

Gallatin County Schools

Certified Evaluation Plan

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Certified Teacher / Other Professional Personnel Evaluation

The vision for the Certified Evaluation Plan 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

- **Appeals:** A process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **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.
- **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
- **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
- **Conference:** A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans.
- **Evaluee:** District/School personnel who is being evaluated.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5) (c)2.
- **Evaluation:** The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon pre-determined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans.
- **Evaluation Committee:** A committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
- **Evaluation Plan:** A plan that includes evaluation forms and procedures. The procedures shall provide for all components of the Kentucky Framework for Personnel Evaluation including observations, professional growth planning. Both the plan and procedures must be approved by the Kentucky Board of Education.
- **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative Evaluation:** Is defined by KRS 156.557(1) (a).
- **Framework for Teaching:** Research-based set of components of instruction that includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Full Observation:** An observation conducted by an employee's supervisor that includes an entire class period or lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.
- **Job Category:** A group or class of certified school personnel positions with closely related functions.

- **Mini Observation:** An observation of a classroom teacher or other professional not less than 20 minutes in length.
- **Non-Tenured Teacher:** A teacher who is currently in year 1, 2, 3, or 4 of teaching in the district, and who completes a 1-year evaluation cycle as described in the chart on page 10.
- **Observation:** a data collection process conducted by a certified observer, in person or, if mutually agreed upon, 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 for a duration of at least 20 minutes.
- **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.
- **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.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
- **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
- **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
- **Principal:** 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.
- **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise, and other characteristics.
- **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation 704 KAR 3:370, 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.
- **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- **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.
- **Professional Learning Community (PLC):** A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
- **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

- **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- **Summative Evaluation:** The summary and analysis of all data, including but not limited to observations, self-reflection, and evidence collected by teacher. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties. Is defined by KRS 156.557(1) (d).
- **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.
- **Tenured Teacher:** A teacher who has been granted tenure after 4 years of teaching in the district, and who completes a 3-year evaluation cycle as described in the chart on page 10.
- **Walk Through/Learning Walk:** Administrators may periodically conduct learning walks to gauge instructional practice and student engagement. Feedback will be given to the teacher, certified employee, or licensed employee after the learning walk has been conducted. The data from the learning walk will be retained as a multiple measure of teacher effectiveness.

For Additional Definitions and Roles, please see 704 KAR 3:370 Kentucky Framework for Personnel Evaluation.

Orientation

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first 30 calendar days of employment.

This annual review shall be an explanation of the contents of the Certified Evaluation Plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria.

The immediate supervisor shall be designated as the primary evaluator.

For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
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 supporting a 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 more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as school-specific priorities that may drive practice in one 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:

Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation
- Multiple measures of Student Learning
- Products of Practice
- Other Sources

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

Sources of Evidence/Framework for Teaching Alignment

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

Professional Practice

Self-Reflection and Professional Growth Planning

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

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

Self-reflection will be required for all domains in the Framework for Teaching, with a deep reflection in one of the domains chosen for focus in the Professional Growth Plan. The self-reflection process will be completed by Sept. 1 of each year and entered into the district-approved digital format. For employees hired after the start of the school year, the self-reflection must be completed within 30 calendar days of reporting for employment.

Professional Growth Plans will be submitted to the supervisor through the district-approved digital format by October 15 of each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 calendar days of reporting for employment or Oct. 15, whichever occurs later. Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31 of each year. For employees hired after the start of the school year, the supervisor will have 15 working days to approve the professional growth plan after it is submitted by the employee. The professional growth plan process can be collaborative or directed. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on page 15 in this plan.

Observation

The observation process is one source of evidence to determine educator effectiveness. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. The rationale for observation is to encourage continued professional learning in teaching and learning through critical reflection.

The Progressive Observation Model

Non-Tenured Teachers and Other Professionals

There will be a minimum two (2) full observations, one occurring each semester, and a summative evaluation each year. Optional additional observations may be mini or full observations.

If new to the district, the first observation must occur within the first 9 weeks.

Tenured Teachers and Other Professionals

There will be one mini observation in each of the first two years of a tenured teacher's three-year cycle. The third year of the three-year cycle will include a full observation and a summative evaluation.

KTIP Teachers

In addition to completing all required KTIP evaluation components, KTIP teachers will receive a summative evaluation from the supervisor utilizing the "Kentucky Teacher Intern (KTIP) SUMMARY REPORT for SUMMATIVE EVALUATION" form found in Appendix D.

The evaluatee may request third party observations at any time prior to February 15 of each year.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for Teachers and Other Professionals:

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel at the Certified Evaluation Plan Orientation within 30 calendar days of reporting for employment for each school year.
- Pre-conferences for each observation shall be submitted on district-approved Pre-observation Form to observer no less than 24 hours prior to observation.
- An observation post-conference shall be conducted within five (5) working days in person following each observation. A post-conference shall consist of a professional discussion focusing on observation, sources of evidence, reflection, and improvement of professional practice relative to the Kentucky Framework for Teaching.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- All post conferences shall be completed in person.

Observation Schedule

- Observations may begin after the evaluation orientation takes place within the first 30 calendar days of reporting for employment.

Evaluation Timeline and Process

Timeline for all Certified Staff (Except KTIP interns)	Non-tenured Teacher or Other Professional	Tenured Teacher or Other Professional	Administrator
	1 Year Cycle	3 Year Cycle	1 Year Cycle
Within the first 30 calendar days of reporting for employment	Initial orientation to review the evaluation instrument	Initial orientation to review the evaluation instrument	Initial orientation to review the evaluation instrument
By September 1 (Late hires: within 15 calendar days of reporting for employment)	Self-Reflection submitted to Principal/Supervisor through the district-approved digital format	Self-Reflection submitted to Principal/Supervisor through the district-approved digital format	Self-Reflection submitted to Superintendent through the district-approved digital format
By October 15 (Late hires: within 30 calendar days of the Self-Reflection submission, whichever date occurs later)	Professional Growth Plan submitted to Principal/Supervisor through the district-approved digital format	Professional Growth Plan submitted to Principal/Supervisor through the district-approved digital format	Professional Growth Plan submitted to Superintendent through the district-approved digital format
By October 31 (Late hires: within 15 working days of submission, whichever date occurs later)	Professional Growth Plan approved by Principal/Supervisor	Professional Growth Plan approved by Principal/Supervisor	Professional Growth Plan approved by Superintendent

September – April	<p>Pre-conference for each observation submitted at least 24 hours prior to each observation</p> <p>Formative Observations:</p> <ul style="list-style-type: none"> - 1st full observation by supervisor within first semester - 2nd full observation by supervisor by April 15 <p>Post-conferences:</p> <ul style="list-style-type: none"> - 1 conference after <u>each</u> observation by the supervisor, within 5 working days of each observation <p>Ongoing Self-reflection</p>	<p>Pre-conference for each observation submitted at least 24 hours prior to each observation</p> <p>Formative Observations:</p> <p><u>Years 1 and 2 of 3-year cycle:</u></p> <ul style="list-style-type: none"> -1 mini observation each year for first 2 years by April 15 <p><u>Year 3 of 3-year cycle:</u></p> <ul style="list-style-type: none"> -1 full observation in summative year <p>Post-conferences:</p> <ul style="list-style-type: none"> - 1 conference after <u>each</u> observation by the supervisor, within 5 working days of each observation <p>Ongoing Self-reflection</p>	<p>Two site visits:</p> <p>One before Dec. 31 One before April 30</p> <p>Post-conferences:</p> <p>Within 5 working days of site visit: Mid-Year review (Formative Conference) End-of-Year review (Summative Conference)</p> <p>Formal site visits not required for assistant principals</p> <p>Assistant principals receive at least one formative conference with principal each year</p>
By April 15	<p>Each year:</p> <p>Summative Evaluation and Summative conference in person</p>	<p>At end of 3 Year Cycle only:</p> <p>Summative Evaluation and Summative conference in person</p>	<p>Each year:</p> <p>Summative Evaluation and Summative conference in person</p>
	<p>The following summative forms should be completed and submitted to HR upon completion of the SUMMATIVE for all teachers / other professionals, KTIP interns, and principals:</p> <ul style="list-style-type: none"> - “Teachers & Other Professionals - Summary Report for Summary Evaluation”, Appendix C - “KTIP Interns - Summary Summative Intern Recommendation Form”, Appendix D - “Principals – Summary Report for Summative Evaluation”, Appendix E 		

Observer Certification Process

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

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

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment
- Training shall include:
 - Initial certified evaluation training and testing provided by the Kentucky Department of Education (KDE) or a provider approved by KDE
 - Training on KRS 156.557 and the requirements of this administrative regulation
 - Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques
 - A minimum of six (6) hours annually of personnel evaluation system training approved by Effective Instructional Leadership Act established in 704 KAR 3.325
- Only supervisors who have passed the proficiency assessment can conduct observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

Observation Certification Support System for Administrators

Initial Support	Support for Second Attempt	Support for Third Attempt
All new evaluators will participate in a cohort group to prepare for the proficiency exam. The cohort may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules and exam; study guides; group discussions	Superintendent or his/her designee will assign a mentor who has passed the proficiency test. The mentor may provide any or all of the following supports: timeline for completion of modules and exam, reminders to complete modules, study guides, discussion groups, in-person modeling.	Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor until the proficiency exam is passed. Both the observer and the supervisor shall be present during observations. Continue mentor supports.

- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to complete the certification process successfully by the October 1 date, certified supervisors from the district pool will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions regarding the PGP.
- Supervisors hired after the first day of school will complete the certification procedure within 45 calendar days of their first day of employment.
- If a supervisor is unable to perform observation duties as determined by the superintendent or his/her

designee, certified supervisors from the district pool will substitute in observing teachers for the supervisor until he/she resumes his/her duties. **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**

- Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.
- If he or she has not obtained observer certification by April 1, the supervisor will be non-renewed.
- When warranted, and with the consent of the teacher evaluatee, a certified supervisor may be hired by the district on a temporary basis to complete teacher evaluations.

Products of Practice/Other Sources of Evidence

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

- observations conducted by certified supervisor/observer(s)
- Self-reflection and Professional Growth Plans

Other Possible Sources of Evidence may include:

- ☐ Program Review evidence
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student data records
- ☐ student work
- ☐ student formative and/or summative course evaluations/feedback
- ☐ minutes from PLCs
- ☐ teacher reflections and/or self-reflections
- ☐ teacher interviews
- ☐ teacher committee or team contributions
- ☐ parent engagement surveys
- ☐ records of student and/or teacher attendance
- ☐ video lessons
- ☐ engagement in professional organizations
- ☐ action research
- ☐ Other evidence as deemed appropriate by school or district

Student Growth as Additional Source of Evidence for Professional Practice

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth may be included as additional sources of evidence for professional practices. Examples of appropriate student growth multiple measures for this purpose include: data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, or other sources of data provided by the teacher that clearly demonstrates student growth.

Rating Professional Practice

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

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

- Provide a summative rating for each domain based on evidence.
- All ratings **must** be recorded in the district-approved technology format and signed by both the supervisor and the employee. A copy of the formative report will also be given to the evaluatee.
- For each summative evaluation, a "Summary Report for Summative Evaluation" found in Appendix C will be completed and signed by both the supervisor and the employee. A copy will be given to the evaluatee and the original will be sent to the Superintendent for placement in the employee's personnel file.

Determining the Overall Performance Category

An educator's Overall Performance Category is determined by utilizing the following decision rules:

**CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL
PRACTICE RATING**

IF...	THEN...
One or more of the Domains are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be higher than DEVELOPING
Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY	
Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the duration of the summative cycle is determined using the **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS**.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS

PROFESSIONAL PRACTICE	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none">• Goal set by teacher with evaluator input• Formative review annually
	ACCOMPLISHED	
	DEVELOPING	ONE-YEAR CYCLE DIRECTED GROWTH PLAN <ul style="list-style-type: none">• Goal(s) determined by Evaluator• Goals focus on professional practice• Plan activities designed by Evaluator with teacher input• Summative review annually
	INEFFECTIVE	CORRECTIVE ACTION PLAN

Corrective Action Plan

A corrective action plan is a plan developed collaboratively by the evaluator and the evaluatee. The plan may be written at any time during the school year when improvement is needed to correct one or more deficiencies that cannot wait for the formal observation, but shall be written if the evaluatee receives an “Ineffective” for any of the 4 domains. Specific assistance and activities are identified in the corrective action plan.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action plan form. (See Appendix A).

It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards corrective action plans goals and objectives.

Teachers who fail to make sufficient progress to meet evaluation standards identified may not be recommended to the Superintendent for rehire. If the Superintendent chooses not to renew the contract, the teacher will be notified by May 15.

Principal & Assistant / Vice Principal Personnel Evaluation

The vision for the Certified Evaluation Plan is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

- **Administrator:** An administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
- **Evaluated:** District/School personnel that is being evaluated.
- **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
- **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
- **Working Condition Goal:** a goal, set by administrators every two years, using data from the state approved working conditions survey, for the purpose of school improvement.

Principal Evaluation Components

Overview

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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best practice through the standards of Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication & Community Relations, and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for

continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's 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. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

Sources of Evidence

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

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits
 - Working Conditions Goal (Based on TELL KY)
- Evaluators may use the following categories of evidence in determining overall ratings:
 - Other Measures of Student Learning
 - Products of Practice
 - Other Sources (e.g. surveys)

Professional Practice

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

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

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will

connect data from multiple sources including site-visit conferences, data on student achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student achievement.

- All principals and assistant principals will participate in Self-Reflection each year by September 1st. For principals hired after the start of the school year, the Self-Reflection must be completed within 15 working days of the first day of employment.
- Self-Reflections will be approved by the superintendent or his/her designee within 15 working days of submission.
- All principals and assistant principals will develop Professional Growth Plans each year. All Professional Growth Plans will be submitted no later than 30 working days after state testing data becomes available. Since principals and assistant principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For principals hired after the release of state testing data, the principal must submit a professional growth plan within 15 working days of the first day of employment.
- Professional Growth plans will be approved by the superintendent or his/her designee within 15 working days of submission.

Site-Visits for Principal / Formative Conferences with Assistant Principal

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

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will be conducted before December 31st of the school year. Second site visit will be conducted prior to April 30 of the school year. For principals hired after December 31, two site visits will be conducted prior to April 30 of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the collection and documentation of evidence using the district-approved digital platform. Documentation of evidence will be connected to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal, with evidence being collected and documented using the district-approved digital platform, for the purpose of reflecting on current practice and making next step goals.

Working Conditions Goal (Goal inherited by Assistant Principal)

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

- Developed following the completion of the TELL Kentucky Survey.
- Each principal in collaboration with the superintendent or his/her designee will develop at least ONE working conditions goal based on the most current TELL Kentucky Survey data.
- If a principal does not have TELL data, due to lack of participation by staff, the principal will use district TELL data to create a working conditions goal OR complete a similar survey with staff to determine an area of need.
- Once a principal identifies a working condition goal based on the TELL survey, he/she will connect the survey item to one or more of the Principal Performance Standards, write a goal and create an action plan to implement over a two-year period.
- A mid-point review of the Working Conditions Goal may include one or more of the following: physical evidence to show that strategies and actions in the plan have been completed and/or started, a follow-up survey with staff members to indicate an increase in agreement with the targeted TELL statement, or conversations with the supervisor documented on the mid-year conference form. Evidence of the Working Conditions Goal will be uploaded to a digital platform selected by the superintendent or his/her designee.

Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

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

Student Growth as Additional Source of Evidence for Professional Practice

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth may be included as additional sources of evidence for professional practices. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, or other sources of data provided by the principal that clearly demonstrates school-wide student growth.

Determining the Overall Performance Category

Superintendent or his/her designee is responsible for determining an Overall Performance Category for each principal at the conclusion of his or her summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice.

Rating Overall Professional Practice

- Record ratings in-the department-approved technology platform.
- Overall, professional practice ratings will be assigned by **April 15** of each school year.

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 Overall Performance Rating:

CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE RATING

IF...	THEN OVERALL PERFORMANCE RATING SHALL BE...
Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Accomplished
Principal or Assistant Principal is rated Developing in at least three standards	Developing
Principal or Assistant Principal is rated Ineffective in one or more standards	Ineffective

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal using the following chart:

PROFESSIONAL GROWTH PLAN AND CYCLE FOR PRINCIPALS AND ASSISTANT PRINCIPALS

PROFESSIONAL PRACTICE	EXEMPLARY	Shall have a minimum of a Professional Growth Plan Developed by the <u>Evaluatee</u>
	DEVELOPING	Shall have a minimum of a Professional Growth Plan Developed by the <u>Evaluatee</u> in collaboration with the Evaluator
	INEFFECTIVE	Shall have a minimum of a Corrective Action Plan

Other District Office Certified Personnel Evaluation

- “Other District Certified Personnel” include **District Office Administrators, District Supervisory Personnel, Directors, and Coordinators.**
- Other District Certified Personnel will be evaluated by the responsible supervisor as indicated below in this plan.
- Other District Certified Personnel will be evaluated annually **by April 15** of each year using the district approved evaluation forms. **(See Appendix B)**

Responsibilities for Evaluation

1. The Gallatin County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The superintendent or his/her designee will evaluate principals and central office personnel.
3. The Director of Special Education will evaluate district special education staff, speech therapists, occupational and physical therapists, ELL teacher, preschool staff, and special education teachers.
4. Principals will evaluate assistant principals, guidance counselors, library media specialists, instructional coaches, and teachers.

Appeals Process

(See Board of Education Policy 03.18)

Appeal Panel

The District shall establish a Panel to hear appeals from summative evaluations as required by law.

Election

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.

Terms

All terms of Panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

Chairperson

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

Appeal to Panel

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

Appeal Form

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

Conflicts of Interest

No Panel member shall serve on any appeal Panel considering an appeal for which s/he was the evaluator.

Whenever a Panel member or a Panel member's immediate family appeals to the Panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in laws.

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

Burden of Proof

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

Hearing

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

Panel Decision

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

Superintendent

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

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 Department of Education.

Appeals Procedural Guidelines for LEA Appeals Panel Hearing

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the Appeals Panel in the presence of all three members. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the district office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

The Panel will meet, review and discuss all documents, and prepare questions to be asked of each party by the chair. The time and place of the hearing will be determined. Panel members may ask additional questions during the hearing.

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

Both the evaluator and the evaluatee may be represented by legal counsel and/or KEA, who may speak for the individual they represent during the hearing.

The hearing will be audiotaped and a copy provided to both parties if requested in writing.

Witnesses may be invited to provide information one at a time, but will not be permitted to observe the proceedings.

The following procedures will be followed during the hearing:

- Chairperson will convene hearing, cover procedures that have been agreed upon by the Appeals Panel, and clarify the responsibility of the Panel.
- Each party will be allowed to make a statement of claim. The evaluatee will begin.
- The Panel may question the evaluatee and evaluator.
- Each party will be asked to make closing remarks.
- The chairperson of the Panel will make closing remarks.

Certified Employee Appeals Form
Gallatin County Schools

(To be submitted within five (5) working days after receipt of the summative evaluation)

Certified Employee's Name: _____

Address: _____

Job Title: _____

Location: _____ Grade or Dept: _____

Please answer the following questions & attach to this appeal form:

- In your opinion, what evaluation procedures have not been followed thus rendering your summative evaluation unfair?

• Date you received the Summative Performance Report: _____

• Name of Evaluator: _____

Attach a copy of your summative evaluation and additional pages to this form. Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.

Certified Employee's Signature

Date

Decision of the Appeals Panel
Gallatin County Schools

(A recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.)

Appeals Panel Recommendation:

Attach additional pages if necessary.

Appeals Panel Member Signature

Date

Appeals Panel Member Signature

Date

Appeals Panel Member Signature

Date

Appendix A - Individual Corrective Action Plan

Gallatin County Schools Corrective Action Plan

Teacher's Name: _____ Administrator's Name: _____

Location: _____ School year: _____ Implementation Date: _____

AREA OF NEED (Domain and Component)	OBJECTIVE / GOAL	Procedures / activities for achieving objective / goal	Appraisal method and target date	Required periodic checks set in (at minimum) one month intervals as described below. Initials and dates indicate progress is satisfactory otherwise noted
AREA OF NEED (Domain and Component)	OBJECTIVE / GOAL	Procedures / activities for achieving objective / goal	Appraisal method and target date	

Teacher and administrator will meet per the schedule above to review progress toward goals and make any necessary adaptations.

A Corrective Action Plan indicates that there is a need for immediate and sustained improvement. Failure to do so could result in a recommendation for non-renewal of the teacher's contract. This plan was thoroughly reviewed by:

Teacher Signature

Administrator Signature

Date

Date

NOTE: KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duty

Appendix B – Other District Administrator Evaluation Forms

GALLATIN COUNTY SCHOOLS District Office Administrators and District Office Supervisory Personnel

(Please check) _____ **FORMATIVE** or _____ **SUMMATIVE EVALUATION**

Individual observed:	Date:
Evaluator:	Time:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle.

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the Professional Growth Plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluatee
- are a result of the conferencing process

It is recommended that the evaluator meet with the evaluatee prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument and provide a copy to the evaluatee for review prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE CRITERIA:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. EFFECTIVE ORGANIZATIONAL LEADERSHIP	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Adheres to professional code of ethics • Creates and maintains an open, trusting, and safe environment • Demonstrates punctuality • Adheres to attendance policies and procedures • Demonstrates communication skills that are clear, direct, and responsive • Demonstrates effective decision-making skills • Uses a variety of techniques in problem solving • Manages conflict situations • Develops, implements, monitors, and evaluates the effectiveness of change processes • Plans and facilitates meetings for optimum use of time and resources • Plans for, models, and encourages collaboration and shared decision-making • Uses principles of effective delegation of authority • Applies strategic planning techniques that include assessed needs, plan of action, budget, monitoring, evaluation, and follow-up 	

2. EFFECTIVE INSTRUCTIONAL LEADERSHIP	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Communicates and implements shared district-wide vision and mission statements • Builds and maintains a district-wide climate for learning • Articulates high expectations for student achievement • Leads the development, implementation, and evaluation of curriculum • Leads the development, implementation, and evaluation of research-based instructional programs and strategies • Acquires, allocates, and manages resources to effectively and accountably ensure successful student learning • Facilitates the development of programs and services that promote and recognize individual differences 	

<ul style="list-style-type: none"> • Applies current principles, practices, theory, and research to promote academic achievement • Uses a variety of strategies to accurately assess student performance 	
--	--

3. EFFECTIVE ADMINISTRATION AND MANAGEMENT	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Utilizes performance standards to implement personnel recruitment, selection, supervision, evaluation, and management within the scope of his/her responsibility • Facilitates and nurtures professional growth and development of staff • Applies local, state, and federal statutes, regulations, policies, and procedures to school district business management decisions within the scope of his/her responsibility • Maintains a fiscal accountability system by developing, monitoring, and evaluating a financial plan based on program/service priorities and financial capabilities within the scope of his/her responsibilities • Applies current knowledge of auxiliary programs (such as transportation, food services, pupil services, and maintenance) within the scope of his/her responsibilities • Uses information systems and technological applications to enhance administration of business, instruction, and support systems • Utilizes a system for inventory, evaluation, and maintenance of facilities, equipment and other resources within the scope of his/her responsibilities 	

4. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> Identifies and communicates with multiple constituencies of the school and community through a variety of means Assesses the needs of parents and community and involves them in decision-making Promotes partnerships among staff, parents, business and the community Encourages the use of community resources to support programs and services 	

5. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> Strives to ensure equity among programs and learning opportunities for staff, students and parents Demonstrates appreciation for and sensitivity to the diversity among individual 	

6. CAREER-RELATED PROFESSIONAL GROWTH	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development Demonstrates knowledge of current professional literature and materials Participates as an active member of a professional organization 	

GALLATIN COUNTY SCHOOLS
District Office Administrators and District Office Supervisory Personnel

SUMMARY REPORT for FORMATIVE EVALUATION

Individual observed:	Date:
Evaluator:	Time:
Cycle - From (date)	To (date)

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Effective Organizational Leadership			
Effective Instructional Leadership			
Effective Administration and Management			
Effective Relationships with the Community			
Promotion of Equity and Appreciation of Diversity			
Career-Related Professional Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

Evaluator & evaluatee keep a copy. Original to Superintendent with Summative Summary Form

GALLATIN COUNTY SCHOOLS
District Office Administrators and District Office Supervisory Personnel

SUMMARY REPORT for SUMMATIVE EVALUATION

Individual observed:	Dates observed during this cycle:
Evaluator:	
Cycle - From (date)	To (date)

SUMMARY OF FORMATIVE(S) CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Effective Organizational Leadership			
Effective Instructional Leadership			
Effective Administration and Management			
Effective Relationships with the Community			
Promotion of Equity and Appreciation of Diversity			
Career-Related Professional Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original to Superintendent.

GALLATIN COUNTY SCHOOLS
District Coordinators

(Please check) _____ **FORMATIVE** or _____ **SUMMATIVE EVALUATION**

Individual observed:	Date:
Evaluator:	Time:
Cycle -- From (date)	To (date)

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle.

Particular attention should be paid to those evaluation elements that:

- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the Professional Growth Plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluatee
- are a result of the conferencing process.

It is recommended that the evaluator meet with the evaluatee prior to the formal observation.

Following the assessment, the evaluator will:

- Complete the evaluation instrument & provide a copy to the evaluatee for review prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE CRITERIA:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:

- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met

1. EFFECTIVE INSTRUCTIONAL LEADERSHIP	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> Communicates & implements shared district-wide mission statement Builds & maintains a district-wide climate for learning Articulates high expectations for student achievement Applies current principles, practices, theory & research to promote academic achievement Initiates change process in schools Effectively incorporates adult learning strategies Supports professional growth in colleagues Analyzes student work & disaggregates data to identify and prioritize training and assistance needs Uses information systems and technological applications to enhance instruction 	

2. KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> Facilitates effective planning of curricula, classroom instruction and management based on research-based instructional practices Guides the development of curriculum and instructional materials Assesses programs and curriculum and proposes appropriate recommendations and needed adjustments Facilitates the development of units and lessons aligned to the curriculum and connected to real-world applications Develops, models, implements, and evaluates research-based instructional programs and strategies Facilitates & models the implementation of best practice instructional strategies including multiple intelligences, learning styles, higher order thinking, integration, real-life connections, hands-on activities and instructional software 	

<ul style="list-style-type: none"> • Instructs teachers in the use of appropriate lesson delivery models and the incorporation of performance standards • Includes creative and appropriate integration of technologies to improve student learning • Facilitates the development of programs and strategies that are fair and promote and recognize diversity and individual differences • Strives to ensure equity among programs and learning opportunities for all staff and students • Demonstrates appreciation for and sensitivity to the diversity among individuals 	
---	--

3. PROFESSIONAL LEADERSHIP & GROWTH	
	<input type="checkbox"/> MET <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> NOT MET
CRITERIA	ANNOTATIONS
<ul style="list-style-type: none"> • Adheres to the professional code of ethics • Adheres to attendance policies and procedures • Demonstrates punctuality • Demonstrates effective interpersonal, communication, and collaboration skills among peers, students, parents, and others • Practices effective listening, conflict resolution, and group-facilitation skills • Demonstrates effective decision-making skills • Plans and facilitates meetings and trainings for optimum use of time and resources • Uses a time management approach and is able to multi-task • Demonstrates the ability to develop long range plans to include needs assessments goals, objectives, and strategies/activities • Adheres to SBDM and district policies, procedures, and timelines • Attends workshops, institutes, courses and/or conferences relevant to continuing professional development and shares new knowledge with teachers and colleagues • Demonstrates knowledge of current professional literature and materials • Assumes an active leadership role within professional organizations and within community organizations with educationally related activities 	

GALLATIN COUNTY SCHOOLS
District Coordinators

SUMMARY REPORT for FORMATIVE EVALUATION

Individual observed:	Date:
Evaluator:	Time:
Cycle - From (date)	To (date)

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Effective Instructional Leadership			
Knowledge of Curriculum, Instruction, & Assessment			
Professional Leadership & Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

Evaluator & evaluatee keep a copy. Original to Superintendent with Summative Summary Form

GALLATIN COUNTY SCHOOLS
District Coordinators

SUMMARY REPORT for SUMMATIVE EVALUATION

Individual observed:	Dates observed during this cycle:
Evaluator:	
Cycle - From (date)	To (date)

SUMMARY OF FORMATIVE(S) CONDUCTED IN THIS CYCLE:

PERFORMANCE STANDARDS:	MET	NEEDS IMPROVEMENT	NOT MET
Effective Instructional Leadership			
Knowledge of Curriculum, Instruction, & Assessment			
Professional Leadership & Growth			

Corrective Action Plan developed? YES _____ NO _____

Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original to Superintendent.

Appendix C: Teachers & Other Professionals SUMMARY REPORT for SUMMATIVE EVALUATION

GALLATIN COUNTY SCHOOLS Teachers & Other Professionals

SUMMARY REPORT FOR SUMMATIVE EVALUATION

Evaluatee:	
Evaluator:	
Cycle - From (date)	To (date)

SUMMARY OF SUMMATIVE SCORES:

DOMAIN:	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1. Planning & Preparation				
2. Classroom Environment/Environment				
3. Instruction/Delivery of Services				
4. Professional Responsibilities				
OVERALL PERFORMANCE PRACTICE				

Corrective Action Plan developed? YES _____ NO _____

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original to Superintendent.

Appendix D: Kentucky Teacher Intern (KTIP) SUMMARY REPORT for
SUMMATIVE EVALUATION

GALLATIN COUNTY SCHOOLS
Kentucky Teacher Intern (KTIP)

SUMMARY REPORT FOR SUMMATIVE EVALUATION

Intern:
Evaluator:
School Year:

_____ The intern has successfully completed the KTIP internship and has been recommended for certification.

_____ The intern has NOT successfully completed the KTIP internship and has NOT been recommended for certification.

Intern’s Comments:

Evaluator Comments:

Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20 ____ YES ____ NO ____

Evaluator & evaluatee each keep a copy. Original to Superintendent

Appendix E: Principals SUMMARY REPORT for SUMMATIVE EVALUATION

GALLATIN COUNTY SCHOOLS

Principals

SUMMARY REPORT FOR SUMMATIVE EVALUATION

Evaluatee:
Evaluator:
Cycle - From (date) To (date)

SUMMARY OF SUMMATIVE SCORES:

DOMAIN:	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1. Instructional Leadership				
2. School Climate				
3. Human Resources Management				
4. Organizational Management				
5. Communication & Community Relations				
6. Professionalism				
OVERALL PERFORMANCE PRACTICE / OVERALL SUMMATIVE SCORE				

Corrective Action Plan developed? YES _____ NO _____

Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature _____ Date _____

Evaluator Signature _____ Date _____

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Superintendent