. Any employee should understand that the request for an Assistance Plan, Corrective Action Plan and/or Corrective Action Team is an attempt by the evaluator to help the employee meet standards and avoid additional personnel action, including but not limited to, termination.

Instructions for Completing the Professional Grown Assistance Plan or
Professional Growth Corrective Action Plan

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an *Ineffective* or *Does Not Meet* rating on any one or more Domain/Characteristic/Standard from the summative evaluation *or* when an immediate change is required in practice or behavior.

The evaluatee, evaluator and/or assistance team must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. **Development of Assistance Plan or Corrective Action Plan**
    a. *Identify the specific domain/component/standard(s)* from the evaluation that has an *ineffective* or *does not meet* rating assigned.
    b. *Select the present performance level* that best reflects the evaluatee's level:
        I = Ineffective; **D =** Developing; **A =** Accomplished; **E =** Exemplary
    c. *Growth objectives/desired outcomes* must address the specific domain/component/standard(s) rated as *ineffective* or *does not meet* listed in step A. The evaluatee and the evaluator work closely to correct the identified weakness(es).
    d. *Procedures and Activities* for Achieving Goal(s) and Objective(s)
        Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
    e. *Appraisal Method and Target Date*
        List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

2. **Evaluation of Progress**
    The evaluator and evaluatee will monitor the progress of the Assistance/Corrective plan and meet periodically to determine whether growth is being made. If, in the judgment of the evaluator, the employee makes progress, then the Assistance Plan/Corrective Action Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. If, in the judgment of the evaluator, the evaluatee does not make progress, then a Corrective Action Team may be selected.

3. **Corrective Action Team**
    If needed, the evaluator conferences with the employee and indicates the desire to bring in an assistance team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Corrective Action Plan following the steps listed above.

    The Evaluation of Progress will follow the same format with the evaluatee, evaluator and Corrective Action Team meeting periodically.

    If, in the judgment of the evaluator, the employee makes progress, then the Corrective Action Plan is completed and the evaluatee is then back on an enrichment plan or assistance plan as determined by the evaluator. When there is no improvement in performance toward meeting the standard even with the help of a Corrective Action Team, then the evaluator must take the necessary steps toward the termination of said employee.

Individual Professional Growth Plan *Assistance* or *Corrective Action*

[circle one]

Evaluatee's Name	School Year	Work Site	Implementation Date	Targeted Completion Date

Domain/Component/Standard	Present Performance Level

Growth Objectives/ Desired Outcomes	

Procedures And Activities For Achieving Objectives	Targeted Date/Appraisal Methods

Evaluatee's Comments	
Evaluator's Comments	

Implementation *I understand that in the event this plan is deemed unsuccessful, I am subject to next steps as outlined in the Henderson County Schools evaluation plan.*

Employee's Signature:_____   **Date:**_____

Supervisor's Signature:_____   **Date:**_____

Reviews shall occur as often as needed

Review Evaluatee Signature/Date:	Review Evaluator Signature/Date:		
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Review Evaluatee Signature/Date:	Review Evaluator Signature/Date:		
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Assistance Plan/Corrective Action Plan Management Record

Note: All parties present at each meeting will Initial and Date	Initials/ Date	Initials/ Date	Initials/ Date	Initials/ Date
Observations				
Assistance Plan/Corrective Action Plan developed				
Assistance Plan/Corrective Action Plan reviewed initially				
Evaluator/Evaluatee/Team meeting to discuss Plan				
Assistance Plan Complete or Corrective Plan Developed				
Assistance Plan/Corrective Plan Completed Successfully? [Y/N]				
Summative Evaluation				
Conference with Superintendent and/or Board Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Those involved in Assistance/Corrective Plan Process:

Evaluator _____ Evaluatee _____

Correction Action Team Members

_____

_____

Signatures at Completion of Process:

Evaluator _____ Evaluatee _____

Correction Action Team Members

_____

_____

Log of Activities

Date of Meeting: _____

Evaluatee: _____

Evaluator: _____

Persons Present: _____

_____

Summary of Meeting:

Recommendations:

Next Meeting Date: _____

Appendix

Table of Contents for Appendix

Teacher Pre-Observation Document
<u>for Scheduled Observations</u>

<u>Directions:</u> If a pre-conference occurs, the evaluatee shall complete the Pre-observation Document for scheduled observations prior to the pre-conference or submit to the observer for electronic pre-conferences.

Teacher	Grade Level/Subject(s)	School
Observer	Pre-Conference Date	Observation Date
Observation Type: _____ In Person _____ Electronic		
Observation Type	Informal	Formal
Kentucky Framework for Teaching Guiding Questions		
Domain 1: Planning and Preparation		
1	What are the learning targets and standard(s) for this lesson? (Component 1C)	
2	What instructional materials/resources will you use? (Attach sample materials you will be using in the lesson.) (Component 1D)	
3	What information, specific to your students' backgrounds, skills, and interests, have you taken into consideration? (Component 1B)	
4	What challenges do students typically experience in this area, and how have you provided for these challenges? (Component 1A)	
5	What learning experiences will engage students to reach the intended outcomes? (Component 1E)	
6	How will students be assessed for this lesson? (Attach any tests or performance tasks, with rubrics of scoring guides.) (Component 1F)	
7	How will you use the results of the assessment? (Component 1F)	
8	List any specific teaching behaviors you would like monitored.	
Domain 4: Professional Responsibilities		
9	Will this lesson serve as evidence for your Professional Growth Plan? If so, please explain.	

_____   _____

Evaluatee's Signature/Date   Observer's Signature/ Date

Teacher Post-conference Document

Directions: The observee shall complete the self-reflection questions after each observation in preparation for the post-conference.

Teacher	Grade Level/Subject(s)	School
Observer	Observation Date	Post-Conference Date
Observation Type	Informal	Formal

	Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)
2	Did the students learn what I intended? How do I know? (Components 1F and 4A)
3	If you had the opportunity to teach this lesson again, is there anything that you would differently? What/Why? (Component 4A)

Evaluator's Formative Observation Rating

Domain 2: Classroom Environment	Rating:					Domain 3: Instruction	Rating:				
A: Environment of Respect and Rapport	I	D	A	E	NA	A: Communicating with Students	I	D	A	E	NA
B: Establishing a Culture for Learning	I	D	A	E	NA	B: Using Questioning and Discussion Techniques	I	D	A	E	NA
C: Managing Classroom Procedures	I	D	A	E	NA	C: Engaging Students in Learning	I	D	A	E	NA
D: Managing Student Behavior	I	D	A	E	NA	D: Using Assessment in Instruction	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA
Domain 1: Planning and Preparation	**Comments/Ratings:**										
Domain 4: Professional Responsibilities	**Comments/Ratings:**										

_____   _____

Observee's Signature/ Date   Observer's Signature/Date

Professional Growth Plan for Teachers

Teacher: **Date:**   **School:**

Directions: Complete Parts A and B to identify the professional area(s) of growth. Then write your Professional Growth Goal (PGG) using the Domain and Component with which it aligns.

Part A: Initial Reflection – Establishing Priority Growth Needs

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • How will I show growth with this goal?	

Action Plan		
	Resources/Support	**Targeted Completion Date**
Professional Learning		
Measures of Goal Attainment (Tools/Instruments):		

Demonstrable: Identify the documentation intended to demonstrate your professional growth.

□ Artifacts	□ Self-Assessment	□ Ongoing Self-Reflection
□ Certificate of Completion	□ Teaming with Colleague(s)	□ Observation Data
□ Student Data Growth Goal	□ Other: (please specify)	

_____   _____

Evaluatee's Signature   Date

_____   _____

Evaluator's Signature   Date

Part C: End of Year Reflection – Level of Attainment for Professional Growth Goal – What progress have you made toward your goal? To what extent did you achieve your goal?

Reflection notes

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Part D: End of Year Evaluator Feedback

Evaluator's Feedback

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Next Steps: Circle Appropriate Description		
Achieved	Revised	Continued

_____   _____

Evaluatee's Signature   Date

_____   _____

Evaluator's Signature   Date

Framework for Teaching

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities

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

Other Professionals Pre-Observation Document
for Scheduled Observations

<u>Directions:</u> If a pre-conference occurs, evaluatees shall complete the pre-conference document for scheduled observations prior to the pre-conference. For electronic pre- conferences, email the document to the observer.

Other Professional	Position	School
Observer	Pre-Conference Date	Observation Date

Pre-Conference Type: _____ In person _____ Electronic		
Observation Type	Informal	Formal

Questions for Discussion:	Notes:
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Describe how the activities/work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the workplace visit?	

_____   _____
_____   _____
Evaluatee's Signature   Date   Observer's Signature   Date

Professional Growth Plan for Other Professionals

Teacher: **Date:**   **School:**

Directions: Complete Parts A and B to identify the professional area(s) of growth. Then write your Professional Growth Goal (PGG) using the Domain and Component with which it aligns.

Part A: Initial Reflection – Establishing Priority Growth Needs

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

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • How will I show growth with this goal?	

Action Plan		
	Resources/Support	**Targeted Completion Date**
Professional Learning		
Measures of Goal Attainment (Tools/Instruments):		

Demonstrable: Identify the documentation intended to demonstrate your professional growth.

□ Artifacts	□ Self-Assessment	□ Ongoing Self-Reflection
□ Certificate of Completion	□ Teaming with Colleague	□ Observation Data
□ Other: (please specify)		

_____   _____

Evaluatee's Signature   Date

_____   _____

Evaluator's Signature   Date

Part C: End of Year Reflection – Level of Attainment for Professional Growth Goal – What progress have you made toward your goal? To what extent did you achieve your goal?

Reflection notes

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Part D: End of Year Evaluator Feedback

Evaluator's Feedback

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Next Steps: Circle Appropriate Description		
Achieved	Revised	Continued

_____   _____

Evaluatee's Signature   Date

_____   _____

Evaluator's Signature   Date

Instructional Coach Post-Observation/Site Visit
<u>Conference Form</u>

<u>Directions</u>: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Instructional Coach		School	
Observer	Post-conference Date	Observation Date	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Trust and Respect	I	D	A	E	NA	A: Collaborating with Teacher in Instructional Design	I	D	A	E	NA
B: Establishing a Culture for Ongoing Instructional Improvement	I	D	A	E	NA	B: Engaging Teachers in Learning Instructional Skills	I	D	A	E	NA
C: Establishing Clear Procedures for Instructional Support	I	D	A	E	NA	C: Sharing Expertise with Staff	I	D	A	E	NA
D: Establishing Norms of Behavior	I	D	A	E	NA	D: Locating Resources for Teachers	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA

Domain 1: Planning and Preparation	Comments/Ratings:

Domain 4: Professional Responsibilities	Comments/Ratings:

_____   _____   _____   _____
Instructional Coach's Signature   Date   Evaluator's Signature   Date

Framework for Instructional Coaches

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

Guidance Counselor Post-Observation/Site Visit
<u>Conference Form</u>

<u>Directions</u>: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Guidance Counselor			School	
Observer	Post-conference Date		Observation Date	
Observation Type:	Informal		Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	NA	A: Assessing Student Needs	I	D	A	E	NA
B: Establishing a Culture for Productive Communication	I	D	A	E	NA	B: Assisting with Academic, Personal, Social & Career Plans	I	D	A	E	NA
C: Managing Routines and Procedures	I	D	A	E	NA	C: Using Counseling Techniques	I	D	A	E	NA
D: Establishing Standards of Conduct Throughout School	I	D	A	E	NA	D: Brokering Resources to Meet Needs	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA

Domain 1: Planning and Preparation	Comments/Ratings:

Domain 4: Professional Responsibilities	Comments/Ratings:

_____   _____   _____   _____
Other Professional's Signature   Date   Evaluator's Signature   Date

Framework for Guidance Counselors

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

Library/Media Specialist Post-Observation/Site Visit <u>Conference Form</u>

<u>Directions</u>: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Library/Media Specialist		School	
Observer	**Post-conference Date**	**Observation Date**	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	NA	A: Communicating Clearly and Accurately	I	D	A	E	NA
B: Establishing a Culture for Learning	I	D	A	E	NA	B: Using Questioning and Research Techniques	I	D	A	E	NA
C: Managing Library Procedures	I	D	A	E	NA	C: Engaging Students in Learning	I	D	A	E	NA
D: Managing Student Behavior	I	D	A	E	NA	D: Assessment in Instruction	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA

Domain 1: Planning and Preparation	Comments/Ratings:

Domain 4: Professional Responsibilities	Comments/Ratings:

Other Professional's Signature   Date   Evaluator's Signature   Date

Framework for Library Media Specialists

Domain 1 Planning & Preparation	Domain 2 The Library Environment	Domain 3 Instruction/Delivery of Service	Domain 4 Professional Responsibilities
A. Demonstrating knowledge of content curriculum and process B. Demonstrating knowledge of students C. Supporting instructional goals D. Demonstrating knowledge and use of resources E. Demonstrating knowledge of literature and lifelong learning F. Collaborating in the design of instructional experiences	A. Creating an environment of respect and rapport B. Establishing a culture for learning C. Managing library procedures D. Managing student behavior E. Organizing physical space	A. Communicating clearly and accurately B. Using Questioning and research techniques C. Engaging students in learning D. Assessment in instruction E. Demonstrating flexibility and responsiveness	A. Reflecting on practice B. Maintaining accurate records C. Communicating with school staff and community D. Participating in a professional community E. Growing and developing professionally F. Collection development and maintenance G. Managing the library budget H. Managing personnel I. Professional ethics

Speech Language Pathologist
Post-Observation/Site Visit Conference Form

<u>Directions</u>: Evaluatees complete the self-reflection questions after each observation/site visit in preparation for the post-conference with the primary evaluator.

Speech Language Pathologist/OT/PT		School	
Observer	**Post-conference Date**	**Observation Date**	
Observation Type:	Informal	Formal	

Was the objective or target successfully accomplished during the observation/site visit? How do you know? What will you do if it wasn't successfully accomplished?	
Were there hindrances to successfully accomplishing the objective/target? If so to what extent did procedures, student conduct, physical space and/or circumstances create a hindrance?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to conduct this activity or work again, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified?	

Evaluator's Formative Observation Rating

Domain 2: The Environment	Rating:					Domain 3: Delivery of Service	Rating:				
A: Establishing Rapport with Students	I	D	A	E	NA	A: Responding to Referrals and Evaluating Student Needs	I	D	A	E	NA
B: Organizing Time Effectively	I	D	A	E	NA	B: Developing and Implementing Treatment Plans	I	D	A	E	NA
C: Establishing and Maintaining Clear Referral Procedures	I	D	A	E	NA	C: Communicating with Families	I	D	A	E	NA
D: Establishing Standards of Conduct in Treatment Center	I	D	A	E	NA	D: Collecting Information; Writing Reports	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility and Responsiveness	I	D	A	E	NA

Domain 1: Planning and Preparation	Comments/Ratings:

Domain 4: Professional Responsibilities	Comments/Ratings:

_____ _____   _____ _____
Other Professional's Signature Date   Evaluator's Signature   Date

Framework for Speech Language Pathologist

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

Principal / Assistant Principal
Reflective Practice, Working Conditions Goal,
and Professional Growth Planning Template

Principal	
School	

Part A: Reflection on the Standards

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

Standard	Self-Assessment				Strengths and areas for growth
1. 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.*	I	D	A	E	
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.*	I	D	A	E	
3. Human Resource 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.*	I	D	A	E	
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.*	I	D	A	E	
5. Communication and Community Relationship *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*	I	D	A	E	
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.*	I	D	A	E	
7. Student Progress *The principal's leadership results in acceptable, measurable student academic growth based on established standards.*	I	D	A	E	

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

Part B: Working Conditions Goal
Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kent

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
% and below	%-%	%-%	% and above

Working Conditions Goal Action Plan			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	**Strategies/ Actions** What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Part C: Data Reflection

Survey Results   Name of Survey: _____

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Questions to Consider:

What do I need to learn to meet my Working Conditions Goal?
What did teachers/staff perceive as major strengths?
What did teachers/staff perceive as major
weaknesses? List factors that might have influenced
the results.

Other Data:
_____ Student Achievement Data _____ Non-Academic Data _____ Supervisor Feedback _____ Other

Data Selected	Results

Questions to Consider:

How does the additional data inform your decision about your learning needs?

Part D: Connecting Priority Growth Needs to Professional Growth Planning

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

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

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

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

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

End of Year Working Conditions Goal Growth Reflection:
End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Professional Code of Ethics for Kentucky School Certified Personnel

Source: 16 KAR 1:020

Section 1.   Certified Personnel in the Commonwealth:

1.   Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2.   Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3.   Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students:

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

To Parents:

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

To the Education Profession:

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

Section 2.

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 16 KAR 1:020

Henderson County Board of Education Evaluation Certified Policy

CERTIFIED PERSONNEL – EVALUATION   **PERSONNEL   03.18**

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.[1]

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.[2]

FREQUENCY

Administrators and non-tenured teachers shall be evaluated at least once annually. Tenured teachers shall be evaluated at least once every three (3) years.

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.[1] All members of the appeals panel shall be current employees of the District.

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District during the month of August. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

The length of the term for an appeals panel member shall be three (3) years. The panel members shall assume their responsibilities by September 1st. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. PERSONNEL 03.18

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES: KRS 156.557, 704 KAR 003:345   OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)
RELATED POLICIES: 03.15; 02.14; 03.16