DAYTON INDEPENDENT SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN

Dayton Board of Education
200 Clay Street
Dayton, KY 41074

Mr. Jay Brewer, Superintendent

Certified Evaluation Committee
Dayton Independent Schools
200 Clay Street
Dayton, KY 41074
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Evaluation Committee
2016-2017

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Heather Dragan	Principal, Elementary School
Tim Chenot	Assistant Principal, Elementary School
Ryan Kellinghaus	Principal, Middle/High School
Scott Meyers	Assistant Principal, Middle/High School
Troy Clifton	Intermediate Teacher
Amanda Berringer	Elementary Special Education Teacher
Beth Fields-Hunt	Middle School Teacher
Angela Kohrs	High School Special Education Teacher

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Certified Personnel Evaluation Plan

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200 Clay Street
Dayton, KY 41074

Mr. Jay Brewer, Superintendent

Approval Date:
Board Approval Number:

Superintendent Signature/Date: _____

Board Chair Signature/Date: _____

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Dayton Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, including 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 _____.

_____ _____
Signature of District Superintendent Date

_____ _____
Signature of Chairperson, Board of Education Date

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PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose 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. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready. The evaluation system is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

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. The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Dayton Board of Education and the Kentucky Department of Education.

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel annually (on opening day). Pursuant to KRS.157.577, only certified administrative and supervisory personnel trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system shall evaluate certified personnel. Video recording shall be done at the mutual consent of both parties. Additional administrative personnel may be used to observe and provide information to the primary evaluator. The Superintendent may designate additional trained administrative personnel to provide evaluations, or to review any evaluation.

Professional Growth and Effectiveness System

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

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB pursuant to Title 16 KAR. 19
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB pursuant to Title 16 1 KAR. 2.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by EPSB pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
    b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
10. **Individual Corrective Action Plan:** A plan whereby a person being evaluated/supervised establishes specific goals under the direction of the evaluator to improve an identified area of concern in performance. The evaluator takes an active role in the development and appraisal of the activities along with the evaluatee.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Late Hire**: certified professionals who do not report for work sixty (60) or more consecutive school days.
13. **Leave and Absence:** See Board Policy
14. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
15. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
16. **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.
17. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
18. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.

19. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
20. **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
21. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
22. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
23. **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.
24. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
25. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
26. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
27. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
28. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
29. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
30. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
31. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
32. **Student Growth**: Is defined by KRS 156.557(1)(c).
33. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
34. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.

35. **Student Voice Survey**: The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
36. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
37. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
38. **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.
39. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
40. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching	**Specialist Frameworks for Other Professionals**
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

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

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

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

Required Sources of Evidence

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

    - ✓ Other Measures of Student Learning
    - ✓ Products of Practice
    - ✓ Other Sources such as the interim assessments that are used to progress monitor students in each grade level.

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

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

TPGES and OPGES Observation Model, Schedule, and Timeline

TPGES/OPGES Evaluation Activity	Timeline
Explanation and Review of Certified Evaluation Process with Administration and Staff. **(Orientation)**	The district shall explain and discuss the professional practice rating domains, components, and performance criteria, and the evaluation process with a teacher evaluatee no later than the end of the evaluatee's first thirty **(30)** working days of the school year.
Self-Reflection Professional Growth Plan Student Growth Goal	• All teachers reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. **Prior to the end of the first quarter** All teachers and other professionals will complete the self-reflection process in the department approved technology platform, and in collaboration with the primary evaluator, will create a professional growth goal and student growth goal in the department approved technology platform.
First Observation Window (First Semester)	**After the Evaluation Overview with Staff – End of First Semester** • Non-Tenured Teacher and/or Other Professional: One observation completed by evaluator and one peer observation may be completed during this window. • *Tenured Teacher or Other Professional in summative evaluation cycle: one or two observations may be completed by evaluator during this semester and one peer observation may be completed in this window. • Ongoing self-reflection by teacher
Second Observation Window (Second Semester)	**Beginning of Second Semester – April 15** • Non-Tenured Teacher and/or Other Professional: One final, full observation completed by evaluator, and one peer observation may be completed during this window. • *Tenured Teacher and/or Other Professional in summative evaluation cycle: One final, full observation will be completed by evaluator, and one peer observation may be completed in this window. • Ongoing self-reflection by teacher
Student Voice Surveys	**March Window** • The results of the survey will be included as a source of data to inform each teacher and/or other professional's professional practice rating.
Summative Evaluation Completed	**On or Before May 15**
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Evaluations to District Contact Person	**On or Before May 15**
Summative Self-Reflection Professional Growth Plan Review Student Growth Goal	• Completed by the summative conference • Teachers and/or Other Professional not on a summative year will meet with primary evaluator by **May 31st.**
Corrective Action Plan	As Needed Throughout the Process

***Evaluators may complete 1 observation during year 1 and year 2 of a tenured teacher's non-summative year, thus leaving only the peer observation and the final, full observation in the summative year. Each observation may be completed during the first or second observation window.**

- There will be Four (4) observations in the summative cycle for a tenured teacher; a minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer. For late hires or any other certified personnel that do not report to work for 60 consecutive days, the number of evaluations will be reduced by one. For any certified personnel hired after March 1st, the teacher or other professional will be required to have a minimum of one full by the evaluator, after one peer observation.
- The required peer observation must occur in the final year of the summative cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in a department approved technology platform.
- Additional observations for tenured teachers may be required when observation results yield an **ineffective** determination.

Professional Practice

Self-Reflection and Professional Growth Planning (For Teachers and Other Professionals)

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

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

- All teachers and other professionals will participate in on going self-reflection and professional growth planning each year. At minimum, teachers and other professionals will complete an initial self-reflection covering all components and domains and a reflection on the components and domains determined by the evaluator and evaluatee following each observation.
- All teachers and other professionals will complete the self-reflection process in the district approved technology platform prior to the end of the first quarter.
- Professional Growth Goals in the district-approved technology platform shall be completed, in collaboration with the teacher's supervisor, on or before the end of the first quarter of the school year.
- All teachers and other professionals, in collaboration with the primary evaluator, will create a professional growth goal and student growth goal in the district approved technology platform prior to the end of the first quarter.

Observation (For Teachers and Other Professionals)

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. All observations, including ratings, will be documented in the department approved technology platform. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and

common purpose. NO ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.
The timeline for the evaluations are below:

First Observation Window: September 1 – End of First Semester

- Non-Tenured Teacher and/or Other Professional: One observation completed by evaluator and one peer observation.
- *Tenured Teacher and/or Other Professional in summative evaluation year. One or two observations completed by evaluator and one peer observation. plus, ongoing self-reflection by teacher

Second Observation Window: Beginning of Second Semester – April 15

- Non-Tenured Teacher and/or Other Professional: One final, full observation completed by evaluator.
- *Tenured Teacher and/or Other Professional in summative year: One or two observations and one final, full observation completed by evaluator, plus ongoing self-reflection by teacher and/or other professional.

  ***Evaluators may complete 1 observation during year 1 and year 2 of a tenured teacher's non-summative year, thus leaving only the peer observation and the final, full observation in the summative year. Each observation may be completed during the first or second observation window.**

- For non-tenured teachers and/or Other Professionals not completing KTIP, there will be three (3) observations in the summative cycle; a minimum of 2 observations conducted by the supervisor and 1 observation conducted by the peer.
- For tenured teachers and/or Other Professional, there will be Four (4) observations in the summative cycle; a minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer. For late hires or any other certified personnel that do not report to work for 60 consecutive days, the number of evaluations will be reduced by one. For any certified personnel hired after March 1st, the teacher or other professional will be required to have a minimum of one full by the evaluator, after one peer observation.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in the department approved technology platform.
- Additional observations for tenured teachers and/or other professionals may be required when observation results yield an **ineffective** determination.
- Summative Evaluations must be completed prior to May 15.

Observation Conferencing (Teachers and Other Professionals)

Observers will adhere to the following observation conferencing requirements:

- Conduct observation conference within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Pre-Conferences

- A pre-conference shall take place before the final, full observation. This pre-conference may be face to face, through email, or some other electronic format. For the final, full observation, the teacher will submit a lesson plan and the pre-conference question form prior to the observation.
- Pre-conferences are not required in any format for other observations unless requested by the teacher and/or evaluator.

Post-Conferences

- Post Conferences for observations must occur within 5 working days after the day of the observation. All post conferences will be face to face.

Observer Certification

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

To ensure consistency of observations, evaluators must trained, tested, and approved using the Proficiency Observation Training through the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are 3 sections of the proficiency system:

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

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

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

Only supervisors who have passed the proficiency assessment can conduct observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
- In cases where the supervisor is not certified though the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:

The District Office will pay for the Kentucky Proficiency Observation Training for all administrators in the district, and all administrators will complete the Kentucky Proficiency Observation Training to obtain observation certification. All administrators will go through the proficiency system and collaborate with District Office Personnel who are certified in the Kentucky Proficiency Observation System. District Personnel will work through the training modules in the state approved technology platform alongside administrators obtaining certification.

In the event an administrator does not complete the observation certification after the initial attempt, the administrator will collaborate with District Personnel that have completed the training to review the Kentucky Proficiency Observation Training videos. In the event an administrator is unable to pass the assessment after the second attempt, the administrator will collaborate with other administrators in the district to observe their observation practices. The administrator will also continue watching training videos on the Proficiency System with District Personnel who have completed the Proficiency Assessment.

In the event an administrator does not complete the observation certification, the district will use a modeling approach with that administrator. A District Office Employee certified in the Kentucky Proficiency Observation System will conduct observations with the administrator that has not passed the system. The observation data provided by the District Employee will serve as a valid source of evidence only if the teacher's supervisor participated (passively) in the observation.

In the event an administrator is hired after the first day with students, the district will provide the same supports listed above to ensure the administrator completes the Kentucky Proficiency Observation Training.

Observer Calibration

As certified observers may tend to experience "drift" in rating accuracy, the district completes a calibration process to be completed each year where certification is not required (see chart under *Observer Certification*). This calibration process is completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the department approved technology platform.

- Observer calibration during years two and three of the Observer Certification process based on the department approved technology.
- Re-certification after year three.

The Dayton Independent Schools will tie observer calibration to the Kentucky Proficiency Observation System. The Proficiency System training videos with predetermined ratings will be used with the observer calibration with all administrators previously trained in the Kentucky Proficiency Observation System. The administrators will go through this process with District Personnel previously trained in the Kentucky Proficiency Observation System.

At least once per calibration year, all administrators, including those with low ratings (red or yellow), will meet with district personnel. To ensure consistent ratings across the district, administrators will: review appropriate evidence, discuss observation best practice, and discuss observation practices that are effective in each building.

Peer Observation (Teachers and Other Professionals)

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. A peer observer is trained, certified school personnel.

- All teachers and other professionals will receive a peer observation in their summative year.
- All peer observers participating during the summative year observations will complete the department approved training once every three years.
- All required peer observations must be documented in the district approved technology platform.
- All peer observations documentation will be accessed only by the observer and observee.

All teachers and other professionals in the Dayton Independent School District who have not completed the department approved training will complete the department approved training to become Peer Observers. Teachers or other professionals will complete the training once every three years. Prior to the start of the school year, all teachers will be sent an email with a link to complete the Peer Observation Training. All teachers and other professionals will complete the department approved training prior to the end of the first quarter of school.

Peer Observers will be assigned based upon their availability during the school day so as not to interrupt instruction. Administration will determine Peer Observers based upon teacher and/or other professional's planning time and/or availability.

Student Voice (Teachers and Other Professionals)

The Student Voice Survey is a confidential, survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

<table>
<tr><th colspan="4">STUDENT VOICE SURVEY</th></tr>
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The district student voice survey point of contact will be the Director of Teaching and Learning.
The principals will determine the sections of students that will participate in the survey
Timeline for completion: Survey will be completed during the window that is set by KDE.
Survey data will only be considered when ten or more students are respondents. In cases where 10 students are not available for the selected administration time, an alternate class time will be selected for the teacher or other professional.
In cases where teachers do not have access to 10 or more students, or primary teachers and other professionals (K-2), the student voice survey will not be administered.

</td></tr>
<tr>
<td>Required:
All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.

All teachers and appropriate administrative staff, will read, understand, and sign the district's Student voice Ethics Statement.</td>
<td>Administration:
The Student Voice Survey will be administered between the hours of 7AM and 5 PM local time.

The survey will be administered in the school.

To ensure equal access to all students, appropriate accommodations will be made for students with an IEP, 504 plan, or other situations as deemed necessary by administration.

The teacher being surveyed may be in the room when the students are completing the survey, however the teacher may not direct the students to an answer.</td>
<td>Results:
Results will be used to inform Professional Practice.

Formative years' data will be used to inform Professional Practice in the summative year.

Survey data will only be considered when 10 or more students are respondents.</td>
<td>Student Selection:
Self-contained classroom: All students in the self-contained classroom will take the survey.

Content Teachers (Reading, math, writing, social studies, science): One class period (consistent across the school) will take the student voice survey.

Special Area Teachers (Art, Music, Library, Computer, etc.): One class or class period (consistent across the school) will take the student voice survey.

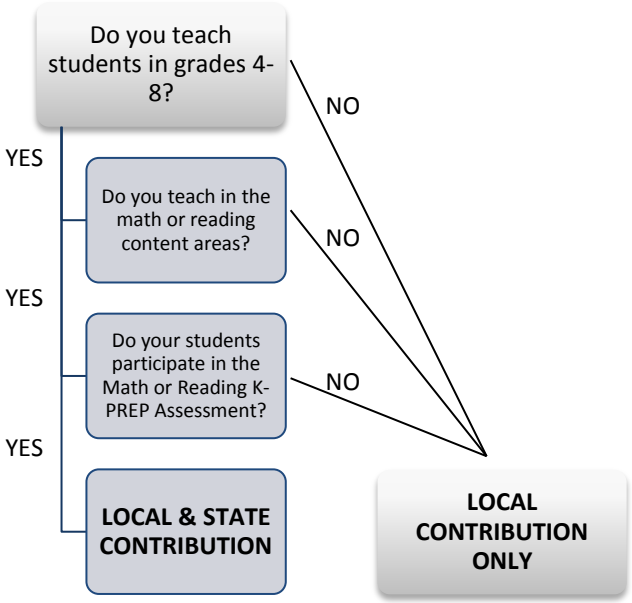
Special Education Teachers:
• Resource – If 10 or more students in the class, they will complete the student voice survey.
• Collaborative – One class will take the student voice survey.</td>
</tr>
</table>

Student Growth (For Teachers and Other Professionals)

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

- 4th – 8th Grade
- Reading
- Math

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



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

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

Local Contribution – Student Growth Goals (SGG)

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

Rigor – congruency to the Kentucky Core Academic Standards

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

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

Student Growth Goal Criteria

- The SGG is congruent with Kentucky Core Academic Standards (or international, national state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG shall be written as a SMART goal and will include both a growth and proficiency component.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

Data Measure to inform student growth

Teachers and other professionals will utilize a holistic evaluation of student growth by combining aspects of a pre-post-test model with the regularity of running records/repeated measures approach. Teachers and other professionals will use a rubric that is designed to compare two or more examples of student work. Teachers and other professionals will use the following process to create local student growth goals:

1. Teachers and other professionals will meet in grade level teams or content area PLC's to analyze assessment data and write the student growth goals.
2. The grade level teams or content area PLC's will approve of the student growth goal and the individual teacher or other professional will develop a rationale explaining their reasoning why the growth goal and proficiency goal were created.
3. Once this process has been completed, individual teachers and/or other professionals will meet with the administration team or an administrator to review the student growth goal, proficiency goal and rationale explaining their reasoning.
4. The teacher and/or other professional and administrator will revise if necessary and/or agree with the goals prior to entering them into the department approved technology platform.

Comparability

Administration Protocol:

Teachers and other professional will administer multiple formative assessments over the course of the school year (or as long as the teacher has the students in class) in order to know if/when students have achieved measurable growth and/or proficiency of the SGG.

- The assessments may be performance-based, verbal, and/or in written format.
- Assessments may be administered to individual students and/or small groups of students (Formative Assessment Lessons, for example), and may include pre- and post-assessments for short-term assessment of sub-standards for the SGG (MDC and LDC, for example).

- To further ensure comparability, teachers and other professionals will meet in PLCs to 'vet' assessment procedures/items/tasks/lessons in their congruency to the grade level standards being assessed.
- Once the vetting process has taken place, teachers and other professionals will administer the assessments at the appropriate time in the instructional year, ensuring that the standards assessed in the SGG is ongoing throughout the duration of the course/year.

Scoring Process:

- Assessments will be analyzed by PLCs and submitted to the principal to determine their congruency to the standards assessed by the SGG.
- Teachers and other professionals, in collaboration with peers, will analyze student work to determine what it 'looks like' for students to meet or not meet standards (calibration process for meeting the rigor of the standards) over time.
- Teachers and other professionals will consider all assessment data, holistically, to determine each student's growth and proficiency level.
- Based on the individual student data, teachers will determine the percentage of students meeting the growth goal of the SGG; teachers will also determine the percentage of students meeting the proficiency goal of the SGG.

Rigor and Comparability of Student Growth Goals

The rubric below has been established to ensure rigorous and comparable growth measures are used for all teachers:

District Student Growth Goal (SGG) Rubric			
***S.M.A.R.T.* STRUCTURE OF THE STUDENT GROWTH GOAL**			
'SPECIFIC'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Does the SGG focus on a specific area of need based on an enduring skill or understanding/overarching goal?	Identifies an area of need pertaining to current students' abilities Includes growth and proficiency targets that establish and differentiate expected performance for ALL students (e.g. Spec. Ed, GT, ELL etc.)	Identifies a specific area of need, but lacks supporting data for current students Includes both a growth target **and** a proficiency target, but fails to differentiate expected performance for one or both targets	Is not focused on a specific area of need Includes only a growth **or** a proficiency target
'MEASURABLE'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Is an appropriate measure selected to assess the goal?	Uses appropriate measures for base-line, mid-course, and end of year/course data collection. Is anchored in baseline data and Identifies multiple measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed	Uses measures that fail to clearly demonstrate performance for the identified skill. Only allows students to demonstrate competency of part, but not all aspects of the standards being assessed.	Uses no baseline data **or** uses irrelevant data. Does not assess the level of competency intended in the standards
'APPROPRIATE'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Appropriate/Attainable ***Is the SGG rigorous, realistic, and standards based?***	Aligned to KCAS grade level standards (or international, national state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed. Address critical content, enduring skill(s) which students are expected to master necessary for advancement to future coursework	Congruent to content, but not aligned to grade level standards. Focuses on a standards-based skill that does not match enduring skill criteria • Goal is too narrow; focusing on a narrow skill or topic. • Goal is written in a general context and encompasses too much content. • Goal lists multiple enduring skills/overarching goals of adopted *state standards*	Is not congruent or appropriate for grade level/content area standards
'RELIABLE'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Is the SGG results-oriented and relevant? ***Is the data collected comparable across similar classrooms, across the district?***	Includes growth and proficiency targets that are rigorous for students, but attainable with support. Rigor is determined by past performance of students, year's growth, percentage of students who attain the target or other measures. Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills	Includes targets that are achievable, but fail to stretch attainability expectations n/a	Includes targets that do not articulate expectations **AND/OR** targets are not achievable For similar classrooms, data collected for the student growth goal: does not reflect common criteria used to determine progress
'TIME-BOUND'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Does the SGG specify an appropriate instructional interval?	Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction	Specifies less than/more than a year-long/course-long interval of instruction	Fails to specify an interval of instruction

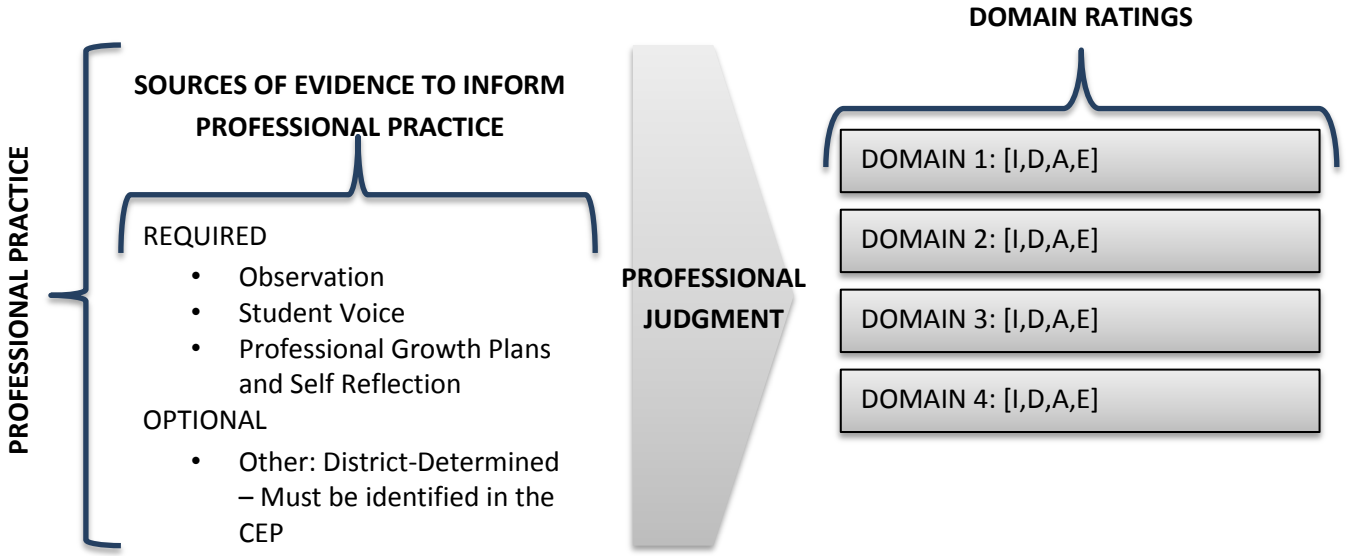
Determining the Overall Performance Category (Teachers and Other Professionals)

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held. An educator has the opportunity to provide a written response to his/her evaluation and this written response will be kept in the personnel file of the educator.

Rating Professional Practice

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

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



described under each Domain at the culmination of an educator's cycle.

- Evaluators will provide a summative rating for each domain based on evidence and professional judgment.
- All ratings must be recorded in district approved technology platform.
- Evaluators will apply state decision rules for determining an educator's professional practice. (See Chart Below)
- Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. Examples include

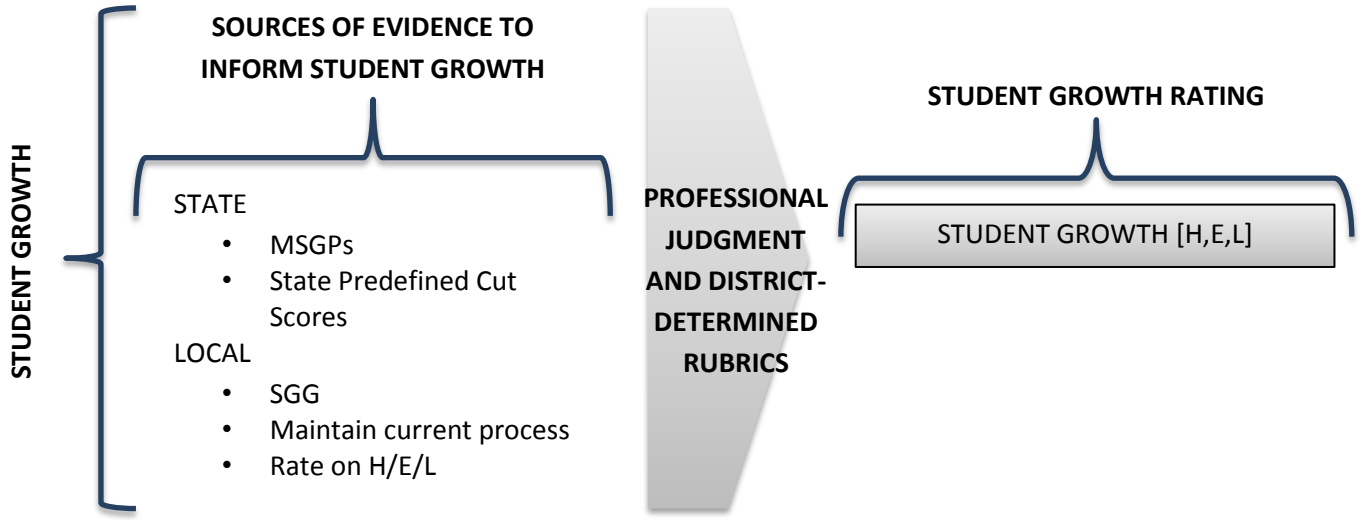
  - ☐ Program Review evidence
  - ☐ team-developed curriculum units
  - ☐ lesson plans
  - ☐ communication logs
  - ☐ timely, targeted feedback from mini or informal observations

- ☐ student data records
- ☐ student work
- ☐ student formative and/or summative course evaluations/feedback
- ☐ minutes from PLCs
- ☐ teacher reflections and/or self-reflections
- ☐ teacher interviews
- ☐ teacher committee or team contributions
- ☐ parent engagement surveys
- ☐ records of student and/or teacher attendance
- ☐ video lessons
- ☐ engagement in professional organizations
- ☐ action research
- ☐ Other: Describe

CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF…	**THEN…**
Domains 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and Two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and Two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and Two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Rating Overall Student Growth

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



Determining Growth for a Single Student Growth Goal (SGG)

The process for determining the result of student growth (high, expected, low) requires districts to explain how they will use rigorous and comparable (see above) goals and assessments for that rating. Districts have several options to consider – none of which are mutually exclusive – for determining student growth.

Dayton Independent Schools Decision Rules for **Growth Component** of Student Growth Goals		
Low	Expected	High
Achievement data from at least two points in time shows little to no evidence of growth for students. Less than 75% of students met the level of expectancy on the teacher created rubric. All students are expected to grow.	Achievement data from at least two points in time shows clear evidence of growth for most students. All students must grow on the teacher created rubric, and 75%-90% must meet the level of expected growth.	Achievement data from at least two points in time shows evidence of high growth for all or nearly all students. All students must grow on the teacher created rubric, and 91% or more of students reached desired growth

Dayton Independent Schools Decision Rules for **Proficiency Component** of Student Growth Goals		
Low	Expected	High
Below the interval constraints	Interval constraints will be plus/minus 10% of goal	Above the interval constraints

The following decision rules will be used to rate locally developed Student Growth Goals:

Local Student Growth Goal OVERALL DECISION MATRIX				
GROWTH COMPONENT	HIGH	EXPECTED	HIGH	HIGH
	EXPECTED	LOW	EXPECTED	HIGH
	LOW	LOW	EXPECTED	EXPECTED
		LOW	EXPECTED	HIGH
		PROFICIENCY COMPONENT		

Determining Overall Growth and Multiple Years' Worth of Student Growth

The following decision rules will be used when determining overall student growth and will be used when multiple years of student growth are available:

- When determining a teacher or other professionals overall student growth, principals will analyze and compare the trends of the MSGP, SGG, and other local growth measures such as MAP, Star, etc. and use professional judgement to determine overall student growth.
    - Growth trends consisting of the three (3) most recent years of student growth percentile data, if available, for teachers; and
    - Growth trends consisting of the three (3) most recent years of student growth goal data, if available, for all teachers and other professionals.

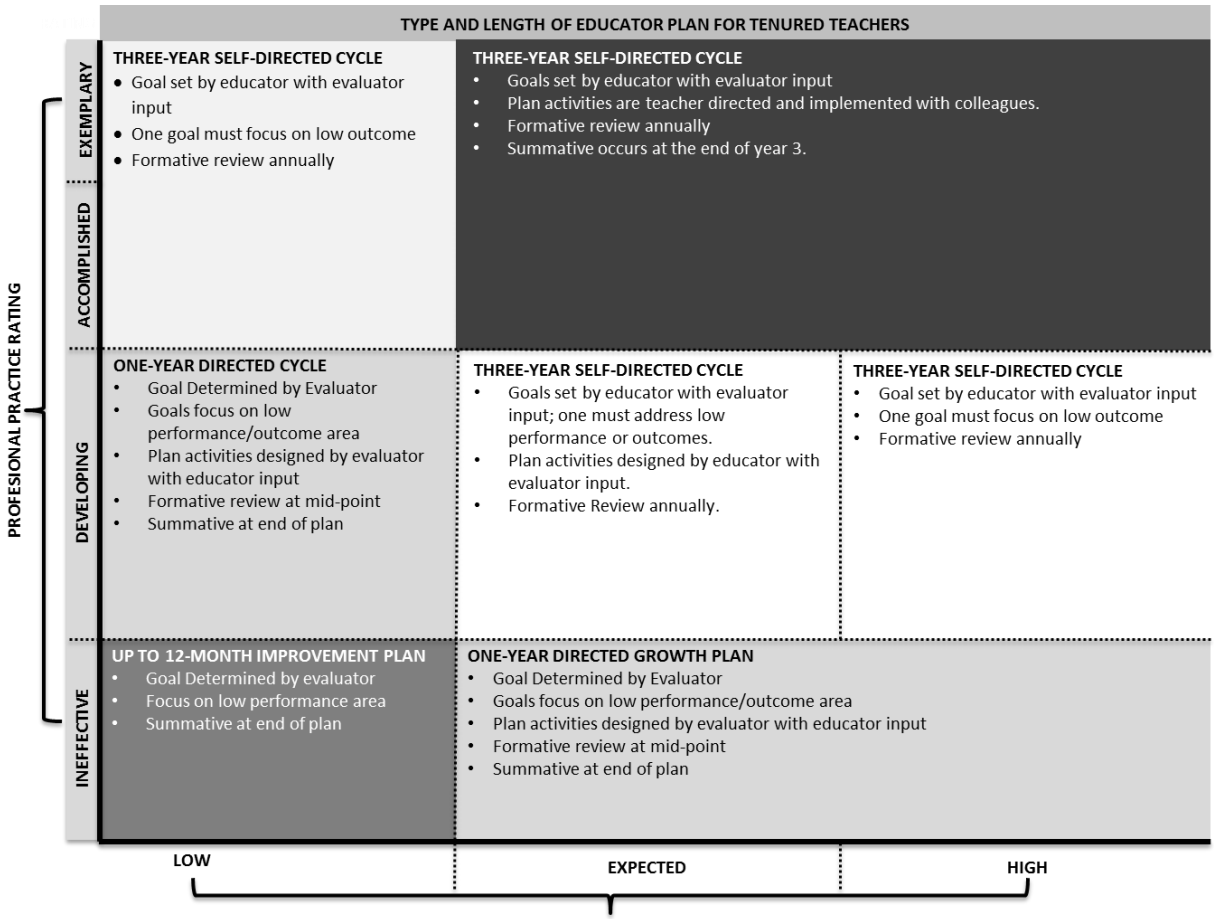
Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their three year summative cycle. Once a supervisor has determined the overall professional practice rating and the overall student growth rating, the following decision rules shall be applied for determining educator's Overall Performance Category.

EDUCATOR'S OVERALL PERFORMANCE CATEGORY PROFESSIONAL PRACTICE RATING + STUDENT GROWTH GOAL RATING		
CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH TREND RATING	OVERAL PERFORMANCE CATEGORY
EXEMPLARY	High OR Expected	EXEMPLARY
	Low	DEVELOPING
ACCOMPLISHED	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
DEVELOPING	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
INEFFECTIVE	High	DEVELOPING
	Expected or Low	INEFFECTIVE

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.



Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" domain rating in the evaluation plan cycle or when an immediate change is required in teacher behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the

ineffective practices of the teacher with a domain rating of "Ineffective" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion.

COMPLETING THE INDIVIDUAL CORRECTIVE ACTION PLAN

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

1. **Domain Number/Immediate Change in Behavior or Practice**
   Identify the specific component(s) that has an "ineffective" rating assigned, or indicate the immediate change required in behavior or practice.

2. **Objectives**
   Objectives must address the specific domain(s) rated as "ineffective" or the immediate change in behavior or practice. The evaluatee and evaluator work closely to correct the identified weaknesses.

3. **Strategies**
   Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.

4. **Assessment Method and Target Dates**
   List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

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

Dayton Independent Schools
Procedural Guidelines for an Evaluation Appeals Panel Hearing

District Evaluation Committee

A. The District Evaluation (50/50) Committee shall consist of an equal number of teachers and administrators.
B. Evaluation Committee membership shall include teachers, school principals, and one administrator appointed by the Superintendent to serve as committee chairman and the designated contact person for the Kentucky Department of Education monitoring purposes.
C. The District Evaluation Committee shall develop evaluation procedures and forms for certified positions below the level of the district Superintendent.
D. The district's evaluation plan and process will be reviewed by the District Evaluation Committee and approved by the Dayton Board of Education annually.
E. Current Committee Members:

☐ Rick Wolf	Director of Teaching and Learning
☐ Ryan Kellinghaus	Principal, Dayton High School
☐ Heather Dragan	Principal, Lincoln Elementary School
☐ Scott Meyers	Assistant Principal, Dayton High School
☐ Tim Chenot	Assist. Principal Lincoln Elementary School
☐ Angela Kohrs	Teacher, Middle & High School
☐ Beth Fields-Hunt	Teacher, Middle School & High School
☐ Amanda Berringer	Teacher, Elementary School
☐ Troy Clifton	Teacher, Elementary School

The purpose of this hearing is to determine if the evaluation plan process and guidelines have been followed. The burden of proof is with the evaluatee.

1. Certified personnel who wish to appeal their summative evaluation must appeal in writing within five (5) working days of the summative evaluation conference. The written appeal must be presented to the primary evaluator. The district form shall be used for all certified evaluation appeals.

2. The primary evaluator will notify the district evaluation coordinator of the appeal and forward the written appeal to the coordinator within two (2) working days.

3. The coordinator will notify the appeal committee members who will hold a preliminary meeting within ten (10) working days of the written appeal.

4. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the appeals panel in the presence of the three panel members.

5. The panel shall hear both procedural and professional judgmental conclusions of evaluations in accordance with the district evaluation plan.

6. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set the time and place of the hearing. During the hearing, additional questions may be posed by panel members. The panel, upon review of documentation, may determine number of witnesses or other procedures as necessary.

7. The hearing will be held at a time and place set by the panel. The evaluatee and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and to answer questions from the panel.

8. The evaluator and evaluatee may have representation during the hearing.

9. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.

10. Only panel members, the evaluatee and evaluator, witnesses determined by the panel, and legal counsel or chosen representatives will be present at the hearing.

11. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the Proceedings.

12. The following procedures will be followed during the hearings:

    Chairperson will convene the hearing; cover procedures; and clarify the responsibility of the panel. Each party will be allowed to make a statement of claim. The evaluatee will begin, followed by the evaluator. No interruptions of the presentation will be allowed. The length of the presentation should not exceed thirty (30) minutes. However, the chairperson may grant additional time if needed. Cross-examination may occur at the end of the evaluatee's and evaluator's presentation. Presentations and cross-examinations shall be limited to items contained in the formative and summative evaluation along with the appeal information for the current evaluation cycle. The panel may question the evaluatee and evaluator. Each party will be permitted five (5) minutes for closing statements after all parties have completed their presentations and cross-examinations. The evaluator will go first followed by the evaluatee. The chairperson of the panel will make the closing remarks.

13. The panel will deliberate and issue written findings within fifteen (15) working days of the hearing.

14. The written findings and decisions will be presented to each the evaluatee, evaluator, and the superintendent.

15. Appeal to Kentucky Board of Education (Section 9 KAR):

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

    (2) The appeal procedures shall be as follows:

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

        (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner

shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

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

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

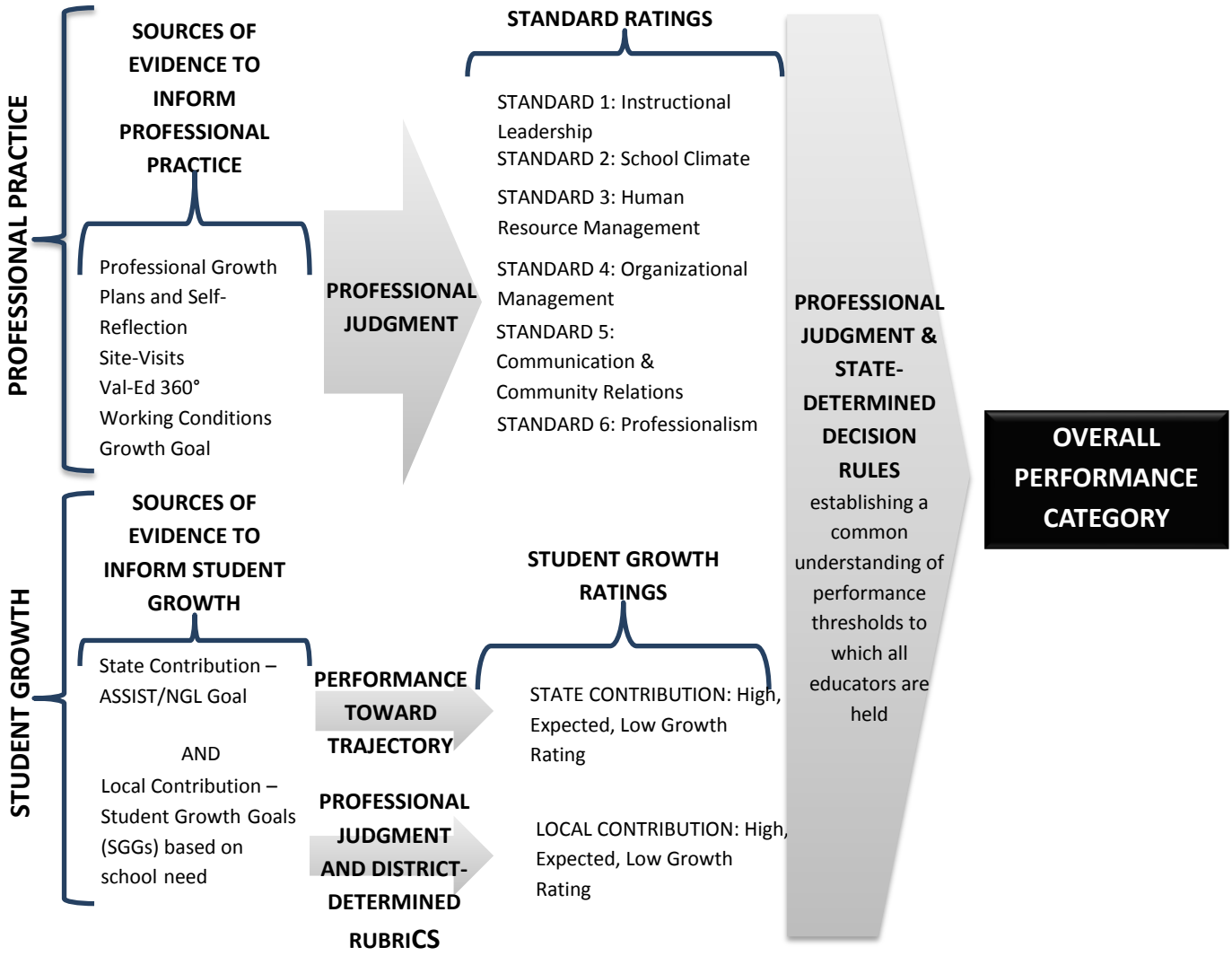
(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92;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

Professional Growth and Effectiveness System – Principal and Assistant Principal

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

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

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



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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of:

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.
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.
3. Human Resources Management The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.
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.
5. Communication and Community Relations The principal fosters the success of all students by communicating and collaborating effectively with stakeholders**.**
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.

Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary." The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

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

PPGES TIMELINES

PPGES Evaluation Activity	Timeline
Explanation and Review of Certified Evaluation Process with Administration and Staff.**(Orientation)**	The district shall explain and discuss the professional practice rating domains, components, and performance criteria, and the evaluation process with principals and assistant principals no later than the end of the evaluatee's first thirty **(30)** working days of the school year.
Self-Reflection Professional Growth Plan	• By the end of the first nine weeks of school, Principals and Assistant Principals will reflect on data from Val-Ed, TELL, achievement data, non-academic measures, superintendent feedback, etc. prior to completion of PGP and SGG. • The principal and assistant principal will participate in on going self-reflection throughout the school year.
Student Growth Goals TELL Working Conditions Goal	• By the end of the first quarter of school– All principals, in collaboration with the Superintendent or designee, create a professional growth plan, one working conditions goal, state and local growth goals • Assistant Principals will inherit the goal of the principal.
First Site Visit/ Assistant Principal Observation Mid-Year Review of Goals	• The First Site Visit will occur sometime throughout the first semester of school after the completion of the PGP and Student Growth Goals. • The superintendent/designee and principal will meet to review progress on both the Student Growth Goal and the Professional Growth Goal to provide systematic feedback. • The principal and assistant principal will participate in on going self-reflection throughout the school year.
Second Site Visit/ Assistant Principal Observation (if needed) End of Year Review of Goals	• The Second Semester of School The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on SGG and PGP progress will be discussed.
Val-Ed or TELL Kentucky Survey	• Val-Ed will be administered in January or February of the year in which the TELL Survey is not administered and in September or October of the school year when TELL is administered. • TELL Survey - During the KDE window
Summative Evaluation Completed	• May 15th
Corrective Action Plan	• As needed throughout the process

Professional Practice

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

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

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

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

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

- All principals and assistant principals will participate in self-reflection and professional growth planning each year.
- Assistant Principals will inherit the principal's student growth goals and TELL Working Conditions goal, but will collaborate with their building principal to complete the professional growth plan.

Site-Visits

Site visits are one source of evidence that is included when determining an administrator's Overall Professional Practice Rating. School site visits applied in a variety of settings, provide information on a wide range of contributions made by principals. School site visits may range from watching how a principal interacts with others to observing programs and shadowing the administrator.

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

- Site – Visits will be conducted at least twice a year by the superintendent or his/her designee
    - The First Site Visit will occur sometime throughout the first semester of school after the completion of the PGP and Student Growth Goals.
        - The superintendent/designee and principal will meet to review progress on both the Student Growth Goal and the Professional Growth Goal to provide systematic feedback.
    - The Second Site Visit will occur during the second semester of school
        - The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on SGG and PGP progress will be discussed.
- All principals will be evaluated every year.

Observations – Completed by Evaluator of Assistant Principal

Observations are one source of evidence that is included when determining an administrator's Overall Professional Practice Rating. Observations applied in a variety of settings, provide information on a wide range of contributions made by assistant principals. Observations may range from watching how an assistant principal interacts with others to observing programs and shadowing the administrator.

Observations are a method by which the principal/designee may gain insight into the assistant principal's practice in relation to the standards. During an observation, the principal will discuss various aspects of the job with the assistant principal.

- Observations are to be conducted at least once each year by the principal/designee, but additional observations may be conducted if needed
- All assistant principals will be evaluated and receive summative evaluations annually
- A Summative Conference is required

Val-Ed 360°

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

- The Val-Ed survey will be conducted at least once every two years (in the school year the TELL Kentucky Survey is not administered.
- The superintendent and/or his/her designee will be the district contact for overseeing and administering the Val-Ed 360**°**
- Val-Ed**°** will be administered in January or February of the year in which the TELL Survey is not administered and in the following September or October of the school year when TELL is administered.
- The Principal and Superintendent and/or his designee will have access to the Val-Ed results.
- The principal and superintendent will use the results as evidence of the principal performance standards indicators and will inform the principal's growth planning process.

Working Conditions Goal (Goal Inherited by the Assistant Principal)

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

- The working conditions goal is developed following the completion of the TELL Kentucky Survey.
- Each principal is required to create (1) 2-year goal.
- In the year in which the TELL survey is not given, a district developed on line survey will be created and sent to all teachers. The district developed on line survey will use the same language as the TELL survey and will address the areas in which the district scored lowest on the most recent TELL survey.
- The principal, in collaboration with the superintendent, will establish a working conditions goal rubric to measure the outcome of the working conditions growth goal. Below is an example that can be used.

Working Conditions Goal Rubric			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
% and below	%-%	%-%	% and above

Student Growth

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

State Contribution –Next Generation Learners (NGL) Goal Based on Delivery Targets (Goal inherited by Assistant Principal)

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

Required:

- The state contribution goal will be based on the reading, math, or combined reading and mathematics gap group based on ASSIST/NGL delivery targets.

Dayton Independent Schools Decision Rules for Determining Growth State Growth Goal		
Low	**Expected**	**High**
The reading, math, or combined reading and math delivery target for the gap group was not met AND more than halfway from the intended target.	The reading, math, or combined reading and math delivery target for the gap group was met OR was no less than halfway from the intended target.	The reading, math, or combined reading and math delivery target for the gap group was exceeded.

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

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

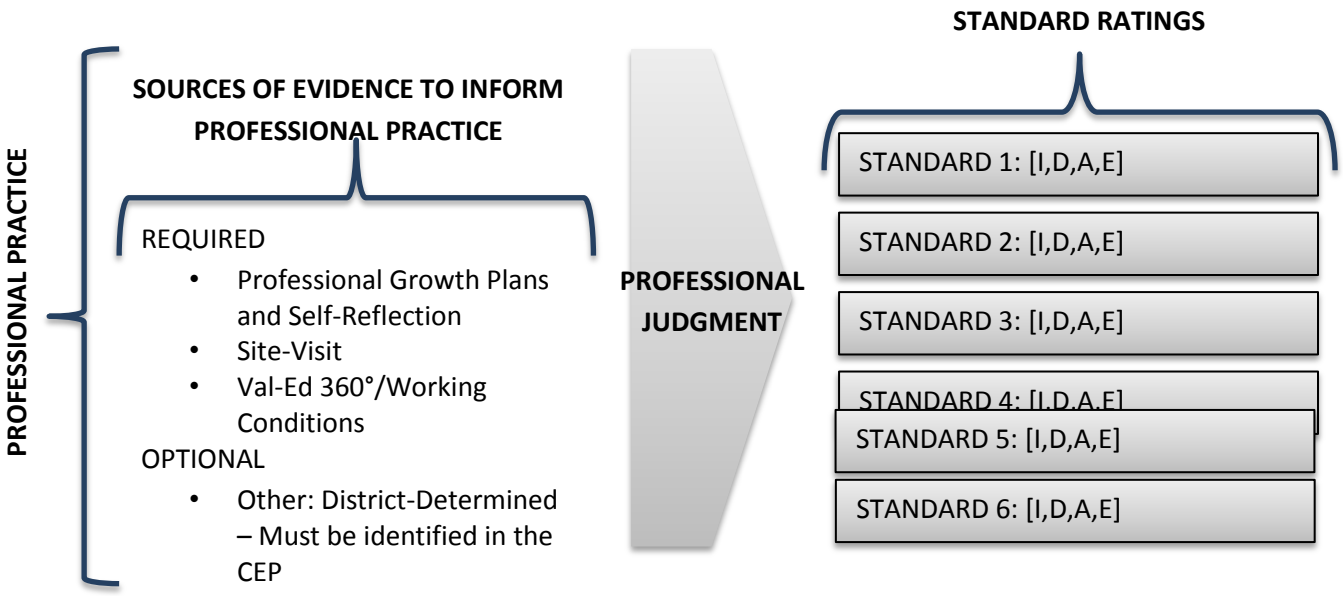
- Each principal will set one (1) local growth goal based on an identified need outlined in the Comprehensive School Improvement Plan.
- The local student growth goal will be determined by the principal in collaboration with the superintendent/designee by looking at baseline data and discussing the proposed goal.
- The goal is to be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.
- The goal is to be written as a SMART goal and include both a growth component.
- **Principals will use MAP data, CERT data, CCR data, EOC data or some other form of local data to write a growth goal based on the percent of students being proficient. For example, the goal might state, to grow from 50% proficient to 60% proficient. The rubric below will be used:**

Dayton Independent Schools Decision Rules for **Growth Component** of Student Growth Goals		
Low	Expected	High
% and below	% - %	% and above

Determining the Overall Performance Category
Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

Rating Professional Practice
The Kentucky Principal Performance Standards stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.
Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. All ratings will be recorded in CIITS. The chart below will be used in determining a Principal's Professional Practice Rating:

CRITERIA FOR DETERMINING A PRINCIPAL'S OR ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING	
IF…	THEN…
At least four (4) standards are rated as EXEMPLARY and no standard is rated below ACCOMPLISHED	Professional Practice Rating shall be EXEMPLARY
At least four (4) standards are rated as ACCOMPLISHED and no standard is rated below DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
At least five (5) standards are rated as DEVELOPING	Professional Practice Rating shall be DEVELOPING
Two (2) or more standards are rated as INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE



Evaluators will place all final ratings in CIITS

- Principals may provide additional evidence provided in support of principal practice may include items from the following list (not a comprehensive list):
  - ☐ SBDM Minutes
  - ☐ Faculty Meeting Agendas and Minutes
  - ☐ Department/Grade Level Agendas and Minutes
  - ☐ PLC Agendas and Minutes
  - ☐ Leadership Team Agendas and Minutes
  - ☐ Instructional Round/Walk-through documentation
  - ☐ Budgets
  - ☐ EILA/Professional Learning experience documentation
  - ☐ Surveys
  - ☐ Professional Organization memberships
  - ☐ Parent/Community engagement surveys
  - ☐ Parent/Community engagement events documentation
  - ☐ School schedules

- Evaluators will apply state decision rules for determining an educator's professional practice.

Overall Student Growth Rating

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

The following decision rules will be used to rate overall student growth as low, expected, or high for principals:

- When determining a principals overall student growth, the superintendent will analyze and compare the trends of the state growth goal, local growth goal, and other local growth measures such as MAP, Star, etc. and use professional judgement to determine overall student growth.

Determining the Overall Performance Category

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Evaluators will use the following decision rules for determining the Overall Performance Category:

<table>
<tr><td>Exemplary</td><td rowspan="2">Shall have a minimum of a Professional Growth Plan developed by the evaluator</td><td>“Shall” have a minimum of a self-directed growth plan</td><td rowspan="2">“Shall” have a minimum of a self-directed growth plan</td></tr>
<tr><td>Accomplished</td><td>“Shall” have a minimum of a self-directed growth plan</td></tr>
<tr><td>Developing</td><td colspan="2">“Shall” have a minimum of a directed growth plan</td><td>“Shall” have a minimum of a self-directed growth plan</td></tr>
<tr><td>Ineffective</td><td colspan="3">“Shall” have a minimum of a Corrective Action Plan (Evaluator Directed)</td></tr>
<tr><td></td><td>Low Growth</td><td>Expected Growth</td><td>High Growth</td></tr>
</table>

TEACHER FORMS

Dayton Independent Schools Pre-Conference Document	
Teacher Name:	**School:**
Grade Level:	**Subject:**
Date of Conference:	**Date of Observation:**
Questions for Discussion	**Notes:**
1. What is your identified student learning target?	
2. To which part of your curriculum does this lesson relate?	
3. How does this learning fit in the sequence of learning for this class?	
4. Briefly describe the students in this class, including those with special needs.	
5. How will you engage students in the learning? What will you do? What will the students do? Will the students be in groups, work individually, or as a large group? Provide any materials that students will be using.	
6. How will you differentiate instruction for individuals or groups of students?	
7. How and when will you know whether the students have achieved the learning target?	
8. Is there anything that you would like me to specifically observe during the lesson?	

SCHOOL YEAR _____

DAYTON INDEPENDENT SCHOOLS

Corrective Action Plan

Name: _____ Date: _____

Area of Concern	Growth Objective(s)/Goal(s) (Describe desired outcomes)	Procedure and Activities for Achieving Goal(s)/Objectives(s) (including support personnel)	Appraisal Method and Target Dates

Date of Expected Correction: _____Immediate _____Within 30 days _____Other (specify below)

*Add additional pages if needed

Corrective Action Plan Developed:

_____
Evaluatee's Signature Date

_____
Evaluator's Signature Date

Corrective Action Plan Reviewed:

Status: _____ MET _____NOT MET

_____
Evaluatee's Signature Date

_____
Evaluator's Signature Date

Summative Evaluation Appeal Form

Dayton Independent Schools

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

Certified Employee's Name: _____

Position in the district/school: _____

School Location: _____

Date:_____

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

If additional space is needed, attach extra sheet. Identify number of pages attached: _____

Date you received the summative evaluation _____

Name of the evaluator _____

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

_____ _____

Employee's Signature	Date

Dayton Independent Schools
Evaluation for Other District Certified Personnel

Director of Student Services
Director of Special Education
Director of Teaching and Learning
Evaluation Timeline

- **Orientation to Plan and Standards**
  Must take place no later than the evaluatee's first thirty (30) working days of the school year or within the first thirty (30) days of employment

- **Growth Plan**
  The growth plan shall be developed no earlier than July 1 for the succeeding school year. New employees shall develop growth plan within 30 days of employment. Growth plans shall be reviewed annually.

- **Pre-Observation Conference**
  Not required; expectations may be set during the orientation or at a scheduled meeting with the evaluator.

- **First Observation**
  Employees shall be observed throughout the school year.

- **First Formative Conference**
  The formative conference shall be held within one work week of the observation and by May 15. The evaluator shall complete the evaluation form indicating strengths and weaknesses. The evaluator shall sign the report. The evaluatee shall sign that he/she has read the report.

- **Second Observation**
  None required if first observation is satisfactory; a second observation is required for unsatisfactory performance and for those who are on a limited contract

- **Third/Additional Observation**
  Not required, but permissible; evaluators may observe as many times as deemed necessary to make personnel decisions and to assist the employee in the improvement of performance

- **Third/Additional Formative Conference**
  Within 5 working days of the third or additional formal observations

- **Summative Conference**
  No later than June 1 annually

- **Appeal**
  District form must be completed and submitted within 5 days of the summative conference.

Dayton Independent Schools
Growth Plan for District Certified Personnel

Name_____ Date: _____ School_____ Year_____

Objective	Procedures/Activities	Expected Impact	Target Date for Completion

Individual Growth Plan Developed		Annual Review ___Achieved; ___Revised; ___Continued	
Employees Signature	Date	Employee's Signature	Date
Supervisor's Signature	Date	Supervisor's Signature	Date

Please note: Individual Growth Plan must be in alignment with school/district improvement plan.

DAYTON INDEPENDENT SCHOOLS
FORMATIVE EVALUATION FORM
DISTRICT OFFICE ADMINISTRATORS

Evaluatee: _____ Position: _____

Evaluator: _____ Date of Conference: _____

*Any standards marked as "growth needed" require a comment of explanation.

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

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

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

Functions	Exceeds Expectations	Met Expectations	Area of Growth	Area of Concern	Comments
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations					
B. Create a comprehensive, rigorous, and coherent curricular program					
C. Create a personalized and motivating learning environment for students					
D. Supervise instruction					
E. Develop assessment and accountability systems to monitor student progress					
F. Develop the instructional and leadership capacity of staff					
G. Maximize time spent on quality instruction					
H. Promote the use of the most effective and appropriate technologies to support teaching and learning					
I. Monitor and evaluate the impact of the instructional program					

STANDARD 3:

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

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

STANDARD 4:

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

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

STANDARD 5:

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

Functions	Exceeds Expectations	Met Expectations	Area of Growth	Area of Concern	Comments
A. Ensure a system of accountability for every student's academic and social success					
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior					
C. Safeguard the values of democracy, equity, and diversity					
D. Consider and evaluate the potential moral and legal consequences of decision-making					

E. Promote social justice and ensure that individual student needs inform all aspects of schooling					

STANDARD 6:

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

Functions	Exceeds Expectations	Met Expectations	Area of Growth	Area of Concern	Comments
A. Advocate for children, families, and caregivers					
B. Act to influence local, district, state, and national decisions affecting student learning					
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies					

Evaluatee Comments: _____
_____

Evaluator Comments: _____
_____

Date for follow up of Improvement Plan:_____

Evaluatee Signature: _____

Evaluator Signature: _____

Dayton Independent Schools
District Office Administrators
Summative Evaluation Form

Name: _____ School: _____

Standard	Exceeds Expectations	Met Expectations	Area of Growth	Area of Concern
Standard 1: Vision				
Standard 2: Learning Community (School Culture/Climate)				
Standard 3: Organizational Management and Leadership				
Standard 4: School – Community Relations				
Standard 5: Ethical Leadership				
Standard 6: Context of Schooling				

School Year: _____ Position: _____

Evaluator's Summary of Performance

Note: Any rating marked as "Area of Growth" must be reflected on the Individual Professional Growth Plan. Any rating marked as "Area of Concern" requires the development of an Individual Corrective Action Plan.

_____Re-employ (on limited contract)
_____Re-employ (recommended for continuing contract-Tenure)
_____Re-employ (currently holding a continuing contract)
_____Re-employ with one year's probation
_____Not recommended for re-employment

The evaluatee's signature implies the evaluatee has seen this document. The evaluator's signature implies that he/she completed the form.

_____ _____
Evaluatee's Signature Date Evaluator's Signature Date

PRINCIPAL FORMS

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

Form		Documentation Completed by	
		Superintendent	**Principal**
Student Growth/ Professional Growth & Reflection	Student Growth Planning/Professional Growth Planning Template and Reflective Practice	✓	✓
Observation/ Site Visit	Observation/Site Visit Form	✓	
Documentation	Documentation Form		✓
Reports	Principal Mid-Year Performance Review	✓	

	Principal Summative Performance Report	✓	
Improvement	Support Dialogue Form *(optional)*	✓	

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each 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	I	D	A	E	

The principal's leadership results in acceptable, measurable student academic growth based on established standards.					

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: Student Growth

Local Student Growth Goal Statement (*Based on one of the State goals within your CSIP.)*	

Principal's Student Growth Plan *This plan will outline what the **principal** will do to impact the student growth goal.* *(Should be different than the school CSIP plan strategies/actions)*		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? 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: Principal's TELL Kentucky 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 Kentucky.

Working Conditions Goal Rubric			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
The principal is more than -10% of the goal.	The principal is no more than -10% of the goal.	The principal achieves the expected outcome from the goal.	The principal exceeds the expected outcome from the goal.

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.

Working Conditions Goal Rubric			
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 D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360 ☐ Other: _____

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

Questions to Consider:

- 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 E: 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) On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

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

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

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

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

Date:	**End of Year Student Growth Reflection:**
End-of-Year Data Results (Accomplishments at the end of year.)	☐ Data attached
Date:	**End of Year TELL KY Working Conditions Growth Reflection:**
Date:	**End of Year Professional Growth Reflection:**

Next Steps:

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

Sample Documentation Template – Site Visit

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Professional Growth and Effectiveness System, refer to the performance indicators for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible "look fors" only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.

Date: ____/____/_____

Principal: _____

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):

☐ Site visit ☐ Mid-Year Conference ☐ Other (Specify) _____

PRINCIPAL SUMMATIVE PERFORMANCE REPORT

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

Principal Click here to enter text. **School Year(s):** Click here to enter text.

School Click here to enter text.

Performance Standard 1: Instructional Leadership

Exemplary In addition to meeting the requirements for Accomplished...	**Accomplished** is the expected level of performance.	**Developing**	**Ineffective**
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
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Performance Standard 2: School Climate

Exemplary In addition to meeting the requirements for Accomplished...	**Accomplished** is the expected level of performance.	**Developing**	**Ineffective**
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal **inconsistently** promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal **rarely** promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
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Performance Standard 3: Human Resources Management

Exemplary In addition to meeting the requirements for Accomplished...	**Accomplished** is the expected level of performance.	**Developing**	**Ineffective**
The principal consistently demonstrates expertise in human resources management,	The principal fosters effective human resources management by assisting with selection and	The principal **inconsistently** assists with selection and induction, or inconsistently	The principal **inadequately** assists with selection and induction, or inadequately

which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	supports, evaluates, and retains quality instructional and support personnel.	supports, evaluates, and retains quality instructional and support personnel.
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Performance Standard 4: Organizational Management

Exemplary In addition to meeting the requirements for Accomplished...	**Accomplished** is the expected level of performance.	**Developing**	**Ineffective**
The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal **inconsistently** supports, manages, or oversees the school's organization, operation, or use of resources.	The principal **inadequately** supports, manages, or oversees the school's organization, operation, or use of resources.
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Performance Standard 5: Communication and Community Relations

Exemplary In addition to meeting the requirements for Accomplished...	**Accomplished** is the expected level of performance.	**Developing**	**Ineffective**
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal **inconsistently** communicates and/or **infrequently** collaborates with stakeholders.	The principal demonstrates **inadequate** and/or detrimental communication or collaboration with stakeholders.
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Performance Standard 6: Professionalism

Exemplary In addition to meeting the requirements for Accomplished...	**Accomplished** is the expected level of performance.	**Developing**	**Ineffective**
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal is **inconsistent** in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows **disregard** for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
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Evaluation Summary

☐ Recommended for continued employment
☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
☐ Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Commendations: Click here to enter text.

Areas Noted for Improvement: Click here to enter text.

Improvement Goals: Click here to enter text.

Overall Evaluation Summary

Overall Evaluation Summary Criteria

☐ Exemplary ☐ Accomplished ☐ Developing ☐ Ineffective

_____ _____
Employee's Signature/Date Administrator's Signature/Date

Evaluator's Name _____ Principal's Name _____

Evaluator's Signature _____ Principal's Signature _____
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date _____ Date _____

Superintendent's Name _____

Superintendent's Signature _____

Date _____

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

- Professional Growth and Self Reflection
- Site-Visits

- VAL-ED 360
- Working Conditions Goal
- Student Growth Goals
- Other district determined evidence sources

PERFORMANCE STANDARDS

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

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

1.4 Demonstrates knowledge of research-based instructional best practices

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

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

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

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

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

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

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

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

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Ineffective	Developing .	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
The principal **rarely** fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal **inconsistently** fosters the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	**The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.**	The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.

Performance Standard 2: School Climate

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

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

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

2.5 Supports the staff through continuous improvement efforts.

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

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

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

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

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

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Ineffective	Developing .	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
The principal **rarely** promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal **inconsistently** promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	**The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.**	The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.

Performance Standard 3: Human Resources Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

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

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

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

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

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

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

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

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Ineffective	Developing .	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
The principal **inadequately** assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal **inconsistently** assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	**The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.**	The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).

Performance Standard 4: Organizational Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

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

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

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

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

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

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Ineffective	Developing .	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
The principal **inadequately** supports, manages, or oversees the school's organization, operation, or use of resources.	The principal **inconsistently** supports, manages, or oversees the school's organization, operation, or use of resources.	**The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.**	The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

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

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

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

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

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

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

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

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Ineffective	Developing .	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
The principal demonstrates **inadequate** and/or detrimental communication or collaboration with stakeholders.	The principal **inconsistently** communicates and/or **infrequently** collaborates with stakeholders.	**The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.**	The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.

Performance Standard 6: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

6.3 Maintains a professional appearance and demeanor.

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

6.5 Maintains confidentiality.

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

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

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

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

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

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Ineffective	Developing .	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
The principal shows **disregard** for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.	The principal is **inconsistent** in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	**The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.**	The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).

Support Dialogue Form *(optional)*

Directions: Principals and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

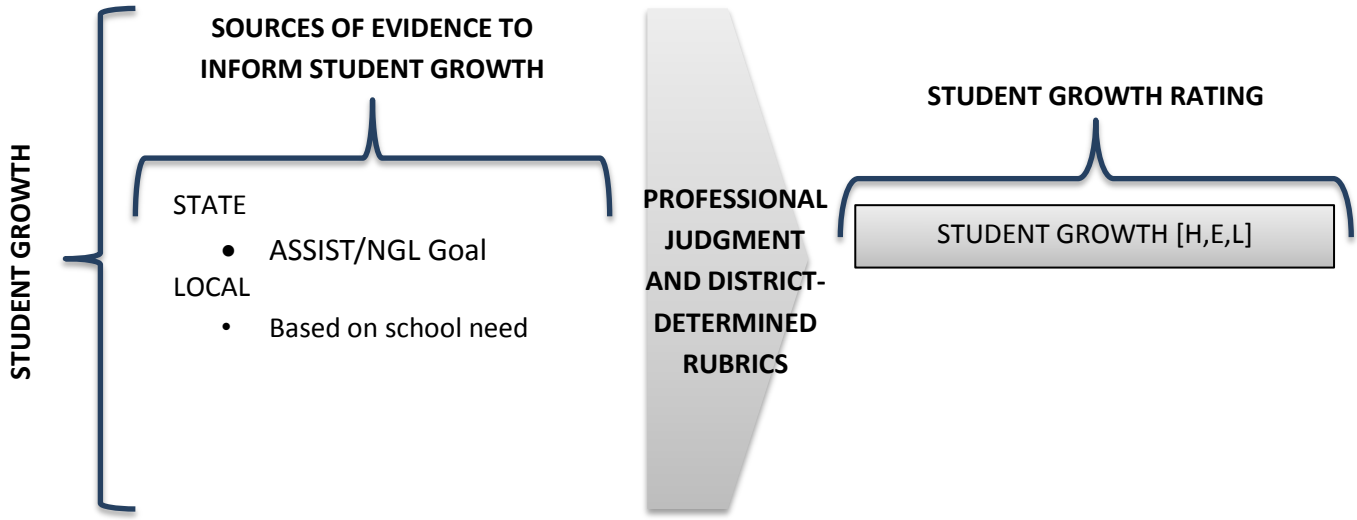
What new strategies or resources might facilitate improvement in this area?

Principal's Name: _____

Principal's Signature: _____ Date: _____

Superintendent's Name: _____

Superintendent Signature: _____ Date:_____


STUDENT GROWTH
SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH
STATE
ASSIST/NGL Goal
LOCAL
Based on school need
PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS
STUDENT GROWTH RATING
STUDENT GROWTH [H,E,L]