# BREATHITT COUNTY SCHOOLS

## DISTINGUISHED DISTRICT

## ASPIRING FOR EXCELLENCE

## 2017-18

## CERTIFIED EVALUATION PLAN

420 Court Street

Jackson, KY 41339

606-666-2491

# Table of Contents Certified Evaluation Plan

## Certified Evaluation 50/50 Committee Members

Name of District:                    Breathitt County Schools

Telephone Number:                    (606) 666-2491

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Address:                             P.O. Box 750, 420 Court Street

                                     Jackson, KY 41339


Superintendent:


Certified Evaluation 50/50 Committee Members

| Name | School | Position |
|---|---|---|
| | District | Superintendent |
| Donna Fugate | Central Office | CEP Director, DAC |
| Wayne Sizemore | Central Office | Director of Special Education |
| Reggie Hamilton | Sebastian Middle | Principal |
| William Noble | LBJ Elementary | Principal |
| Jason Fugate | Marie Roberts-Caney | Principal |
| Tara Hall | Breathitt High School | Teacher |
| Tami Neace | Sebastian Middle | Teacher |
| Marlene Hamilton | Marie Roberts-Caney | Teacher |
| Jonathan Chapman | LBJ Elementary | Teacher |
| Melissa Smith | Highland Turner | Teacher |

# CERTIFIED EVALAUTION PLAN ASSURANCES

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

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (**50/50 Committee**).

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 and Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345.  The PGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

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

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

An opportunity for written response shall be included in the official personnel record.  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 in **June** and approved changes as recorded in the minutes.  Minimal changes were made, and the plan was approved again in the **August 2017** meeting.

_____     _____
Signature of District Superintendent                                 Date


_____     _____
Signature of Chairperson, Board of Education                    Date

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# EVALUATION PROCESS OVERVIEW

The Breathitt County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate district administrators, principals, central office administrators, and other district certified personnel.

Principals or designee will evaluate assistant principals, guidance counselors, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school.

All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

| | |
|---|---|
| March 31 | All certified employees non-renewed for cause |
| April 15 | All certified staff on an annual cycle (school and district level) (KTIP/through year 4) |
| May 15 | All certified staff on a 3-year cycle (school and district level) |
| June 15 | All administrative and counseling staff |

## Orientation

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the 30 days of reporting for employment for the school year. All employees who are newly hired during the school year will receive training within their first 30 days of reporting for employment. [704 KAR 3:345 (5) 2]

This annual review shall be an explanation and discussion of the contents of the evaluation plan handbook, including the Performance Criteria and district approved forms and/or state platform reporting responsibilities. Each building principal is responsible for explaining to building personnel the Framework Domains along with any additional performance criteria that are building specific, based on the school's improvement plan, professional development training the staff has attended, or other factors.

The immediate supervisor shall be designated as the primary evaluator. At the school level this will be the chief building administrator, though additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

## Professional Growth Plan

An individual Professional Growth Plan (PGP) for all certified staff below the level of Superintendent shall be developed and/or revised annually with reflection and review occurring throughout the year. Development of the professional growth plan is the responsibility of both the evaluator and the evaluatee. Provisions for the Superintendent's Professional Growth Plan are subject to KRS 156.111.

**Late hires** will receive required overview of CEP within the first 30-working days of employment. Self-reflection and PGPs will be documented in district approved forms 60-working days from CEP overview in calendar year. All late hires must submit self-reflection and PGP.

## Formative Data Collection

The formative evaluation is a continuous cycle of collecting evaluation information and interactive to provide feedback with suggestions regarding the certified employee's professional growth

performance.

### Summative Evaluation

The summative evaluation is a summary of, but not limited to, all evaluation data including formal and informal observations, written documentation, and the PGP.

During the summative evaluation conference, the evaluator shall review and discuss each of the Framework Domains and indicate level obtained based on the framework rubric, along with any comments regarding needed growth. The district approved Summative Evaluation form is signed by both the evaluator and the evaluatee. The evaluatee may attach additional comments to the evaluation, which will become part of the official personnel file of the evaluatee. A copy of the summative evaluation will be provided to the evaluatee. The Breathitt County Schools Evaluation Tracking form will accompany Summative Evaluation forms received from each primary evaluator.

### Professional Growth Plan and Evaluation Cycle

Evaluation of Intern Teachers shall adhere to the guidelines of the Kentucky Teacher Intern Program (KTIP), which may act in place of certain portions of Breathitt County Schools CEP. These include but are not limited to frequency and number of observations; requirements related to teacher mentoring and intern projects; and the specific evaluation forms. Intern teachers involved in KTIP must participate in district required PGP process, including relevant growth goal requirements.

Teachers and other professionals shall be evaluated according to the requirements in this CEP.

Administrators (such as principals, assistant principals, supervisors of instruction, directors, coordinators, and assistant superintendents) shall have a Summative Evaluation annually. This also pertains to counselors, school psychologists, and other non-teaching certified personnel. (See Appendices for forms.)

Preschool teachers, who are classified employees, will be evaluated using the "Classified Employee Evaluation Plan."

## Corrective Action Plan Process

A Corrective Action Plan (CAP) **MAY** be written at any time during the school year, but **MUST** be written if a teacher falls in the "Ineffective/Low" range of teacher performance on the Summative Evaluation form.

A **CAP** may be developed for two purposes:

I.    when improvement is needed to correct one (1) or two (2) critical deficiencies in the teacher framework domains that cannot wait for the formal full observation and summative conference;
II.   after the formal full observation and during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas others may be added.

Corrective Action Plans will be reviewed on an ongoing basis until performance is judged to meet the standards of performance criteria. Review of corrective action plans will be documented on the CAP form. After a conference with the evaluatee, the evaluator will send a copy of the CAP to the CEP supervisor. The CEP supervisor will be responsible for informing the Superintendent of all persons involved in the corrective action process.

Employees who fail to make sufficient progress to meet required performance criteria outlined in the CAP will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by **April 30th**.

**Responsibilities for Evaluation**

- The Breathitt County Board of Education will evaluate the Superintendent.
- The Superintendent or his/her designee will evaluate building administrators and central office personnel.
- The Director of Special Education will evaluate school psychologists, speech therapists, the preschool coordinator or lead teachers, and special consultants.
- Building administrators will evaluate guidance counselors, librarians, teachers, and other certified personnel for whom they are designated the immediate supervisor.

The primary evaluator may delegate observations to a properly certified evaluator. However the primary evaluator is still required to review, have input, and concur with the findings of the designee AND shall conduct the summative conference and sign the summative evaluation feedback instrument.

**See Appendix E: General Appendix for All Certified Employees' Corrective Action forms.**

## Sources of Evidence/Kentucky Framework for Teaching (FfT) 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.
- Professional Growth Planning and Self-Reflection
- Observation
- See additional evidence of practice on page 8.

All components and sources of evidence related supporting an educator's professional practice will be completed and documented to inform the SUMMATIVE RATING. All Summative Ratings will be recorded on district approved forms.

Commented [RJ-DoNGP1]: As well as
Recorded in the department-approved technology platform

Commented [FD-DC2]:

## KTIP Evaluation Process
Evaluation for intern teachers shall be conducted in compliance with the Kentucky Teacher Internship Program. Requirements of TPGES may not be required, unless required by KTIP.

## Classified Preschool Teachers Evaluation Process

Preschool teachers, who are classified employees, will be evaluated using the "Classified Employee Evaluation Plan." These teachers will develop Professional Growth Plans and Self-Reflection.

## SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

| FRAMEWORK for TEACHING (FfT) | Peer Obs. | Supervisor Observation | Prof. Growth/ Self-Reflect |
|---|---|---|---|
| **Planning and Preparation** | | Evidence (Pre and Post Conferences) | Professional Growth Planning and Self-Reflection |
| 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 | | | |
| **Classroom Environment** | OBSERVATION | Observation | |
| 2a-Creating Environ. of Respect & Rapport | | | |
| 2b-Establish Culture of Learning | | | |
| 2c-Maintaining Classroom Procedures | | | |
| 2d-Managing Student Behavior | | | |
| 2e-Organizing Physical Space | | | |
| **Instruction** | | Observation | |
| 3a-Communicating with Students | | | |
| 3b-Questioning & Discussion Techniques | | | |
| 3c-Engaging Students in Learning | | | |
| 3d-Using Assessment in Learning | | | |
| 3e-Demonstrating Flexibility and Responsive | | | |
| **Professional Responsibilities** | | Evidence (Pre and Post Conferences) | |
| 4a-Reflecting on Teaching | | | |
| 4b-Maintaining Accurate Records | | | |
| 4c-Communicating with Families | | | |
| 4d-Participating in Prof. Learning Communities | | | |
| 4e-Growing and Developing Professionally | | | |
| 4f-Showing Professionalism | | | |

**Additional Evidence to Support Assessment of Professional Practice**

☐Team-developed curriculum units
☐Lesson plans
☐Communication logs
☐Timely, targeted feedback from informal observations
☐Student data/work samples
☐ eleot Walk-throughs
☐Student formative and/or summative course evaluations/feedback

☐Minutes from PLCs
☐Teacher interviews
☐Parent engagement surveys
☐Records of student attendance
☐Records of teacher attendance
☐Video lessons
☐PD certificates/agendas
☐Other:
_____

## PROFESSIONAL PRACTICE

### *Self-Reflection and Professional Growth Planning*

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; finally, (7) 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 participate in self-reflection and professional growth planning each year.**

All certified employees—teachers and other professionals—will document self-reflection and professional growth planning with district approved forms (principals may also choose to submit documentation on state approved platform) by **October 31st** and the final annual review shall be completed by *April 30th* of each year. The plan shall be reviewed on a continual basis by the evaluator and evaluatee. (See **Appendix A** for Reflective Practice & Professional Growth Planning Template and sample goals.

\*\***Late Hires**—Self-reflection and PGP will be submitted 30 working days after reporting to work. The evaluator will determine dates for ongoing self-reflection.

\*\***Leaves of Absence** Evaluation requirements remain the same for certified employees on leave of absence; however, timelines may be adjusted as needed. Adjusted timeline shall be developed by the evaluatee and evaluator. Timeline may be modified with school-year calendar modifications. In extreme cases, the summative cycle may be suspended until the next year.

| Timeline for Self-Reflection and Professional Growth Planning Teacher/other professional: | |
| --- | --- |
| **August/ September** | Reflects on his/her current growth needs based on data and identifies an area of focus. |
| **October 31st** | Collaborates with his/her administrator, develops growth plan and action steps. PGPs completed. (See below for late hire requirements.) |
| **November- January** | Implements/reflects on progress and impact of the plan on his/her professional practice. |
| **January** | Modifies plan as appropriate. |
| **January-April** | Continues implementation and on-going reflection. |
| **By April 30th** | Summative reflection on the degree of goal attainment and implications for next steps. |
| **By May 15th** | Notification of re-employment and dismissal. |

| BREATHITT COUNTY SCHOOLS<br>PGES IMPLEMENTATION TIMELINE<br>FOR TEACHERS (INCLUDING THOSE IN ALTERNATIVE SETTING) AND<br>OTHER PROFESSIONALS | |
|---|---|
| Procedure | Dates |
| • Build documentation of self-reflection.<br>• Orientation to the evaluation plan, including standards and performance criteria. | No later than 30- calendar day from the date of reporting to work. |
| • Determine current growth needs based on data sources.<br>• Collaborate with building administration to develop PGP.<br>• Begin plan implementation.<br>• Provide ongoing progress monitoring on student successes.<br>• Reflect on student progress in order to alter professional practices.<br>• Modify plan as appropriate. | No later than October 31st<br><br>Late hires: hired after September 1st—will receive required overview of CEP within the first 30-calendar days from date of reporting to work.  Self-reflection and PGPs will be documented in district approved forms 30-days from CEP overview, regardless of hire date. |
| • **KTIP:**  Conduct observations and conferences for collecting data regarding performance of teachers on annual summative cycle interns. | Three (3) observations and post-observation conferences per school year.  Intern teachers will follow KTIP requirements. |
| • **Observations** | See page 11 for Observation Cycle/Timeline |
| • Provide ongoing progress monitoring on student successes.<br>• Reflect on student progress in order to alter professional practices.<br>• Modify plan as appropriate.<br>• Conduct a summative reflection on the goal attainment.<br>• Develop "next steps." | On-going until April 30th |
| Annually, conduct observations and conferences for collecting data regarding performance of teachers and other professionals on annual summative cycle. | |
| Every three years, conduct observations/conferences for teachers and other professionals on 3-Year summative cycle.  Length of PGP and observation cycle will be determined by the Professional Growth Plan and Summative Cycle chart. | |
| All administrators receive summative evaluations annually. | |
| Based on need—continuous observations, conferences, corrective action plans. | |

## OBSERVATION OF TEACHING AND LEARNING FOR TPGES AND OPGES

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.  Through these observations, supervisors observe indicators and teacher evidence around Domains I and IV.  Only the supervisor observation will be used to inform a summative rating.  Peer observation is used only for formative feedback on professional practice.  **NO** ratings are given by the peer observer. Observations may begin after the evaluation training takes place within 30-working days of reporting for employment each school year.

*Breathitt County Schools CEP*

## *Observation Model*

- ◆ Evaluation training for certified staff takes place within the first 30 working days. Observations may begin at any time after the initial evaluation training.
- ◆ A minimum of four observations will occur during the summative cycle
    - ○ three by the supervisor – 2 partial and 1 full
    - ○ one by a peer.
- ◆ Two (2) of the supervisor's PARTIAL observations (minimum of 20 minutes) may be unannounced. The observer will make note of components observed in order to identify "look fors" in the next observation session.
- ◆ The required peer observation (partial) must occur in the final year of the cycle.
- ◆ Final observation is conducted by the supervisor and is a full observation.
- ◆ Evidence of observations will either be found in the state provided technology platform or by using the forms found in Appendix A.

**\*\*Late hires**—Adjusted timeline shall be developed by the evaluatee and evaluator. Timeline may be modified with school-year calendar modifications.
**\*\*Interns** will only be required to meet **KTIP** requirements.

## Observation Schedule

| Teachers and Other Professionals on a One (1) Year Cycle | | |
|---|---|---|
| **(Minimum of 4 Observations EACH year)** | | |
| **Observation Type** | **Observer** | **Timeline** |
| Partial #1 | Administrator | After the initial evaluation training and before November 1st |
| Partial #2 | Administrator | A minimum of ten (10) instructional days after the 1st partial observation and by the end of the 1st semester |
| Partial #3 | Peer | Beginning 2nd semester and completed by March 1st |
| Full Observation | Administrator | A minimum of ten (10) instructional days after the peer observation and prior to April 30th. |

| Teachers and Other Professionals on a Three (3) Year Cycle | | |
|---|---|---|
| **(Minimum of 4 Observations during the 3-year cycle)** | | |
| **Observation Type** | **Observer** | **Timeline** |
| Partial #1 - Year 1 | Administrator | After the initial evaluation training and prior to **April 30th.** |
| Partial #2 - Year 2 | Administrator | After the initial training and prior to **April 30th.** |
| Partial #3 - Year 3 | Peer | After the initial training and before the end of 1st semester. |
| Full Observation – Year 3 | Administrator | A minimum of ten (10) instructional days after the peer observation and prior to **April 30th.** |

**\*Leaves of Absence** – Evaluation requirements remain the same for certified employees on leave of absence; however, timelines may be adjusted as needed evaluatee and evaluator.

**\*\*Late Hires** must have a minimum of a partial administrative observation (no less than 20 minutes) and a full observation by **April 30th**.  Adjusted timelines should be developed by evaluatee and evaluator.  Late hire must have missed a minimum of 60 consecutive school days to make adjustments.

## PEER OBSERVATION

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only.  Peer Observers do 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 appointed by the principal.

- All Teachers and Other Professionals will receive a peer observation in their summative year.
- All Peer Observers will complete the state-approved training once every three years.
- All peer observation documentation will be accessed only by the evaluatee.
- Peer Observers will be identified and assigned by the building principal or principal designee.
- Peer Observers will have at least three (3) years of experience as a classroom teacher.
- Peer Observers will document their evidences by using either the state provided technology platform or using the document found in Appendix A.  Documentation can be shared with administrator ONLY with evaluatee approval.

## *OBSERVATION CONFERENCING*

Observers will adhere to the following observation conferencing requirements:

Pre-Observation Conferences

- Partial Observations will not require a pre-conference with the exception of a peer observation.
- Pre-Observation Conferences may be completed for Partial Observations by request of the evaluator or evaluatee.
- Full observations will require a face-to-face pre-conference with the observer. The pre-conference will be held within 1 to 5 instructional days before the observation.

Post Observation Conferences

- Post-observation conferences will be conducted within five (5) instructional days for both the partial observation and the full observation. Post conferences for partial observations shall include written feedback that is communicated by the observer electronically or a face-to-face conference with the observer.
- Post conferences conducted after full observations will be face-to-face with the observer.

Summative Evaluation Conference

- The summative evaluation conference shall be held at the end of the summative evaluation cycle and documented in the state approved technology platform on the Summary of Evidence tab no later than the end of April.
- A printed and signed copy of the Summary of Evidence form completed during the summative evaluation conference shall be sent to Central Office to be placed in the evaluatee's personnel file.

## OBSERVER CALIBRATION

Administrators serving as a primary evaluator must collaborate with another administrator to calibrate at least one observation.

## DETERMINING OVERALL PERFORMANCE CATEGORY FOR TEACHERS AND OTHER PROFESSIONALS

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the 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 and decision rules that establish a common understanding of performance thresholds to which all educators are held.

## RATING PROFESSIONAL PRACTICE

The Breathitt County Schools rubric provides educators and evaluators with descriptions of practice associated with specific domains.  The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle.

- ◆ **Provide a summative rating for each domain based on evidence.**
- ◆ **All final ratings must be recorded in the district-approved platform.**

*I=Ineffective, D=Developing, A=Accomplished, E=Exemplary*

**PROFESSIONAL PRACTICE**

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

REQUIRED
- • Observation
- • Professional Growth Plans and Self Reflection

OPTIONAL
- • Walk-throughs
- • Site Visits
- • Other Evidence

**PROFESSIONAL JUDGMENT**

**DOMAIN RATINGS**

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

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

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

DOMAIN 4: [I, D, A, E]
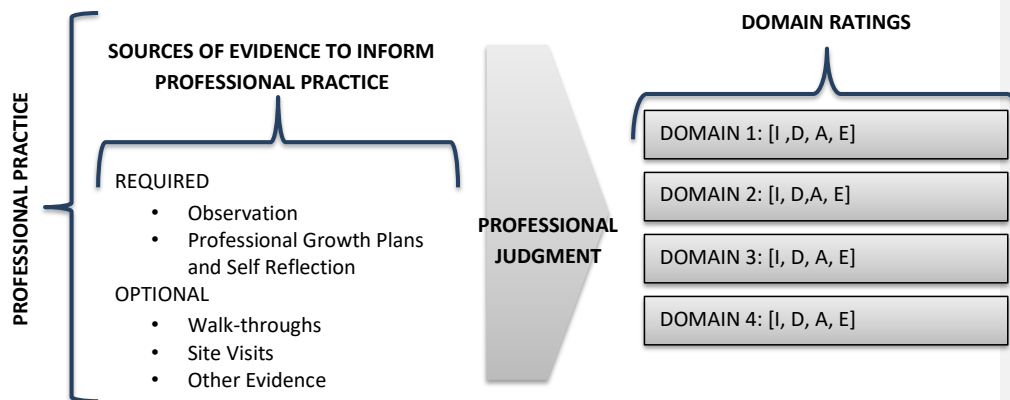
## DETERMINING THE OVERALL PERFORMANCE CATEGORY (I, D, A, E)

An educator's Overall Performance Category is determined using the following steps:
- **Determine the individual domain ratings through the use of sources of evidence and professional judgment.**
- **Apply local rules for determining an educator's Professional Practice.**
- **Apply Overall Decision Rules for determining educator's Overall Performance Category.**
- **All summative ratings must be recorded using district approved forms**.

### MINIMUM FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING

| IF… | THEN Professional Practice Rating shall…. |
|---|---|
| Domains 2 **AND** 3 are rated **INEFFECTIVE** | **be INEFFECTIVE** |
| Domains 2 **OR** 3 are rated **INEFFECTIVE** | **be DEVELOPING** OR **INEFFECTIVE** |
| Domains 1 **OR** 4 are rated **INEFFECTIVE** | **NOT** be **EXEMPLARY** |
| Two Domains are rated **DEVELOPING**, and two Domains are rated **ACCOMPLISHED** | **be ACCOMPLISHED** |
| Two Domains are rated **DEVELOPING**, and two Domains are rated **EXEMPLARY** | **be ACCOMPLISHED** |
| Two Domains are rated **ACCOMPLISHED**, and two Domains are rated **EXEMPLARY** | **be EXEMPLARY** |
| Three Domains are rated **DEVELOPING**, and one Domain is rated **INEFFECTIVE** | **Be DEVELOPING** |

## PROFESSIONAL GROWTH PLAN AND SUMMATIVE CYCLE

Based on the overall Professional Practice rating, the type of Professional Growth Plan (future growth planning) and the length of the summative cycle is determined using the chart below.

| PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS AND OTHER PROFESSIONALS | | |
|---|---|---|
| **THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN**<br>• Goal set by teacher with evaluator input<br>• Formative review annually | **THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN**<br>• Goals set by teacher with evaluator input<br>• Plan activities are teacher directed and implemented with colleagues.<br>• Formative review annually<br>• Summative occurs at the end of year 3. | |
| **ONE-YEAR CYCLE DIRECTED GROWTH PLAN**<br>• Goal(s) Determined by Evaluator<br>• Goals focus on professional practice<br>• Plan activities designed by evaluator with teacher input<br>• Annual Summative review | **THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN**<br>• Goal(s) set by teacher with evaluator input; one must address professional practice.<br>• Formative review annually. | **THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN**<br>• Goal(s) set by educator with evaluator input<br>• Formative review annually |
| **UP TO 12-MONTH IMPROVEMENT PLAN**<br>• Goal(s) determined by evaluator<br>• Focus on low performance area<br>• Summative at end of plan | **ONE YEAR DIRECTED GROWTH PLAN**<br>• Goal determined by evaluator<br>• Goals focused on low performance/outcome area<br>• Plan activities designed by evaluator with educator input<br>• Formative review at midpoint<br>• Summative at end of plan | |

PROFESIONAL PRACTICE — EXEMPLARY / ACCOMPLISHED / DEVELOPING / INEFFECTIVE

# PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

*Breathitt County Schools CEP*

# SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

| | | Instructional Leadership | School Climate | Human Resources Management | Organizational Management | Communication and Community Relations | Professionalism |
|---|---|---|---|---|---|---|---|
| **Standards** | | The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. | The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. | The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. | The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. |
| **SOURCES OF EVIDENCE** **To Inform Professional Practice** | Site Visits | Observation; District Identified Evidence (conferences) | Observation | | | District Identified Evidence (conferences) | |
| | Professional Growth | Professional Growth Planning and Self Reflection | | | | | |
| | Self-Reflection | Instructional Leadership | School Climate | Human Resources Management | Organizational Management | Communication and Community Relations | Professionalism |
| | | *TELL Kentucky & Other District Identified Feedback* | | | | | |
| | Working Conditions Goal | Time; Professional Development; Instructional Practices & Support; School Leadership | Time; Managing Student Conduct | Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support | Facilities & Resources; Teacher Leadership; School Leadership | Community Support & Involvement | Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support |
| | | *Superintendent & Teacher Feedback* | | | | | |
| | Val-Ed360 Survey | High Standards for Student Learning; Rigorous Curriculum; Quality Instruction | Culture of Learning & Professional Behavior | Quality Instruction; Performance Accountability | Quality Instruction | Culture of Learning & Professional Behavior; Connections to External Communities | Culture of Learning & Professional Behavior |

## PRINCIPAL/ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS COMPONENTS

**Overview and Summative Model**

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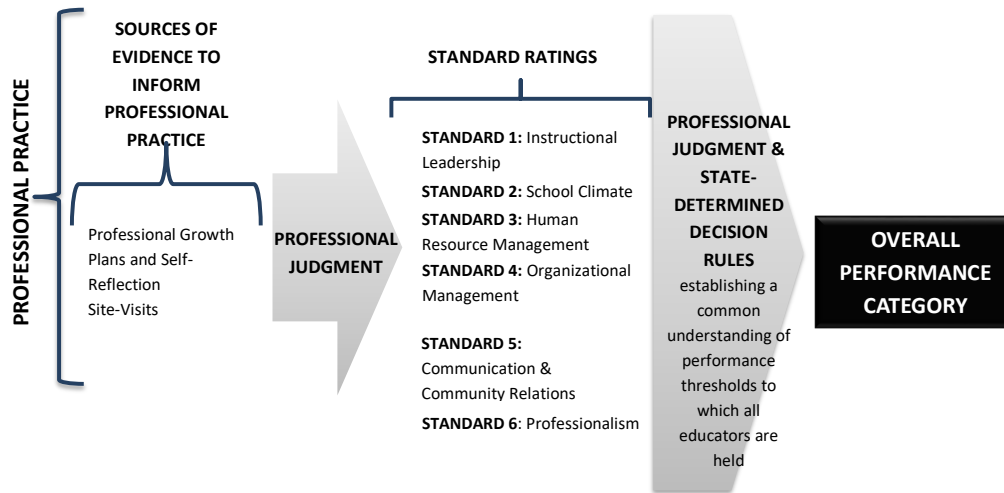


Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount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

## PRINCIPAL PERFORMANCE STANDARDS

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more comprehensive analysis of practice, rather than over-reliance on an individual data point or rote calculation. 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, such as school-specific priorities that may drive practice, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

| Evaluators must use the following categories to determine overall ratings: |
| --- |
| • Professional Growth Planning and Self-Reflection<br>• Site Visit Reports |

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

- **Other Measures of Student Learning**
- **Products of Practice**
- **PETLL Observations**
- **Other Sources**

**Assistant Principal Requirements**
- Professional Growth and Self Reflection- (Completed Independent of the Principal)
- Evaluated by the Principal annually: (Principal Performance Standards; same summative)

# PROFESSIONAL PRACTICE—PRINCIPAL AND ASSISTANT PRINCIPAL

## 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 achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing consideration of the impact of leadership on achievement.

**Required:**

- **All principals will participate in self-reflection and professional growth planning each year.**
- **All assistant principals participate in self-reflection and professional growth planning yearly.**

The principal/assistant principal

(1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
(2) collaborates with his or her supervisor to develop a Professional Growth Plan;
(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; and
(7) conducts a summative reflection on the implications for next steps.
- By September 30th of each school year, all Principals/Assistant Principals will have conducted their self-reflection on survey results and performance standard, and developed their PGP.

- The following documents must be completed and turned into Superintendent by September 30th:
  - Reflective Practice
  - Professional Growth

- Late hires will complete all components of PPGES, however timelines may be adjusted.  Self-Reflections and PGPs submitted no later than the first 30-calendar days of reporting to work.

| *PPGES* Timeline | Activity | Task or Document |
|---|---|---|
| July/ August | • Complete any required trainings or updates necessary for evaluation certification and to permit the observation of certified employees.<br>• Superintendent reviews expectations of PPGES | • *Training on evaluation criteria and system within first 30 calendar days of reporting to work.* |
| By Sept. 30th | • Determine current growth needs based on data sources.<br>• Principals/assistants conduct self-reflection on survey results and performance standards.<br>• Collaborate with supervisor to develop PGP. | • *Reflective Practice*<br>• *PGP  Template* |
| By Mid-October | • Continue Formal and Informal Observation Practices.<br>• Finalize the PGP (on or before Oct. 31st).<br>• Complete the preliminary part of the PGP and submit.<br>• Begin plan implementation.<br>• Reflect and alter professional practices.<br>• Modify plan as appropriate. | |
| ON-GOING | • Reflect on progress to alter professional practices.<br>• Modify plan as needed. | |
| Oct. 1st- Dec. 15th | • Window for 1st Site Visit with Superintendent/Designee Opens (Oct. 1st -Dec.15th)<br>**\*NOTE: Post-Site Visit Conference should occur within five working days of the visit.** | • *Observation/Site Visit Form* |
| By January 15 | • Reflect on progress to alter professional practices<br>• Modify plan as appropriate<br>• Continue observations and conferencing as needed | • *Reflective Practice and PGP Template*<br>• *Documentation Form* |
| By May 31st | Superintendents conduct observation/site visit. | • *Observation/Site Visit Form* |
| By June 15th | • Develop "next steps."<br>• Superintendent/Designee conducts Summative Evaluation with conferences and records.<br>• End-of-Year Review of Principals including PGP and documentation. | • *Reflective Practice and PGP  Template*<br>• *Documentation Form*<br>• *Principal Summative Performance Report* |

## SITE-VISITS

**Principal**

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.

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

**Required for Assistant Principals (conducted by Principal) and Principals (conducted by Superintendent/Designee):**
- ◆ Conducted at least twice each year prior to May 30th.
- ◆ One site visit will occur each semester.  (See timeline above.)
- ◆ Conferences will occur either immediately following the Site-Visit or not more than 5 work days after the Site-Visit to discuss progress on Principal Performance Standards, based on Site-Visit observations.
- ◆ Evidence from Site-Visits will be documented either in the state-approved technology platform or by using the document in Appendix C.
- ◆ Late hires will have both Site-Visits completed prior to May 30th.  However the timeline for site visits may be adjusted.

Timeline for site visits:
- ◆ Fall
- ◆ Winter/Spring

**Summative Site-Visits**—the superintendent/designee may use Mike Rutherford's, **School Walk-Around Process (SWA)** for informal site visits.  The SWA process seeks to provide administrators with an authentic and insightful overview of their instructional leaderships' skills.  After the SWA tour of the school is completed, participants use observed evidence and leaders' responses to ascertain patterns of perspectives and procedures related to developing teaching talent. An overview of the data and the facilitator(s) analysis of information that reveals the principal's instructional leadership talents are shared during a debriefing session. See Appendix C.

**Conferencing**

Conferences will take place between Evaluator and Evaluatee throughout the year.  (Late hires will have an initial conference and an end of year conference.)

1. Beginning of the Year Conference (To be completed by September 30)
   a. Establish purpose of the meeting.
   b. Discuss reflections of data.
   c. Discuss and come to agreement on the Action Plan.
   d. Discuss reflections of the Principal Performance Standards.
   e. Discuss and come to agreement on the PGG and Action Plan.
   f. Questions/Concerns/Comments

2. Site Visit Post-Conference (To be completed within 5-days of site visit)

a. Establish purpose of the meeting.
b. Discuss reflections of data.
c. Discuss and come to agreement on the Action Plan.
d. Discuss reflections of the Principal Performance Standards.
e. Discuss and come to agreement on the PGG and Action Plan.
f. Questions/Concerns/Comments

3. End-of-Year Review (To be completed by June 15th)
   a. Establish purpose of the meeting.
   b. Discuss second observation/site visit and provide feedback.
   c. Share progress toward PGG.
   d. Discuss progress of each standard and determine if other documentation is needed.
   e. Discuss overall rating based on Professional Practice.
   f. Questions/Concerns/Comments

## PRODUCTS OF PRACTICE/OTHER SOURCES OF EVIDENCE

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

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

**See Appendix B for Products of Practice/Other Sources of Evidence**

# DETERMINING 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.

## RATING OVERALL PROFESSIONAL PRACTICE

**Required:**
- **Use decision rules to determine an overall rating.**
- **Record ratings in the department-approved technology platform.**

The principal will adhere to the **PPGES Timeline** (see page 36), and rating will be entered with district approved forms and/or state platform following state requirements.
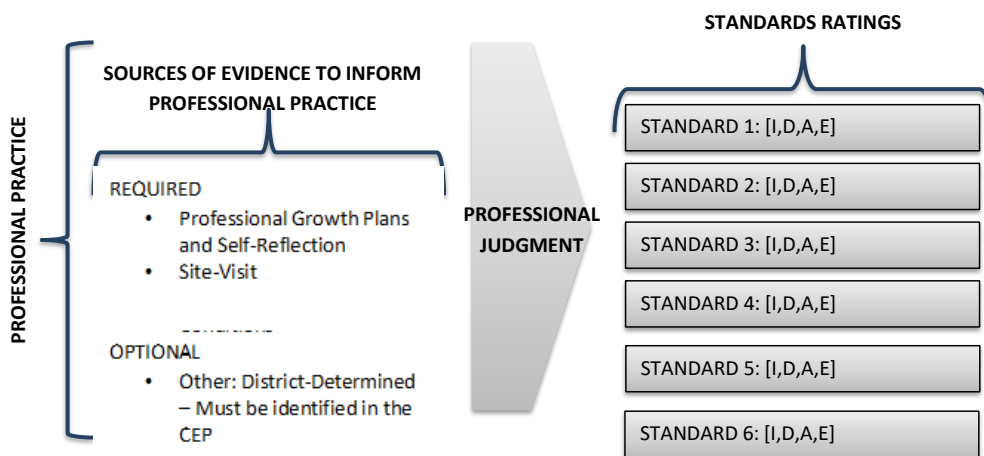
**STANDARDS RATINGS**

**PROFESSIONAL PRACTICE**

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

**REQUIRED**
- Professional Growth Plans and Self-Reflection
- Site-Visit

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

**PROFESSIONAL JUDGMENT**

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

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

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

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

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

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

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

## *Determining Professional Practice*

- ◆ **Apply the State Decision Rules for determining an Overall Professional Practice Rating.**

| Criteria for Determining a Building Administrators' Professional Practice Rating | |
|---|---|
| **If...** | **Then...** |
| Principal or Assistant Principal is rated EXEMPLARY in at least four of the standards and no standard is rated DEVELOPING or INEFFECTIVE | The Professional Practice Rating shall be EXEMPLARY. |
| Principal or Assistant Principal is rated ACCOMPLISHED in at least four of the standards and no standard is rated INEFFECTIVE | The Professional Practice Rating shall be ACCOMPLISHED. |
| Principal or Assistant Principal is rated DEVELOPING in at least five standards | The Professional Practice Rating shall be DEVELOPING. |
| Principal or Assistant Principal is rated INEFFECTIVE in at least two or more standards | The Professional Practice Rating shall be INEFFECTIVE |

# Determining the Principal/Assistant Principal Overall Performance Category

The superintendent/designee is responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. Building principals are responsible for determining the Overall Performance Category for each assistant principal assigned to them. The Overall Performance Category is informed by the principal's/assistant principal's ratings on professional practice. All ratings will be documented on the form located in Appendix B by May 15th.

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on Professional Practice. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.

- ◆ **Apply State Overall Decision Rules for determining a principal's/assistant principal's Overall Performance Category.**

**Required: All summative ratings must be recorded on the district-approved form.**

# Appendix A

# Professional Growth and Effectiveness System –

# TEACHER FORMS

## **Professional Growth and Effectiveness System**

## **Evaluation Orientation Verification**

I verify that I attended/participated in an evaluation orientation session during which the contents of the evaluation plan, including the following topics, were discussed:

- ❑ The Kentucky Framework for Teaching

- ❑ Self-Reflection

- ❑ Procedure for Conducting Observations and Conferences

- ❑ Peer Observation

- ❑ Professional Growth Plans

- ❑ Appeals Process

Name of staff member (printed):⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Signature of staff member:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Date: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

| REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING | | |
|---|---|---|
| **Evaluatee/ Evaluator** | | |
| **School/School Year** | | |
| **Grade Level/Subject(s)** | | |

## Part A: Initial Reflection – Establishing Priority Growth Needs

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

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

**Part B:  Connecting Priority Growth Needs to Professional Growth Planning**

| PROFESSIONAL GROWTH GOAL: <br> • What do I want to change about my practices that will effectively impact student learning? <br> • How can I develop a plan of action to address my professional learning? <br> • How will I know if I accomplished my objective? | |
|---|---|
| | |
| | |
| | |

| ACTION PLAN | | |
|---|---|---|
| **Professional Learning** | **Resources/Support** | **Targeted Date** |
| **Measures of Goal Attainment (Tools/Instruments):** | | |

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

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

| Teacher Signature: | Date: |
|---|---|
| Administrator Signature: | Date: |

**Part C:  On-going Reflection – Progress Toward Professional Growth Goal**

| Date: | Status of Professional Growth Goal: | Revisions/Modifications: |
|---|---|---|
| | | |
| | | |
| | | |

**Part D:  Summative Reflection- Level of Attainment for Professional Growth Goal**

| Date: | End of Year Reflection: | | | | |
|---|---|---|---|---|---|
| | | | | | |

| Next Steps: | | | | | |
|---|---|---|---|---|---|
| | | | | | |

| **Connection to Framework for Teaching:** | 4A – Reflecting on Teaching | I | D | A | E |
|---|---|---|---|---|---|
| | 4E – Growing and Developing Professionally | I | D | A | E |

| Evaluatee Signature: | Date: |
|---|---|
| Evaluator Signature: | Date: |

Sample Professional Growth Goals

*Each goal and action plan together should answer the following questions. The goal samples that follow include reference to the actions to be taken in order to meet the goal.*

1. What do I want to change about my practice that will impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

| Any content area – student engagement | Any Content area – learning styles |
|---|---|
| For the 2012 – 13 school year, I will improve my ability to engage students in their learning by attending and implementing Rigor and Relevance training, researching and implementing strategies for engaging students in rigorous learning, and refining my use of student involved formative assessment practices. These will be measured through pre and post assessments, student work samples, interim assessments, peer and principal observations and conferences, and self-reflection. | During the 2012-2013 school year, I will increase student engagement by using a learning styles inventory with every student and designing lessons that address the different styles within my class. I will research teaching strategies to engage the different learning styles and study *So Each May Learn* by Silver. Measures of success will include student work products, observation, and student and teacher self-reflection. |
| **Science** | **Any content area – formative assessment** |
| For the 2012 – 2013 school year, I will improve writing instruction in my science classroom by implementing and reflecting on strategies learned during a summer writing workshop for teachers. I'll incorporate writing strategies for describing observations, explaining scientific phenomena, explain cause & effect occurrences, and drawing conclusions from experiments. Indicators of success will be student work samples, analysis of student's writing products, and self-reflection. | During this school year, I will study Classroom Assessment for Student Learning, by Rick Stiggins, and embed formative assessment practices in my daily instruction. Indicators of success will include classroom observation, self-reflection, analysis of student assessment data, and observable student engagement. |
| **Reading in any content area** | **Any content area - questioning** |
| During the school year, I will learn to integrate literacy strategies in my instruction. I will implement learning from a literacy workshop and from reading professional literature. Measures of success will include results from analysis of student work samples, self-reflection, student surveys, and observation. | During the school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples. |

| Special Education | Teacher Leadership |
|---|---|
| During the 2012-2013 school year, I will increase my knowledge of supporting students with autism. I will research on-line resources, consult with district/state/cooperative special education coordinators, observe a mentor teacher, and participate in an on-line short course on autism. This will be evidenced by notes and self-reflection, anecdotal notes on my interactions with autistic students, and the short course certificate. | This school year, I will learn best practices for mentoring new teachers in my building. I will participate in the district study group and Cognitive Coaching PD and attend a KYVL on-line course for mentoring teachers. Evidence of success will include district PD certificate, course completion certificate, mentee teacher surveys, self-reflection on mentoring opportunities. |
| **Literacy Design Collaborative (LDC) teachers** | **Math Design Collaborative (MDC) teachers** |
| This school year, I will implement what I am learning through LDC to support students in meeting the Common Core standards.  I will design action research around implementing LDC modules as intended, analyze student work, and reflect on impact on students. Success criteria includes self-reflection, student surveys, analysis of student before & after work samples, and completed modules. | During the 2011-2012 school year, I will improve my ability to think more deeply about mathematical concepts using what I am learning through MDC about math formative assessment lessons. I will engage my students in more critical thinking and problem solving about mathematics and help students persevere when struggling to learn new concepts. This will be evidenced by formative assessment lessons student work samples, observation, and self-reflection. |
| **Any content area - technology** | **Writing in any content area** |
| During the school year, I will increase student use of technology for learning in my classroom. I will collaborate with a district technology cadre to learn ways to integrate learning with technology in instruction. We will also study Kajder's book *Adolescents and Digital Literacies* and other resources. Evidence of success includes lesson plans, student work samples, and self-reflection. | During the 2011-2012 school year, I will learn to incorporate online writing tools in my writing workshop.  After collaborating with the technology resource teacher to investigate Google Docs and other on-line tools, my students will have opportunities to write independently, collaboratively and give/receive feedback using the tools. This will be evidenced by student writing samples, lesson plans, and reflection. |

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# PRE-OBSERVATION FORM

| | | | |
|---|---|---|---|
| **Teacher/ EPSB ID#** | | | |
| **School/Grade Level/Subject(s)** | | | |
| **Date/Time of Observation** | | | |
| **Observer/Date of Conference** | | | |
| **Number of Students/ Number with IEPs** | | | |

**Preconference (Planning Conference)**

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

| **Evaluatee Signature:** | **Date:** |
|---|---|
| **Evaluator Signature:** | **Date:** |

**OBSERVATION NOTES**

| Teacher Name: | | Physical Classroom Layout: |
|---|---|---|
| Date: | | |
| Beginning/Ending Time: | | |
| Number of Students: | | |
| Other General Information: | | |

| Time | Actions and Statements/Questions by Teacher and Students | Domain/ Component |
|---|---|---|
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| Teacher Name: | | Date: | |
|---|---|---|---|
| **Time** | **Actions and Statements/Questions by Teacher and Students (cont.)** | **Domain/ Component** | |
| | | | |

# POST-OBSERVATION FORM

| Teacher/EPSB ID# | | |
|---|---|---|
| School/ Grade Level/Subject(s) | | |
| Observer/Date of Conference | | |

*Reflect on the lesson that was observed using the following guiding questions to focus your reflections:*

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

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| Teacher/EPSB ID# | | |
|---|---|---|
| School/ Grade/Subject(s) | | |
| Observer/Date of Conference | | |

| E=Exemplary | A=Accomplished | D=Developing | I=Ineffective |
|---|---|---|---|

*Evaluator's Formative Observation Rating:*

| Domain 1: Planning and Preparation | Rating: | | | | Domain 2: Classroom Environment | Rating: | | | |
|---|---|---|---|---|---|---|---|---|---|
| A: Knowledge of Content | I | D | A | E | A: Creating an Environment of Respect and Rapport | I | D | A | E |
| B: Knowledge of Students | I | D | A | E | B: Establishing a Culture for Learning | I | D | A | E |
| C: Selecting Instructional Outcomes | I | D | A | E | C: Managing Classroom Procedures | I | D | A | E |
| D: Knowledge of Resources | I | D | A | E | D: Managing Student Behavior | I | D | A | E |
| E: Design Coherent Instruction | I | D | A | E | E: Organizing Physical Space | I | D | A | E |
| F: Student Assessment | I | D | A | E | | | | | |

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

*Evaluator's Formative Observation Rating:*

| Domain 3: Instruction | Rating: | | | | Domain 4: Professional Responsibilities | Rating: | | | |
|---|---|---|---|---|---|---|---|---|---|
| A: Communicating with Students | I | D | A | E | A: Reflects on Teaching | I | D | A | E |
| B: Using Questioning and Discussion Techniques | I | D | A | E | B: Maintaining Accurate Records | I | D | A | E |
| C: Engaging Students in Learning | I | D | A | E | C: Communicating with Families | I | D | A | E |
| D: Using Assessment in Instruction | I | D | A | E | D: Participating in Professional Learning Communities | I | D | A | E |
| E: Demonstrating Flexibility | I | D | A | E | E: Growing and Developing Professionally | I | D | A | E |
| | | | | | F. Demonstrating Professionalism | | | | |

# Comments:

| Evaluatee's Signature**: | Date: |
|---|---|
| Evaluator Signature: | Date: |

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

*Breathitt County Schools CEP*

# SUMMATIVE EVALUATION RATING

**Directions:** Completed by Principal/Designee. Overall Performance Category is based on Professional Practice and accompanying decision rules. Once the overall Professional Practice rating has been determined, the Overall Performance Category is achieved using the established Overall Performance Category matrix.

**Educator:** Click here to enter text.     **Year:** Click here to enter text.  **School** Click here to enter text.

| Summative Evaluation | Exemplary | Accomplished | Developing | Ineffective |
|---|---|---|---|---|
| Domain 1: Planning & Preparation | | | | |
| Domain 2: Classroom Environment | | | | |
| Domain 3: Instruction | | | | |
| Domain 4: Professional Responsibilities | | | | |

| MINIMUM CRITERIA FOR DETERMINING EDUCATOR'S SUMMATIVE EVALUATION RATING | |
|---|---|
| **IF…** | **THEN shall….** |
| Domains 2 **AND** 3 are rated **INEFFECTIVE** | **be INEFFECTIVE** |
| Domains 2 **OR** 3 are rated **INEFFECTIVE** | **be DEVELOPING** OR **INEFFECTIVE** |
| Domains 1 **OR** 4 are rated **INEFFECTIVE** | **NOT** be **EXEMPLARY** |
| Two Domains are rated **DEVELOPING**, and two Domains are rated **ACCOMPLISHED** | **be ACCOMPLISHED** |
| Two Domains are rated **DEVELOPING**, and two Domains are rated **EXEMPLARY** | **be ACCOMPLISHED** |
| Two Domains are rated **ACCOMPLISHED**, and two Domains are rated **EXEMPLARY** | **be EXEMPLARY** |

| OVERALL SUMMATIVE RATING | | | |
|---|---|---|---|
| **Exemplary** | **Accomplished** | **Developing** | **Ineffective** |
| Evaluator initials _____  Evaluatee initials _____ | Evaluator initials _____  Evaluatee initials _____ | Evaluator initials _____  Evaluatee initials _____ | Evaluator initials _____  Evaluatee initials _____ |

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement."

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Opportunities for the appeal processes are part of the BCS Evaluation Plan.
Employment recommendation to the Central Office:

_____ Recommended for re-employment

_____ Recommended for re-employment with Corrective Action Plan

_____ Not recommended for re-employment

**Certified employees must take their appeals to this summative evaluation with the time frames, mandated in 704 KAR 3:345.**

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

**Evaluatee: ☐ Agrees with summative evaluation      ☐ Disagrees with summative evaluation**

_____          _____
Evaluatee Name                    Date                    Evaluator Name                    Date


_____          _____
Evaluatee Signature                Date                    Evaluator Signature                Date

# Appendix B
# Professional Growth and Effectiveness System Forms

# PRINCIPAL

# AND

# ASSISTANT PRINCIPAL

# **Professional Growth and Effectiveness System**

## **Evaluation Orientation Verification**

I verify that I attended/participated in an evaluation orientation session during which the contents of the evaluation plan, including the following topics, were discussed:

- ❑ Principal Professional Growth and Effectiveness System

- ❑ The Kentucky Framework for Teaching

- ❑ Self-Reflection

- ❑ Procedure for Conducting Observations and Conferences

- ❑ Peer Observation

- ❑ Professional Growth Plans

- ❑ Appeals Process

Name of staff member (printed):⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Signature of staff member:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Date: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

## INTRODUCTION

Appendix B contains copies of forms and logs used during the supervision of principals (Figure 12).  The superintendent maintains the forms and provides copies to the principal.  At a minimum, the superintendent retains copies of the completed *Reflective Practice 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.

Figure 12: *Forms*

| Form | | Documentation Completed by | |
|---|---|---|---|
| | | **Superintendent** | **Principal** |
| **Professional Growth & Reflection** | Planning/Professional Growth Planning Template and Reflective Practice | ✓ | ✓ |
| **Observation** | Observation | ✓ | |
| **Documentation** | Documentation Form | | ✓ |
| **Reports** | Principal Summative Performance Report | ✓ | |
| **Optional Form** | | | |
| **Improvement** | Support Dialogue Form *(optional)* | ✓ | |
| **Documentation** | Professional Practice Checklist (optional) | | ✓ |

## Reflective Practice and Professional Growth Planning Template

| 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 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 | |

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: Connecting Priority Growth Needs to Professional Growth Planning

**1) <u>Initial Reflection</u>:** *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:<br>• What do I want to change about my practices that will effectively impact student learning?<br>• How can I develop a plan of action to address my professional learning?<br>• 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**<br>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**<br>What will I need to do in order to learn my identified skill or content?<br>How will I apply what I have learned?<br>How will I accomplish my goal? | **Resources/Support**<br>What resources will I need to complete my plan?<br>What support will I need? | **Targeted Completion Date**<br>When will I complete each identified strategy/ action? |
| | | | |

| Administrator's Signature: | Date: |
|---|---|
| Superintendent's Signature: | Date: |

**2) <u>On-going Reflection</u>:** Complete this section at mid-year to identify progress toward each Professional Growth Goal

| Principal Growth Goals-Review | |
|---|---|
| (Describe goal progress and other relevant data.) | Mid-year review conducted on_____<br><br>Initials _____ _____<br>           Principal    Superintendent |

| Date | Status of Growth Goal(s) – 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 Professional Growth Reflection: |
|---|---|
|  |  |

| Next Steps: |
|---|
|  |

| Administrator's Signature: | Date: |
|---|---|
| Superintendent's Signature: | Date: |

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# Breathitt County Schools

# Site Visit Form

**Year:** _____

**Evaluatee:** _____

**School:** _____

**Evaluator:** _____

**Purpose of Documentation and Feedback: (check appropriate box):**
☐ Site visit

☐ Other (Specify) _____

**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 subjects?*
- *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/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:**

**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:** |
| |

**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:**

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**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:** |
| |

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**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** |

**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:** |
| |

## **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?**



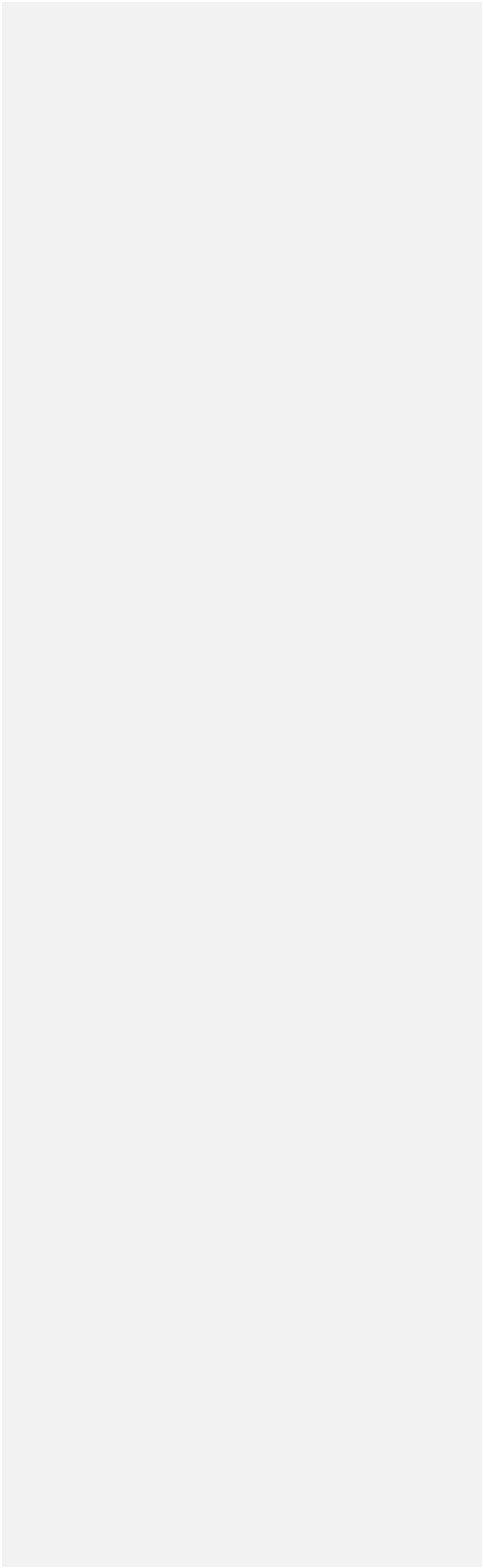
**What strategies have you already tried and what was the result?**




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




Principal's Name: _____

Principal's Signature: _____ Date: _____

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

**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<br>In addition to meeting the requirements for Accomplished... | Accomplished<br>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. |
| ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. |

**Performance Standard 2:  School Climate**

| Exemplary<br>In addition to meeting the requirements for Accomplished... | Accomplished<br>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. |
| ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. |

**Performance Standard 3: Human Resources Management**

| Exemplary<br>In addition to meeting the requirements for Accomplished... | Accomplished<br>is the expected level of performance. | Developing | Ineffective |
|---|---|---|---|
| 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). | 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 **inconsistently** assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel. | The principal **inadequately** assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel. |
| ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. |

**Performance Standard 4: Organizational Management**

| Exemplary<br>In addition to meeting the requirements for Accomplished... | Accomplished<br>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. |
| ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. |

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

| Exemplary<br>In addition to meeting the requirements for Accomplished... | Accomplished<br>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. |
| ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. | ☐<br>Comments  Click here to enter text. |

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**Performance Standard 6:  Professionalism**

| Exemplary<br>In addition to meeting the requirements for Accomplished... | Accomplished<br>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. |
| ☐ | ☐ | ☐ | ☐ |
| Comments   Click here to enter text. | Comments   Click here to enter text. | Comments   Click here to enter text. | Comments   Click here to enter text. |

**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
- Other district determined evidence sources

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

☐Documentation

☐School Comprehensive Plan

☐Discipline Reports

☐Teacher and Student Attendance Reports

☐Parent Communications

**Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice.**

☐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

☐Electronic correspondence

☐Other_____

| ISLLC STANDARDS |
|---|
| 1. Setting a widely shared vision for learning |
| 2. Developing a school culture and instruction program conducive to student learning and staff professional growth |
| 3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment |
| 4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources |
| 5. Acting with integrity, fairness, and in an ethical manner |
| 6. Understand, responding to, and influencing the political, social, legal, and cultural context |

# Appendix C

# Professional Growth and Effectiveness System –

# OTHER PROFESSIONALS' FORMS

1.  Professional Growth Plan
2.  Observation Tools
    - Guidance Counselor
    - Instructional Specialist
    - Library Media Specialist
    - Psychologist
    - Therapeutic Specialist
3.  Other Professional Overall Performance Category
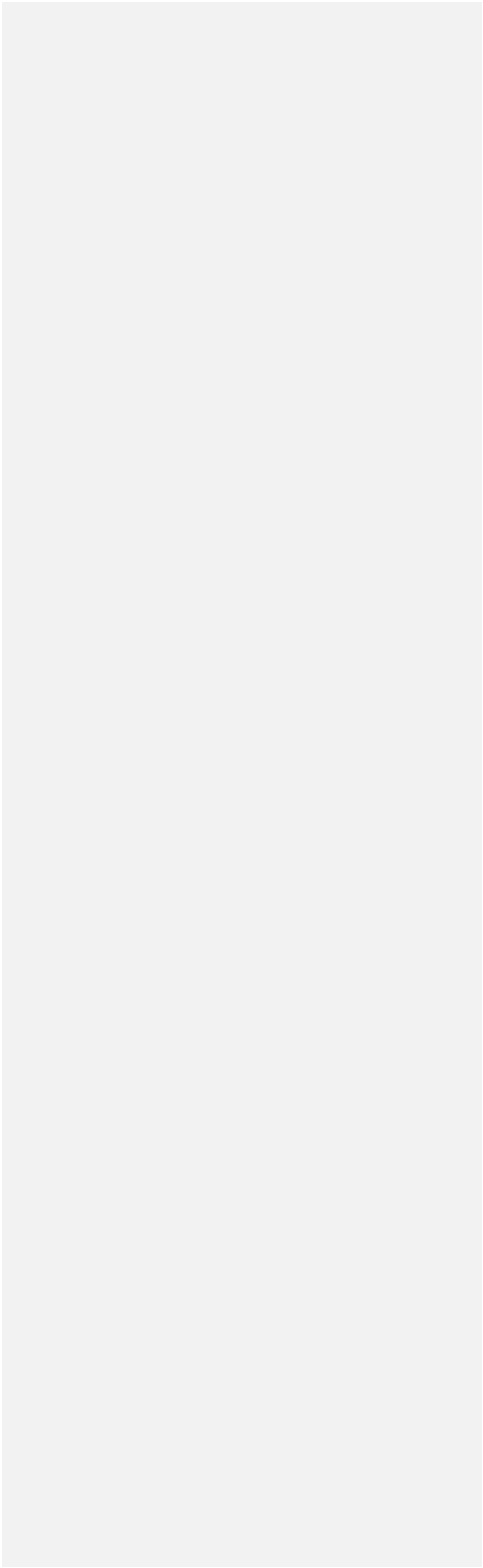
# Professional Growth and Effectiveness System

# Evaluation Orientation Verification

I verify that I attended/participated in an evaluation orientation session during which the contents of the evaluation plan, including the following topics, were discussed:

- ❑ The Kentucky Framework for Teaching

- ❑ Self-Reflection

- ❑ Procedure for Conducting Observations and Conferences

- ❑ Peer Observation

- ❑ Professional Growth Plans—for "Other" Professionals

- ❑ Appeals Process

Name of staff member (printed):⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Signature of staff member:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Date: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

# Other Professional— Professional Growth Plan

**Directions:** After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns.  If more than one goal is required by your district, complete additional forms.

**Other Professional:** Click here to enter text.          **School Year:** Click here to enter text.          **School:** Click here to enter text.

**Professional Growth Goal**

**Component**

**Principal's Feedback**

_____          _____

Evaluator's Signature                                             Date

## OTHER PROFESSIONAL SUMMATIVE RATING

**Directions:** Completed by primary evaluator. SUMMATIVE RATING is based on Professional Practice and accompanying decision rules.

**Other Professional:** Click here to enter text.     **School Year:** Click here to enter text.     **School:**     Click here to enter text.

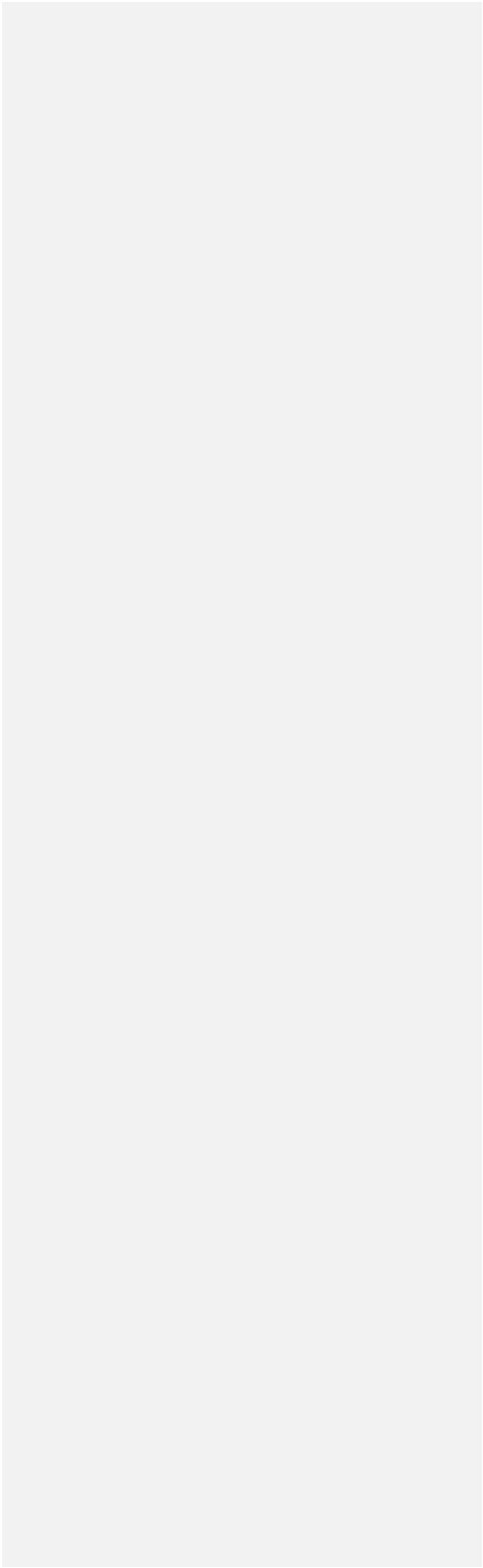| IF... | THEN... |
|---|---|
| Domains 2 AND 2 are rated INEFFECTIVE | Summative Rating shall be INEFFECTIVE. |
| Domains 2 OR 3 are rated INEFFECTIVE | Summative Rating shall be DEVELOPING OR INEFFECTIVE. |
| Domains 1 OR 4 are rated INEFFECTIVE | Summative Rating shall **NOT** be EXEMPLARY. |
| Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED | Summative Rating shall be ACCOMPLISHED. |
| Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY | Summative Rating shall be ACCOMPLISHED. |
| Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY | Summative Rating shall be EXEMPLARY. |

**Domain 1: Planning and Preparation**  Choose a rating

| Exemplary | Accomplished | Developing | Ineffective |
|---|---|---|---|

**Domain 2: The Environment**  Choose a rating

| Exemplary | Accomplished | Developing | Ineffective |
|---|---|---|---|

**Domain 3: Delivery of Service**  Choose a rating

| Exemplary | Accomplished | Developing | Ineffective |
|---|---|---|---|

**Domain 4: Professional Responsibility**  Choose a rating

| Exemplary | Accomplished | Developing | Ineffective |
|---|---|---|---|

*SUMMATIVE RATING:* _____ Choose a rating

Evaluator's Name _____
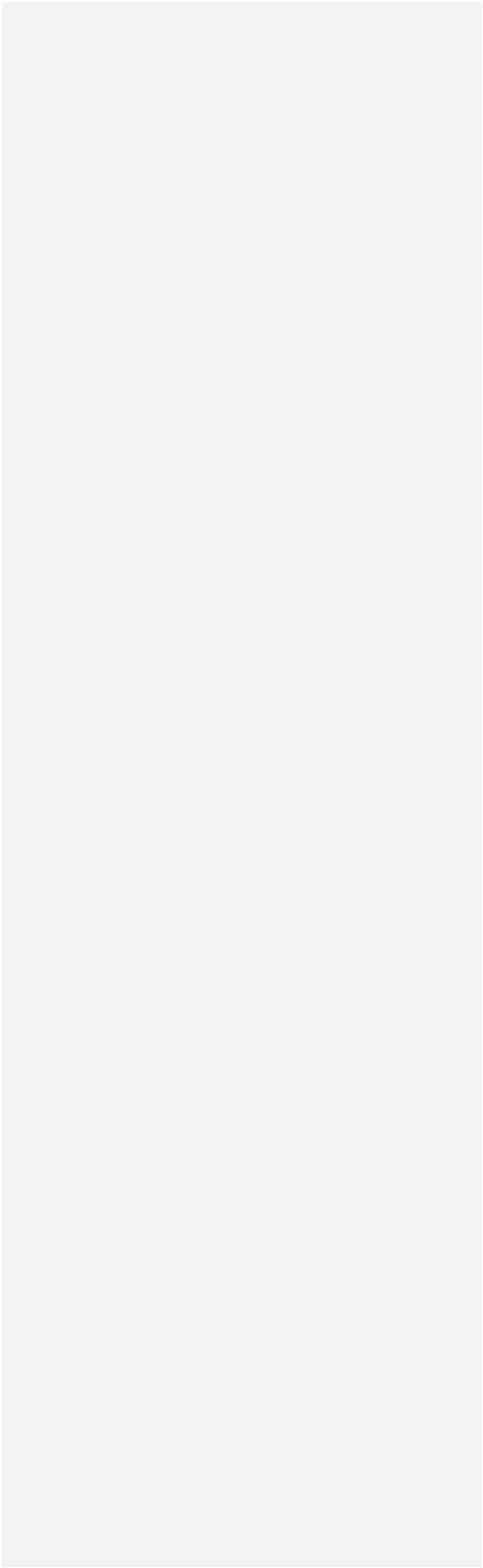
Evaluator's Signature _____

Date _____

Other Professional's Name _____

Other Professional's Signature _____

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

 Date _____

*Breathitt County Schools CEP*

# Guidance Counselor Self-Reflection

**Directions:** Completed by guidance counselor.  Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Guidance Counselor:** Click here to enter text.    **School Year:** Click here to enter text.    **School:** Click here to enter text.

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

# Guidance Counselor Formative Evaluation

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

Text boxes expand to accommodate multiple evidence examples.

**Guidance Counselor:** Click here to enter text.          **School:**     Click here to enter text.

**Evaluator:** Click here to enter text.                                     **Date:** Click here to enter text.

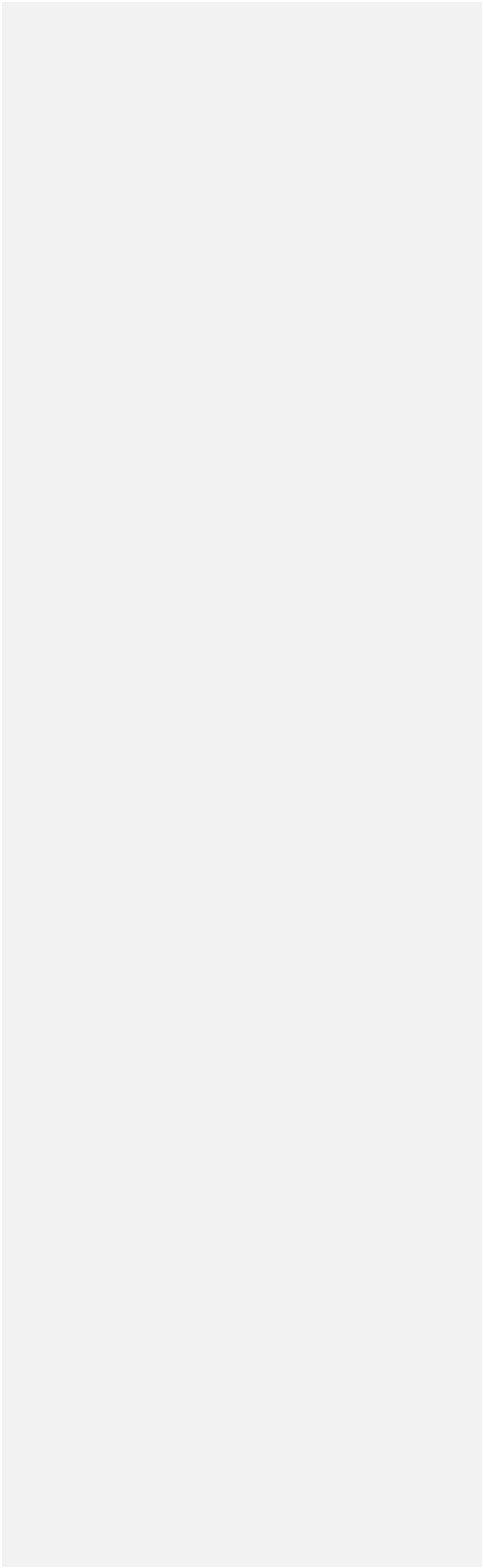| Component: | Rating: | | | | Evidence: |
|---|---|---|---|---|---|
| 1A - Demonstrating knowledge of counseling theory and techniques | I | D | A | E | |
| 1B -  Demonstrating knowledge of child and adolescent development | I | D | A | E | |
| 1C - Establishing goals for the counseling program appropriate to the setting and the students  served | I | D | A | E | |
| 1D  - Demonstrating knowledge of state and federal regulations and of resources both within and   beyond the school and district | I | D | A | E | |
| 1E  - Plan in the counseling program integrated with the regular school program | I | D | A | E | |
| 1F - Developing a plan to evaluate the counseling program | I | D | A | E | |
| 2A -  Creating an environment of respect and rapport | I | D | A | E | |
| 2B -  Establishing a culture for productive communication | I | D | A | E | |
| 2C -  Managing routines and procedures | I | D | A | E | |
| 2D  -  Establishing standards of conduct and contributing to the culture for student behavior throughout the school | I | D | A | E | |
| 2E  -  Organizing physical space | I | D | A | E | |
| 3A - Assessing student needs | I | D | A | E | |
| 3B - Assisting students and teachers in the formulation of academic personal social and | I | D | A | E | |

| | | | | |
|---|---|---|---|---|
| career plans based on knowledge of student needs | | | | |
| *3C* - Using counseling text makes an individual and classroom programs | I | D | A | E |
| *3D* - Brokering resources to meet needs | I | D | A | E |
| *3E* - Demonstrating flexibility and responsiveness | I | D | A | E |
| *4A* - Reflecting on practice | I | D | A | E |
| *4B* - Maintaining records and submitting them in a timely fashion | I | D | A | E |
| *4C* - Communicating with families | I | D | A | E |
| *4D* - Participating in a professional community | I | D | A | E |
| *4E* - Engaging in professional development | I | D | A | E |
| *4F* - Showing professionalism | I | D | A | E |

X _____          X _____

Teacher                                              Observer

# Instructional Specialist Self-Reflection

**Directions:** Completed by instructional specialist.  Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Instructional Specialist:** Click here to enter text.     **Date:** Click here to enter text.     **School:** Click here to enter text.

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

# Instructional Specialist Formative Evaluation

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

Text boxes expand to accommodate multiple evidence examples.

**Instructional Specialist:** Click here to enter text.          **School:**     Click here to enter text.

**Evaluator:** Click here to enter text.                          **Date:**  Click here to enter text.

| Component: | Rating: | | | | Evidence: |
|---|---|---|---|---|---|
| *1A* - Demonstrating knowledge of current trends in specialty area and professional development | I | D | A | E | |
| *1B* - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program | I | D | A | E | |
| *1C* - Establishing goals for the instructional support program appropriate to the setting and the teachers served | I | D | A | E | |
| *1D*  - Demonstrating knowledge of resources both within and beyond the school and district | I | D | A | E | |
| *1E*  - Planning the instructional support program integrated with the overall school program | I | D | A | E | |
| *1F* -  Developing a plan to evaluate the instructional support program | I | D | A | E | |
| *2A* - Creating an environment of trust and respect | I | D | A | E | |
| *2B* - Establishing a culture for ongoing instructional improvement | I | D | A | E | |
| *2C*  - Establishing clear procedures for teachers to gain access to the instructional support | I | D | A | E | |
| *2D*  - Establishing and maintaining norms of behavior for professional interactions | I | D | A | E | |
| *2E*  -  Organizing physical space for workshops or training | I | D | A | E | |
| *3A* - Collaborating with teachers in the design of instructional units and lessons | I | D | A | E | |
| *3B* -Engaging teachers in learning new instructional skills | I | D | A | E | |

| | | | | | |
|---|---|---|---|---|---|
| *3C -  Sharing expertise with staff* | I | D | A | E | |
| *3D* - Locating resources for teachers to support instructional improvement | I | D | A | E | |
| *3E  -  Demonstrating flexibility and responsiveness* | I | D | A | E | |
| *4A  - Reflecting on practice* | I | D | A | E | |
| *4B -  Preparing and submitting budgets and reports* | I | D | A | E | |
| *4C* - Coordinating work with other instructional specialists | I | D | A | E | |
| *4D* - Participating in a professional community | I | D | A | E | |
| *4E -  Engaging in professional development* | I | D | A | E | |
| *4F  - Showing professionalism including integrity and confidentiality* | I | D | A | E | |

X _____          X _____

Teacher                                              Observer

# Library Media Specialist Self-Reflection

**Directions:** Completed by library media specialist.  Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Library Media Specialist:** Click here to enter text.   **Date:** Click here to enter text.   **School:**  Click here to enter text.

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

# Library Media Specialist Formative Evaluation

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

Text boxes expand to accommodate multiple evidence examples.

**Library Media Specialist:** Click here to enter text.          **School:**     Click here to enter text.

**Evaluator:** Click here to enter text.                              **Date:**  Click here to enter text.

| Component: | Rating: | | | | Evidence: |
|---|---|---|---|---|---|
| 1A - Demonstrating Knowledge of Content Curriculum and Process | I | D | A | E | |
| 1B - Demonstrating Knowledge of Students | I | D | A | E | |
| 1C- Supporting Instructional Goals | I | D | A | E | |
| 1D  - Demonstrating Knowledge and Use of Resources | I | D | A | E | |
| 1E  - Demonstrating a Knowledge of Literature and Lifelong Learning | I | D | A | E | |
| 1F - Collaborating in the Design of Instructional Experiences | I | D | A | E | |
| 2A- Creating an environment of respect and rapport | I | D | A | E | |
| 2B - Establishing a Culture for Learning | I | D | A | E | |
| 2C  - Managing Library Procedures | I | D | A | E | |
| 2D  - Managing student behavior | I | D | A | E | |
| 2E  - Organizing physical space | I | D | A | E | |
| 3A - Communicating Clearly and Accurately | I | D | A | E | |
| 3B - Using Questioning and Research Techniques | I | D | A | E | |
| 3C -  Engaging Students in Learning | I | D | A | E | |

| | | | | |
|---|---|---|---|---|
| 3D - Assessment in Instruction (whole class, one-on-one and small group | I | D | A | E | |
| 3E  - Demonstrating Flexibility and Responsiveness | I | D | A | E | |
| 4A  - Reflecting on Practice | I | D | A | E | |
| 4B - Maintaining Accurate Records | I | D | A | E | |
| 4C - Communicating with School Staff and Community | I | D | A | E | |
| 4D - Participating in a Professional Community | I | D | A | E | |
| 4E - Growing and Developing Professionally | I | D | A | E | |
| 4F  Collection Development and Maintenance | I | D | A | E | |
| 4G- Managing the Library Budget | I | D | A | E | |
| 4H- Managing Personnel | I | D | A | E | |
| 4I- Professional ethics | I | D | A | E | |

X_____

Teacher

X_____

Observer

*Breathitt County Schools CEP*

# Psychologist Self-Reflection

**Directions:** Completed by psychologist.  Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Psychologist:** Click here to enter text.        **Date:** Click here to enter text.        **School:**  Click here to enter text.

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

# Psychologist Formative Evaluation

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

Text boxes expand to accommodate multiple evidence examples.

**Psychologist:** Click here to enter text.          **School:**     Click here to enter text.

**Evaluator:** Click here to enter text.                    **Date:**  Click here to enter text.

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

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| | | | | |
|---|---|---|---|---|
| *3E* - Maintaining contact with physicians and community mental health service providers | I | D | A | E |
| *3F*- Demonstrating flexibility and responsiveness | I | D | A | E |
| *4A* - Reflecting on practice | I | D | A | E |
| *4B* - Communicating with families | I | D | A | E |
| *4C* - Maintaining accurate records | I | D | A | E |
| *4D* - Participating in a professional community | I | D | A | E |
| *4E* - Engaging in professional development | I | D | A | E |
| *4F* - Showing professionalism | I | D | A | E |

X_____

Teacher

X_____

Observer

# Therapeutic Specialist/Speech Pathologist Self-Reflection

**Directions:** Completed by therapeutic specialist.  Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Therapeutic Specialist:** Click here to enter text.      **Date:** Click here to enter text.      **School:** Click here to enter text.

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

*Breathitt County Schools CEP*

# Therapeutic Specialist/Speech Pathologist Formative Evaluation

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

Text boxes expand to accommodate multiple evidence examples.

**Therapeutic Specialist:** Click here to enter text.          **School:**     Click here to enter text.

**Evaluator:** Click here to enter text.                        **Date:** Click here to enter text.

| Component: | Rating: | | | | Evidence: |
|---|---|---|---|---|---|
| **1A -** Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license | I | D | A | E | |
| **1B -** Establishing goals for the therapy program appropriate to the setting and the students served | I | D | A | E | |
| **1C-** Demonstrating knowledge of District state and federal regulations and guidelines | I | D | A | E | |
| **1D -**Demonstrating knowledge of resources both within and beyond the school and district | I | D | A | E | |
| **1E-** Planning the therapy program integrated with the regular school program to meet the needs of individual students | I | D | A | E | |
| **1F -** Developing a plan to evaluate the therapy program | I | D | A | E | |
| **2A** – Establishing rapport with students | I | D | A | E | |
| **2B -** Organizing time effectively | I | D | A | E | |
| **2C -** Establishing and maintaining clear procedures for referrals | I | D | A | E | |
| **2D -** Establishing standards of conduct in the treatment center | I | D | A | E | |
| **2E -** Organizing physical space for testing of students and providing therapy | I | D | A | E | |
| **3A -** Responding to referrals and evaluating student needs | I | D | A | E | |
| **3B -** Developing and implementing treatment plans to maximize student s success | I | D | A | E | |
| **3C -** Communicating with families | I | D | A | E | |
| **3D -** Collecting information; writing reports | I | D | A | E | |

| | | | | | |
|---|---|---|---|---|---|
| **3E** - Demonstrating flexibility and responsiveness | I | D | A | E | |
| **4A** - Reflecting on practice | I | D | A | E | |
| **4B** - Collaborating with teachers and administrators | I | D | A | E | |
| **4C** - Maintaining an effective data management system | I | D | A | E | |
| **4D** - Participating in a professional community | I | D | A | E | |
| **4E** - Engaging in professional development | I | D | A | E | |
| **4F** - Showing professionalism including integrity advocacy and maintaining confidentiality | I | D | A | E | |

X _____

Teacher


X _____

Observer
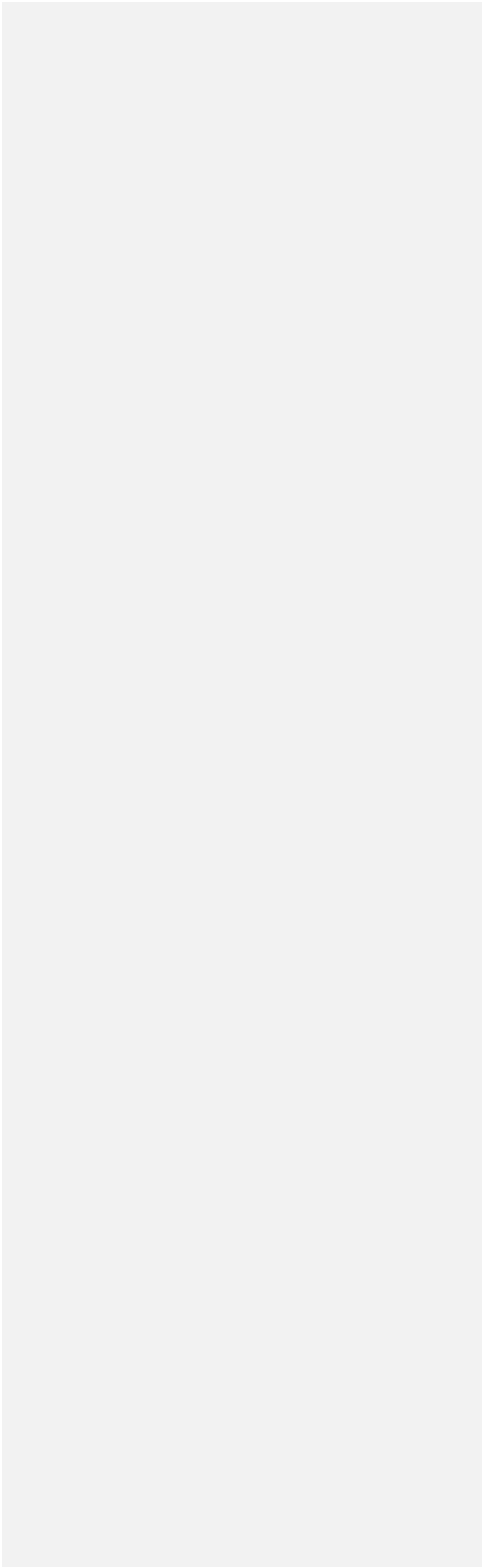
# Appendix D

# Documents for District Certified Personnel

# Central Office Evaluation Timeline

| *PPGES* Timeline | Activity | Task or Document |
|---|---|---|
| July/ August | • Complete any required trainings or updates necessary for evaluation certification and to permit the observation of certified employees.<br>• Superintendent reviews expectations of PPGES | • *Training on evaluation criteria and system within first 30 calendar days of reporting to work.* |
| By Sept. 30th | • Determine current growth needs based on data sources.<br>• Collaborate with supervisor to develop PGP.<br>• | • *PGP Template* |
| ON-GOING | • Reflect on progress in order to alter professional practices.<br>• Modify plan as needed. | |
| Oct. 1st- Dec. 15th | • Window for 1st Observation with Superintendent/Designee Opens (Oct. 1st -Dec.15th) **\*NOTE: Post-Observation Conference should occur within five working days of the visit.  Pre-conference is optional.** | • *Observation Form* |
| By January 15 | • Reflect on progress in order to alter professional practices<br>• Modify plan as appropriate<br>• Continue observations and conferencing as needed | • *PGP Template*<br>• *Documentation Form* |
| By May 31st | Superintendent conducts observation visit. | • *Observation Form* |
| By June 15th | • Conduct a summative reflection on the goal attainment<br>• Develop "next steps."<br>• Superintendent/Designee conducts Summative Evaluation with appropriate conferences and records. | • *Reflective Practice and PGP Template*<br>• *Documentation Form*<br>• *Summative Performance Report* |

# BREATHITT COUNTY SCHOOLS
Individual Professional Growth Plan for Administrators & Certified/Non-Teaching/Non-Administrative Staff

Name:_____     Date: _____     School Year:     _____

Identified School/District Improvement Plan Goal and/or Objective:
_____

| Present Professional Development Stage | Growth Goal(s)/Objective(s)  (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.) | Procedures and Activities for achieving Goal(s)/Objective(s) | Expected Impact | Target Dates for Completion/Review |
|---|---|---|---|---|
|  |  |  |  |  |

Employee's Comments:

Supervisor's Comments:

| **Individual Growth Plan Developed:** | |
|---|---|
|  | Annual Review: _____ Achieved; _____ Revised; _____ Continued |
| _____ _____ (Employee's Signature)                          (Date) | _____ _____ (Employee's Signature)                         (Date) |
| _____ _____ (Supervisor's Signature)                       (Date) | _____ _____ (Supervisor's Signature)                      (Date) |

O = Orientation/Awareness          A = Preparation/Application          I = Implementation/Management          R = Refinement/Impact

## SUMMATIVE EVALUATION FOR ADMINISTRATORS (Central Office)

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

**Evaluatee** _____ **Position** _____

**Evaluator** _____ **Position** _____

**School/Work Site** _____

| | | | |
|---|---|---|---|
| **Pre-conference (Optional)** | **1st** _____ | **2nd** _____ | |
| **Date(s) of Conference(s)** | **1st** _____ | **2nd** _____ | |

### Ratings:

| Administrator Standards: | Satisfactory | Needs Improvement | Unsatisfactory* |
|---|---|---|---|
| 1. Vision | _____ | _____ | _____ |
| 2. School Culture and Learning | _____ | _____ | _____ |
| 3. Management | _____ | _____ | _____ |
| 4. Collaboration | _____ | _____ | _____ |
| 5. Integrity, Fairness, Ethics | _____ | _____ | _____ |
| 6. Political, Economic, Legal | _____ | _____ | _____ |
| Overall Rating | _____ | _____ | _____ |

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

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

Evaluatee's Comments:

_____

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

_____

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

Evaluatee:   __ Agree with this summative
                     evaluation                          _____  _____
                                                              Signature                              Date
                  __ Disagree with this summative
                     evaluation

Evaluator:                                             _____  _____
                                                              Signature                              Date

===================================================================================================================

**\*Any rating in the "unsatisfactory" column requires the development of an Individual Corrective Action Plan.**

**FORMATIVE EVALUATION INSTRUMENT FOR ADMINISTRATORS**

EVALUATEE_____POSITION_____

EVALUATOR'S NAME_____ POSITION_____

SCHOOL/WORK SITE_____          DATE OF CONFERENCE_____

| | |
|---|---|
| 1. VISION: Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community. | _____SATISFACTORY<br><br>_____NEEDS IMPROVEMENT<br><br>_____UNSATISFACTORY |

| | |
|---|---|
| 2. SCHOOL CULTURE AND LEARNING: Advocates nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth. | _____SATISFACTORY<br><br>_____NEEDS IMPROVEMENT<br><br>_____UNSATISFACTORY |

| | |
|---|---|
| 3. MANAGEMENT: Ensures management of the organization, operations, and resources for a safe, efficient and effective learning environment. | _____SATISFACTORY<br><br>_____NEEDS IMPROVEMENT<br><br>_____UNSATISFACTORY |

| | |
|---|---|
| 4. COLLABORATION: Collaboration with families and community members, responding to diverse community interests and needs and mobilizes community resources. | _____SATISFACTORY<br><br>_____NEEDS IMPROVEMENT<br><br>_____UNSATISFACTORY |

| 5. INTEGRITY, FAIRNESS, ETHICS: Acts with integrity, fairness, and in an ethical manner. | _____SATISFACTORY<br><br>_____NEEDS IMPROVEMENT<br><br>_____UNSATISFACTORY |
|---|---|

| 6. POLITICAL, ECONOMIC, LEGAL: Understands, responds to, and influences the larger political, social, economic, legal, and cultural context. | _____SATISFACTORY<br><br>_____NEEDS IMPROVEMENT<br><br>_____UNSATISFACTORY |
|---|---|

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

I am knowledgeable of the content of this Formative Evaluation and have had an opportunity to discuss it in a conference with my immediate supervisor.  My signature does not imply agreement or disagreement with the content of this evaluation.


_____          _____

Evaluatee's Signature                     Date          Evaluator's Signature                     Date

**ADMINISTRATOR PERFORMANCE STANDARDS**

| **Standards/Performance Criteria** |
|---|
| **1: Vision -** *The education administrator facilitates processes and engages in activities ensuring that:* |
| 1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community. |
| 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities. |
| 1.3 The core beliefs of the school vision are modeled for all stakeholders. |
| 1.4 The vision is developed with and among stakeholders. |
| 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated. |
| 1.6 Progress toward the vision and mission is communicated to all stakeholders. |
| 1.7 The school community is involved in school improvement efforts. |
| 1.8 The vision shapes the educational programs, plans, and actions. |
| 1.9 Provides opportunities that encourage collaboration among others in the use of resources. |
| 1.10 Assessment data related to student learning issued to develop the school vision and goals. |
| 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals. |
| 1.12 Barriers to achieving the vision are identified, clarified, and addressed. |
| 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals. |
| 1.14 Existing resources are used in support of the school vision and goals. |
| 1.15 The vision and implementation plans are regularly monitored, evaluated, and revised. |

| **2: School Culture and Learning -** *The education administrator facilitates processes and engages in activities ensuring that:* |
|---|
| 2.1 All individuals are treated with fairness, dignity, and respect. |
| 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals. |
| 2.3 Students and staff feel valued and important. |
| 2.4 The responsibilities and contributions of each individual are acknowledged. |
| 2.5 Barriers to student learning are identified, clarified and addressed. |
| 2.6 Diversity is considered in developing learning experiences. |
| 2.7 Lifelong learning is encouraged and modeled. |
| 2.8 There is a culture of high expectations for self, student, and staff performance. |
| 2.9 Technologies are used in teaching and learning. |
| 2.10 Student and staff accomplishments are recognized and celebrated. |
| 2.11 Multiple opportunities to learn are available to all students. |
| 2.12 The school is organized and aligned for success. |

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| 2.13 Curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined. |
| --- |

## 2: School Culture and Learning (Cont.)

| 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies. |
| --- |
| 2.15 The school culture and climate are assessed on a regular basis. |
| 2.16 A variety of sources in information is used to make decisions. |
| 2.17 Student learning is assessed using a variety of techniques. |
| 2.18 Multiple sources of information regarding performance are used by staff and students. |
| 2.19 A variety of supervisory and evaluation models is employed. |
| 2.20 Pupil personnel programs are developed to meet the needs of students and their families. |
| 2.21 Demonstrates appropriate professional growth activities. |

| **3: Management -** *The education administrator facilitates processes and engages in activities ensuring that:* |
| --- |
| 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions. |
| 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning |
| 3.3 Emerging trends are recognized, studied, and applied as appropriate. |
| 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place. |
| 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed. |
| 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively. |
| 3.7 Time is managed to maximize attainment of organizational goals. |
| 3.8 Potential problems and opportunities are identified. |
| 3.9 Problems are confronted and resolved in a timely manner. |
| 3.10 Financial, human, and material resources are aligned to the goals of schools. |
| 3.11 The school acts entrepreneurially to support continuous improvement. |
| 3.12 Organizational systems are regularly monitored and modified as needed. |
| 3.13 Stakeholders are involved in decisions affecting schools. |
| 3.14 Responsibility is shared to maximize ownership and accountability. |
| 3.15 Effective problem-framing and problem-solving skills are used. |
| 3.16 Effective conflict resolution skills are used. |
| 3.17 Effective group-process and consensus-building skills are used. |
| 3.18 Effective communication skills are used. |

| |
|---|
| 3.19 There is effective use of technology to manage school operations. |
| 3.20  Fiscal resources of the school are managed responsibly, efficiently, and effectively. |

## 3: Management (Cont.)

| |
|---|
| 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained. |
| 3.22 Human resource functions support the attainment of school goals. |
| 3.23 Confidentiality and privacy of school records are maintained. |

## 4: Collaboration - *The education administrator facilitates processes and engages in activities ensuring that:*

| |
|---|
| 4.1   High visibility, active involvement, and communication with the larger community is a priority. |
| 4.2   Relationships with community leaders are identified and nurtured. |
| 4.3   Information about family and community concerns, expectations, and needs is used regularly. |
| 4.4   There is outreach to different business, religious, political, and service agencies and organizations. |
| 4.5   Credence is given to individuals and groups whose values and opinions may conflict. |
| 4.6   The school and community serve one another as resources. |
| 4.7   Available community resources are secured to help the school solve problems and achieve goals |
| 4.8   Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals. |
| 4.9   Community youth family services are integrated with school programs. |
| 4.10       Community stakeholders are treated equitably. |
| 4.11       Diversity is recognized and valued. |
| 4.12       Effective media relations are developed and maintained. |
| 4.13       Comprehensive program of community relations is established. |
| 4.14       Public resources and funds are used appropriately and wisely. |
| 4.15       Community collaboration is modeled for staff. |
| 4.16       Opportunities for staff to develop collaborative skills are provided. |

## 5: Integrity, Fairness, Ethics - *The education administrator facilitates processes and engages in activities ensuring that:*

| |
|---|
| 5.1   Examines personal and professional values. |
| 5.2   Demonstrates a personal and professional code of ethics. |
| 5.3   Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. |
| 5.4   Serves as a role model. |
| 5.5   Accepts responsibility for school operations. |
| 5.6   Considers the impact of one's administrative practices on others. |

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| |
|---|
| 5.7   Uses the influence of the office to enhance the educational program rather than for personal gain. |
| 5.8   Treats people fairly, equitably, and with dignity and respect. |
| 5.9   Protects the rights and confidentiality of students and staff. |

## 5: Integrity, Fairness, Ethics (Cont.)

| |
|---|
| 5.10 Demonstrates appreciation for the sensitivity to the diversity in the school community. |
| 5.11 Recognized and respects the legitimate authority of others. |
| 5.12 Examines and considers the prevailing values of the diverse school community. |
| 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior. |
| 5.14 Opens the school to public scrutiny. |
| 5.15 Fulfills legal and contractual obligations. |
| 5.16 Applies laws and procedures fairly, wisely, and considerately. |
| 5.17 Demonstrates punctuality and good attendance. |
| 5.18 Adheres to district policies with regard to dress and appearance. |
| 5.19 Adheres to the professional code of ethics. |

| |
|---|
| **6: Political, Economic, Legal** - *The education  administrator facilitates processes and engages in activities ensuring that:* |
| 6.1   The environment in which schools operate is influenced on behalf of students and their families. |
| 6.2   Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate. |
| 6.3   There is ongoing dialogue with representatives of diverse community groups. |
| 6.4    The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities. |
| 6.5   Public policy is shaped to provide equality education for students. |
| 6.6   Lines of communication are developed with decision makers outside the school community. |

*Breathitt County Schools CEP*

# Appendix E

# GENERAL APPENDIX FOR ALL CERTIFIED EMPLOYEES

# CORRECTIVE ACTION PLAN
# AND
# APPEALS PROCESS/FORMS

**RESPONSIBILITIES for EVALUATION: All certified personnel**

The Breathitt County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate district administrators, principals, central office administrators, and other district certified personnel.

Principals or designee will evaluate assistant principals, guidance counselors, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school.

All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

| March 31 | All certified employees non-renewed for cause |
|---|---|
| April 15 | All certified staff on an annual cycle (school and district level) (KTIP/through year 4) |
| May 15 | All certified staff on a 3-year cycle (school and district level) |
| June 15 | All administrative and counseling staff |

## District Professional Growth and Effectiveness Plan

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.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
   a. Teachers and other professionals who are rated ineffective in professional practice.
   b. Principals who are rated ineffective in professional practice.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
12. **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.
13. **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.
14. **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.
15. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
16. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
17. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
18. **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.
19. **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.
20. **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.
21. **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

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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.

22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **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.
24. **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.
25. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
26. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
27. **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.

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

## <u>BREATHITT COUNTY SCHOOLS</u>

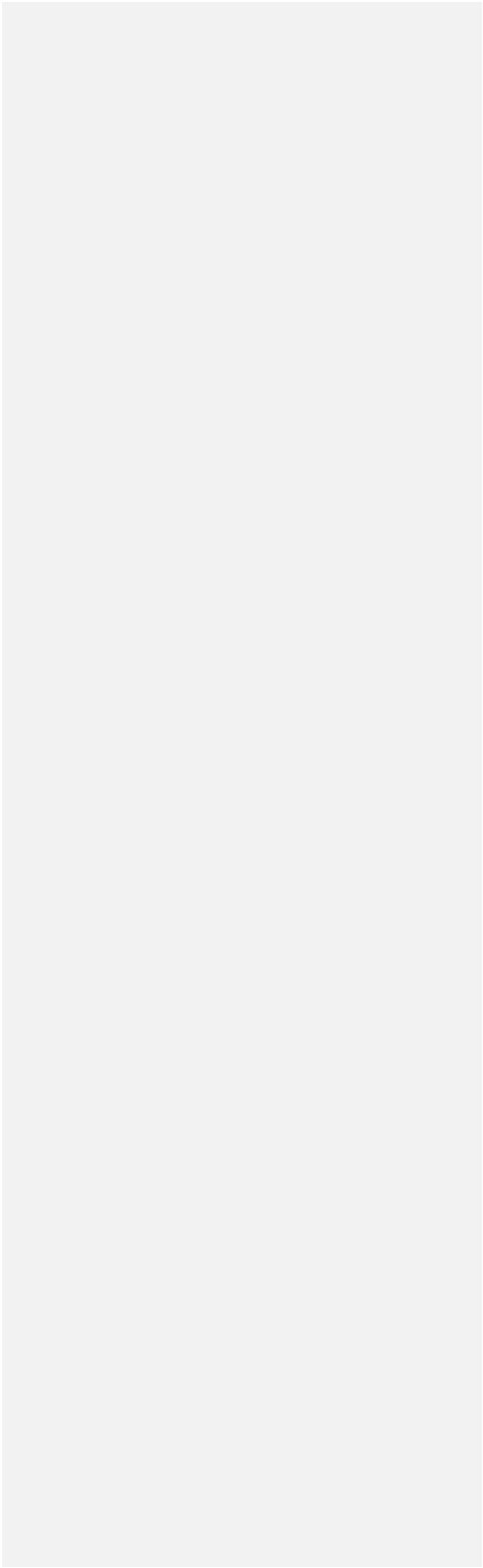## <u>Central Office Certified Evaluation Orientation Verification</u>

I verify that I attended/participated in an evaluation orientation session during which the contents of the evaluation plan, including the following topics, were discussed:

- ❑ Professional Growth Plans

- ❑ Procedure for Conducting Observations and Conferences

- ❑ Summative Evaluation Form

- ❑ Corrective Action Process

- ❑ Appeals Process

Name of staff member (printed): ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Signature of staff member: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Date: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

*Breathitt County Schools CEP*

**BREATHITT COUNTY SCHOOLS PGES INDIVIDUAL CORRECTIVE ACTION PLAN**

| Evaluatee/EPSB ID# | | |
|---|---|---|
| **Evaluator/ Date of Conference** | | |

*The Individual Corrective Action Plan is developed when an evaluatee receives "unsatisfactory" or "needs improvement" rating(s) on the Summative Evaluation or at any time an immediate change in behavior, practice or performance is needed.*
**\*\*Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee.**

| | Areas Identified for Improvement | Expected Outcomes |
|---|---|---|
| **Domain 1:** | | |
| **Domain 2:** | | |
| **Domain 3:** | | |
| **Domain 4:** | | |
| **SUPPORT** | | |
| | | |
| **TIMELINE** | | |
| | | |
| **PROGRESS MONITORING** | | |
| | | |

**(Attach more pages if needed.)**

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*Breathitt County Schools CEP*

| Evaluatee's Comments: |  |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
| Evaluator's Comments: |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Evaluatee's Signature: | Date: |
| Administrator Signature: | Date: |

| STATUS: ☐ Achieved   ☐ Revised   ☐ Continued |  |
|---|---|
| Evaluatee's Signature: | Date: |
| Administrator Signature: | Date: |

# Instructions for 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 a "Ineffective" rating on any one Domain or more from the Summative Evaluation or <u>at any time an immediate change in behavior, practice or performance is needed</u>. 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. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.*

1. **Areas Identified for Improvement:**
   Describe the area need for improvement in each of domain where improvement is needed.

2. **Expected Outcomes:**
   Expected outcomes must address the specific domain rated as "INEFFECTIVE" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

3. **Support:**
   Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

4. **Timeline:**
   List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

5. **Progress Monitoring:**
   **Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee**
   (Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan.)

*Breathitt County Schools CEP*

**BREATHITT COUNTY SCHOOLS CENTRAL OFFICE**

**INDIVIDUAL CORRECTIVE ACTION PLAN**

| Evaluatee/EPSB ID# | | |
|---|---|---|
| Evaluator/ Date of Conference | | |

*The Individual Corrective Action Plan is developed when an evaluatee receives "unsatisfactory" or "needs improvement" rating(s) on the Summative Evaluation or at any time an immediate change in behavior, practice or performance is needed.*

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

| | Areas Identified for Improvement | Expected Outcomes |
|---|---|---|
| Standard 1: | | |
| Standard 2: | | |
| Standard 3: | | |
| Standard 4: | | |
| Standard 5: | | |
| Standard 6: | | |

**SUPPORT**

**TIMELINE**

**PROGRESS MONITORING**

**(Attach more pages if needed.)**

| Evaluatee's Comments: |  |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
| **Evaluator's Comments:** |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Evaluatee's Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

| STATUS: ☐ Achieved ☐ Revised ☐ Continued |  |
|---|---|
| **Evaluatee's Signature:** | **Date:** |
| **Administrator Signature:** | **Date:** |

*Breathitt County Schools CEP*

**EVALUATION APPEAL PROCESS:**

The evaluation appeal shall be made to the Superintendent in writing. If the Superintendent cannot satisfactorily work out the disagreement on the evaluation, the matter shall be presented to the appeal committee to hear the appeal.

**SELECTION AND TERMS OF MEMBERS FOR THE APPEAL COMMITTEE:**

Under procedures developed by the evaluation committee, a **three (3)** member panel shall be established to hear certified staff appeals from summative evaluations as required by law.

**Two (2)** members of the panel shall be elected by and from the certified employees of the District**. Two (2)** alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint **one (1)** certified employee and **one (1)** alternate certified employee to the panel. All regular panel members and alternates shall be certified employees of the District at the time of appointment or election and during their term of office.

Panel members and their alternates shall serve without compensation. The terms of panel members and their alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or re-elected.

The Chairperson of the panel shall be the certified employee appointed by the Board or his/her alternate if he/she is unable to serve.

Alternates shall serve when:

1. a panel member is ill
2. a panel member is appealing to the panel
3. a member of the panel member's immediate family (defined as father, mother, brother, sister, husband, wife, son daughter, uncle, aunt, nephew, niece, grandparent and corresponding in-laws) is appealing to the panel
4. a panel member was the evaluator of the appellant.

**Appeal Procedures**

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

1. The employee completes an Evaluation Appeal Form (03.18AP.21) and submits it to the panel member appointed by the Board within five (5) working days of receiving a copy of the summative evaluation form. If the appeal is mailed, it shall be postmarked on a date prior to the expiration of the 5-day period.
2. The evaluatee's written request shall include the specific, detailed and complete grounds and reasons for the appeal and a list of witnesses who will testify for the evaluatee at the hearing.
3. THE APPEALS PROCEDURE DOES NOT INVOLVE CONTRACTUAL STATUS RECOMMENDATIONS MADE TO THE SUPERINTENDENT OR ACTIONS BY THE SUPERINTENDENT REGARDING CONTRACTUAL STATUS. THE JURISDICTION OF THE PANEL IS LIMITED TO THE REVIEW OF THE SUMMATIVE EVALUATION ONLY.
4. The members of the Certified Employee Appeals Panel, the certified employee, and the evaluator shall be notified of the time and date of the hearing by the chairperson within 5 working days of receiving the Evaluation Appeal Form. The hearing must take place not less than fifteen (15) working days or more than twenty-five (25) working days from the date an appeal is filed.
5. The certified employee may appeal the substance of, and any procedural issues involved in, the evaluation process. The certified employee and the evaluator have the right to present relevant evidence and expert testimony and to be represented and assisted at the hearing by legal counsel, at their own expense.
6. Within five (5) working days of their receipt of the notice of the date and time of the hearing, both the evaluatee and evaluator shall submit four (4) copies of any appropriate documentation including, but

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not limited to, a brief summary of the testimony of each witness to the panel member appointed by the Board. Only panel members and counsel will be permitted to review the documentation. All documentation will be stored in a secure place in the Central Office except during panel meetings. Confidentiality will be maintained.

7. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.
8. Prior to the hearing, the panel will meet, review all documents, discuss and prepare questions to be asked of each party by members of the Panel. Additional questions may be posed by panel members during the hearing.
9. Five (5) working days in advance of the hearing, both parties shall have the right to preview a copy of all documents and exhibits that will be offered in evidence of the hearing.
10. Only Panel members, the evaluatee, evaluator, legal counsel, and the employee's chosen representative will be present at the hearing unless the evaluatee asks to have a public hearing.
11. All hearings will be confidential and will follow the written procedures of the Panel.
12. Pursuant to KRS 156.557 – Standards for Improving Performance of Certified School Personnel, and 704 KAR 3:345 – Evaluation Guidelines, any 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. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

**Chosen representation may be present during the hearing:**

For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.  Only panel members, the evaluatee and evaluator, and chosen representation will be present at the hearing. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

**The following procedures will be implemented during the hearings:**

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin, followed by the evaluator.
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the panel will make closing remarks.
7. The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
   a. Upholding all parts of the original evaluation
   b. Voiding the original evaluation or parts of it
   c. Ordering a new evaluation by a second certified employee
   d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file
8. The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator and the Superintendent within fifteen (15) working days from the date an appeal is received. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.

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9. The Superintendent shall act on the recommendation(s) of the panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Superintendent or Board decision, as applicable, the Panel's recommendation and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Department of Education.
12.  Neither a panel member nor an alternate may hear an appeal filed by his/her immediate supervisor.

**APPEAL TO THE KENTUCKY BOARD OF EDUCATION:**

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.

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 in a timely manner shall not be considered.  A specific description of the complaint and grounds for appeal shall be submitted with this request.  A brief, written statement and other documents which 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

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

A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

EVALUATION APPEALS COMMITTEE 2017-18

1-Board Appointed Certified Employee:

Susan Watts

1-Board Appointed Certified Employee Alternate:

Donna Fugate

2-Certified Employee Elected Members:

1.  Charles David Napier
2.  Danielle Duncan

2-Certified Employee Elected Member Alternates:

1. Paige Beasley
2. Karen McIntosh

*Breathitt County Schools CEP*

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**EVALUATION APPEALS FORM FOR CERTIFIED EMPLOYEES**

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

**Employee's Name** _____

**Home Address** _____

| Job Title | Building | Grade or Department |
|---|---|---|
| _____ | _____ | _____ |

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

_____
_____
_____
_____
_____
_____
_____
_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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

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

**RELATED PROCEDURES:**

03.18 AP.11
03.18 AP.12
And the local District Evaluation Plan