DAYTON INDEPENDENT SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN

Dayton Board of Education
200 Clay Street
Dayton, KY 41074

Mr. Jay Brewer, Superintendent

Approved by the Dayton Independent Board of Education on _____

Certified Evaluation Committee
Dayton Independent Schools
200 Clay Street
Dayton, KY 41074
(859) 491-6565

Rick Wolf- Director of Teaching and Learning
District Evaluation Plan Contact
(859) 491-6565

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CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators. The evaluation plan is in compliance with KRS 156.557 and 704 KAR 003.370.

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

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 003:370. The PGP will be reviewed annually.

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

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

Each evaluator will be trained and certified in the use of appropriated evaluation techniques and the use of local instruments and procedures annually.

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

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

The local evaluation plan provides for the right to a hearing as to every appeal, and opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

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

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

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

_____

Signature of the Superintendent of Schools

_____

Signature of the Chairperson of the Board of Education

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Members of 2017 – 2018 50/50 Evaluation Committee

Administrators	Teachers
Rick Wolf Director of Teaching and Learning	**Marti Jo Griffith** LES Teacher
Tim Chenot LES Assistant Principal	**Karen Fuchs** LES Teacher
Heather Dragan LES Principal	**Brenda Sceifres** LES Teacher
Ryan Kellinghaus DHS Principal	**Julie Rubemeyer** DHS Teacher
Scott Meyers DHS Assistant Principal	**Erin Goetz** DHS Teacher

Dayton Independent Public Schools

CERTIFIED EVALUATION PLAN OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement.

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an Evaluation Committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation. The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Dayton Board of Education and the Kentucky Department of Education.

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel within the first (30) days of reporting for employment for each school year.

The Director of Teaching and Learning shall serve as the District contact person responsible for monitoring evaluation training and implementing the Certified Evaluation Plan.

Purpose

According to board policy 03.18, purposes of the evaluation system shall be to:

- Improve Instruction
- Provide a measure of performance accountability
- Foster professional growth
- Support individual personnel decision

Notification

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

Observer Certification

To ensure consistency of observations, evaluators must complete the state-approved observer certification process for an evaluator who is observing teachers for the purpose of evaluation. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching 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

Evaluators

The immediate supervisor of the evaluatee shall be designated as the primary evaluator. Tenured and Non-tenured teachers and other professionals will be evaluated yearly.

Dual role employees and supervisor will determine the criteria for evaluating the dual role employee within the first 30 days of school.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee.

The superintendent will be evaluated annually by the local school board.

Certified Employees

Evaluators shall review the evaluation process and instruments within the end of the first month of reporting for employment for each school year.

All evaluations will be completed on board-approved forms, and in district or state approved technology platform where appropriate, and will become part of the official personnel file of the employee.

The evaluatee will be given the opportunity to respond to the evaluation in writing. Any such documentation shall be included in the official personnel record.

Each evaluatee will be provided a written copy of his/her evaluation for his/her personal records.

Specific Procedure for Conducting Evaluations

All monitoring or observation of performance of a certified school employee shall be conducted openly. The employee will be informed of data collected through observation or other technique. All evaluations must be on forms approved by the Board of Education (included in this manual).

Corrective Action Plan

A plan developed by either the certified staff member and/or the supervisor for changes in behavior either during the summative conference or when an immediate change in behavior by the certified staff member is needed.

It is important to note that the Corrective Action Plan may be initiated by the evaluator or supervisor at any point when a change in behavior is required, even if the certified staff member is not currently in the evaluation cycle.

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A Corrective Action Plan must be developed whenever the evaluatee receives an “Ineffective” on the Summative Evaluation. All Corrective Action Plans become a part of the employee’s personnel records.

Appeals/Hearings

Evaluation Appeals Panel

An Evaluation Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345.

Panel Members and Alternates

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.

The duties of the evaluations appeals panel shall be limited to reviewing the summative evaluation of any certified employee who receives an “Ineffective” on a majority of the performance standards.

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 three (3) years and run from July 1 to June 30. Members may be reappointed or re-elected. The chairperson of the panel shall be elected by the three (3) panel members at the first meeting of the panel. Should it become necessary for the chairperson to be represented by an alternate, the three (3) panel members shall elect a temporary chairperson to serve until the regular chairperson is eligible to resume that role.

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.

Appeals

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 within five (5) working days of receipt of the summative evaluation. Appeals submitted after the 5-day deadline shall be considered untimely and shall not be reviewed.

Appeals shall be conducted in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. Both parties shall be provided an opportunity to review all documentation five (5) days prior to the hearing. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall not be carried away from the established meeting by either parties involved or the panel members.
2. Arrangements shall be made for the panel to meet to review pertinent documents after the regular school day. The panel shall be permitted to use school facilities and equipment needed to implement its duties.

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3. The panel will meet, review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
4. The panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time and place to appear before the panel to answer questions.
5. A chosen representative may be present during the hearing to represent either or both parties.
6. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and a chosen representative will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Hearings

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 ten (10) 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.
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.

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

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Accessibility

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent and other District level administrative staff members, as designated by the Superintendent
3. The Board, if the majority of Board members vote to request such access. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent
4. Records may be subpoenaed in cases where litigation occurs

Roles and Definitions

1. **Appeals:** A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evalution.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB pursuant to Title 16 KAR Chap 3.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB pursuant to Title 16 1 KAR Chap 3.
5. **Certified Evaluation Plan:** means the procedures and forms for evaluation of certified personnel below the level of superintendent developed by and evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
6. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by EPSB pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
7. **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.
8. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
9. **Evaluatee:** the certified school personnel who is being evaluated.
10. **Evaluator:** the immediate supervisor/designee of certified personnel, who has satisfactorily completed all required evaluation training, and if evaluating teachers, observation certification training.
11. **Evaluator Certification:** means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluates demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
12. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
13. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
14. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.

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15. **Individual Corrective Action Plan:** A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as "Ineffective."
16. **Job Category:** A group or class of certified school personnel positions with closely related functions.
17. **Kentucky Framework for Personnel Evaluation:** means the statewide framework a school district uses to develop a local certified personnel evaluation system.
18. **Late Hire**: certified professionals who do not report for work sixty (60) or more consecutive school days.
19. **Leave and Absence:** See Board Policy
20. **Local Formative Growth Measures:** Is defined by CEP and District
21. **Mini Observation –** an observation that is conducted during a partial class period.
22. **Non Tenured Teacher:** a teacher on a "limited contract." A "limited contract" shall mean a contract for the employment of a teacher for a term of one (1) year only or for that portion of the school year that remains at the time of employment.
23. **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.
24. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
25. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
26. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
27. **Post Conference:** A meeting between the evaluator and the certified personnel employee (evaluatee) to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment of a professional growth plan.
28. **Pre Conference:** A meeting between the evaluator and the certified personnel (evaluatee) to discuss the upcoming scheduled observation.
29. **Preschool Teacher:** a certified school personnel who holds a certificate required by 16 KAR 2:040 and who meets the preschool lead teacher qualifications required by 704 KAR 3:410, Section 7.
30. **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.
31. **Principal Student Growth Criteria:** based on school need Interim Assessment data sources can include but not be limited to: Interim assessment data; common imbedded assessment data, overall previous year's state assessment scores, working conditions, gap reduction, and growth.
32. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
33. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
34. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative

regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

35. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
36. **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.
37. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
38. **SMART Goal Criteria:** acronym/criteria for developing Principal student growth goals (Smart, Measurable, Attainable, Realistic, Time-bound)
39. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
40. **Surveys:** tools used to provide information to principals about perception of job performance.
41. **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.
42. **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.
43. **Tenured Teacher:** A teacher who is on a "continuing contract," shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.
44. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

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

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SECTION 1 - TEACHER

Certified Evaluation Plan – Certified Teacher

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

The Kentucky Framework for Teaching

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework.

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

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

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

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

Required Sources of Evidence

- Professional Growth Planning
- Self-Reflection
- Observation
- All components and sources of evidence related supporting an educators professional practice will be completed and recorded in the state/district approved platform.

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Teacher Evaluation Timeline	
Evaluation Activity	**Timeline**
Certified Evaluation Orientation	**Must occur within the first thirty (30) calendar days of each school year.**
Self-Reflection Professional Growth Plan	• All teachers reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. • **On or before September 30th:** All teachers complete the self-reflection process and professional growth goal in the state/district approved platform.
First Observation Window (First Semester)	**Begins the day after the evaluation process has been explained to certified personnel and concludes the end of first semester** • Non-Tenured Teacher: One mini observation may be completed by evaluator during this window. • *Tenured Teacher: Full observation may occur in the first or second window set by the district.
Second Observation Window (Second Semester)	**Beginning of Second Semester and concludes April 15** • Non-Tenured Teacher: One mini observation may occur during the second window and one full observation will be completed by evaluator during this window. • Tenured Teacher: Full observation may occur in the first or second window set by the district.
Non-Tenured Summative Evaluation Completed	**On or before April 30**
Non-Tenured Summative Evaluations to District Contact Person	**On or before May 15**
Tenured Summative Evaluation Completed	**On or before May 30**
Tenured Summative Evaluations to District Point of Contact	**On or before June 10**
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Evaluations to District Contact Person	**On or Before May 15**
Summative Self-Reflection Professional Growth Plan Review Student Growth Goal	• Completed by the summative conference • Teachers not on a summative year will meet with primary evaluator by **May 31st.**
Corrective Action Plan	**As Needed Throughout the Process**

- ❖ Final Summative Ratings shall be entered into the State Technology Platform by June 15th.
- ❖ Non-Tenured Teachers shall receive two observations annually, a mini observation in the first or second window and a full observation in the first or second window

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Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connet 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 will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The teacher (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. All teachers will participate in self-reflection and professional growth planning each year.

- **All teachers will document self-reflection in the state/district approved platform on or before September 30th.**
- All certified staff hired after the first day of school, will have 30 calendar days from their start date to complete their professional growth plan and self-reflection.
- Teachers in their summative year will continuously self-reflect.
- **Professional growth plans shall be completed in the state/district approved platform on or before September 30th of each school year and approved annually by the primary evaluator.** Professional growth plans shall be aligned with the school/district improvement plans.
- The summative self-reflection and final review of **the professional growth plan will be completed at a teacher's summative conference or by May 15th if the teachers is not in their summative year.**

Professional Practice

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

- All teachers and other professionals will participate in on going self-reflection and professional growth planning each year. At minimum, teachers and other professionals will complete an initial self-reflection covering all components and domains and a reflection on the components and domains determined by the evaluator and evaluatee following each observation.
- All teachers and other professionals will complete the self-reflection process in the district approved technology platform prior to the end of the first quarter.

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- Professional Growth Goals in the district-approved technology platform shall be completed, in collaboration with the teacher's supervisor, on or before the end of the first quarter of the school year.
- All teachers and other professionals, in collaboration with the primary evaluator, will create a professional growth goal and student growth goal in the district approved technology platform prior to the end of the first quarter.

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The supervisor observation will be used to inform calculate a summative rating. The rationale for each observation is to encourage continued professional learning in teaching and learning through critical reflection.

- Observations will be documented in the state/district approved platform.
- Observations will take place for tenured teachers in their summative cycle every three years unless professional practice ratings dictate otherwise.
- Observations for non-tenured teachers shall occur every year.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine an appropriate observation schedule.

Observation Model

1st Window-Immediately after evaluation orientation process has occurred through end of first semester

2nd Window- Beginning of the 2nd semester through April 15

Teacher Observation Model and Schedule		
Tenured (Summative Year, or Professional Practice Rating warrants Summative)	**Non-Tenured**	**KTIP**
Within a three year period, three observations by the administrator. In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.	Annually, the administrator must conduct a total of two observations, one being a mini observation during the first observation window. A full observation must be conducted in the second window.	Follow guidelines determined by the Kentucky Teacher Internship Program.

- **If a non-tenured teacher misses sixty or more consecutive school days within a single school year, a minimum of one full observation will be completed.**
- **If a tenured teacher misses sixty or more consecutive school days within a single school year, the observation requirements will remain the same as for any other tenured teacher.**

- **The administrator's full observation of a non-tenured teacher shall occur within the first observation window.**

The administrator's full observation of a tenured teacher can occur within the first or second observation window.

If requested by the teacher, observations by another administrator who has been trained in the state-approved certification program will be provided. The selection of the third-party observer will, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

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

Pre-Conferences

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

Post-Conferences

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

Observer Certification

- Initial certification must be done face-to-face via approved Initial Certified Evaluation training provider (KASA)
- Six hour update annually (two options)
    - In district annual certified evaluation update
    - Face-to-face (KASA)

Student Growth

Teachers will use classroom assessment data, benchmark assessment data, progress monitoring data and/or some other form of data to track and measure student growth throughout the school year.

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Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. 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.

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

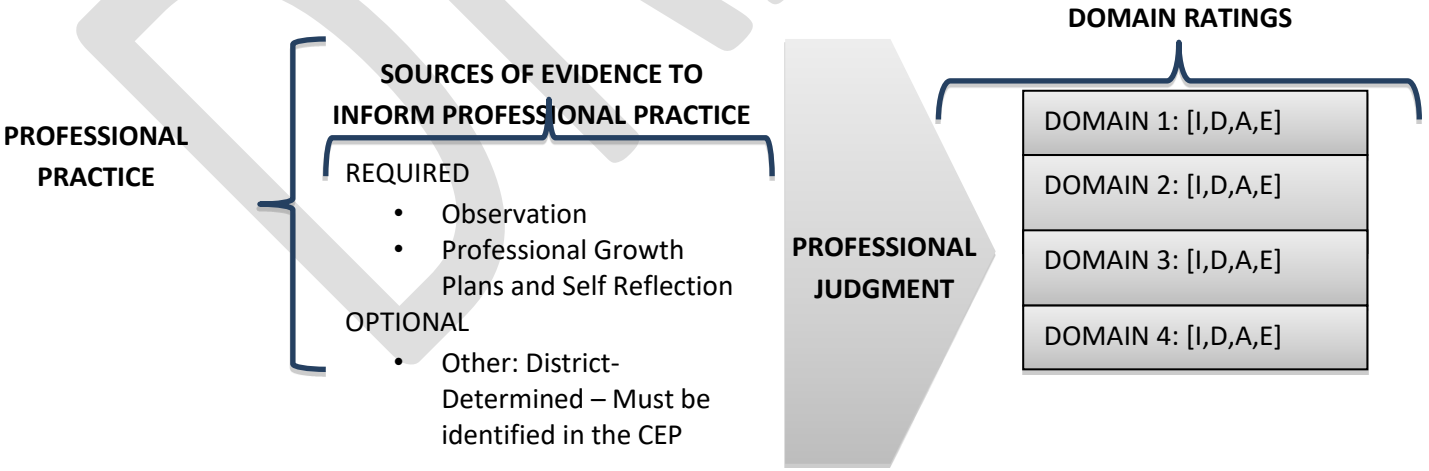
1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.

2. Apply State Decisions Rules for determining an educator's Professional Practice.

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. A summative rating for each domain will be recorded in the DISTRICT-APPROVED TECHNOLOGY PLATFORM.



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Products of Practice/Other Sources of Evidence

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teachers practice within the domains.

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

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

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Decision Rules for Rating Professional Practice

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

*Evaluator will use professional judgment, in addition to the final evidence, to make final rating determination.

Professional Growth Plan and Summative Cycle

The Overall Performance Category, in combination with trends of multiple measures, will be used to determine the educator's summative cycle and growth plan.

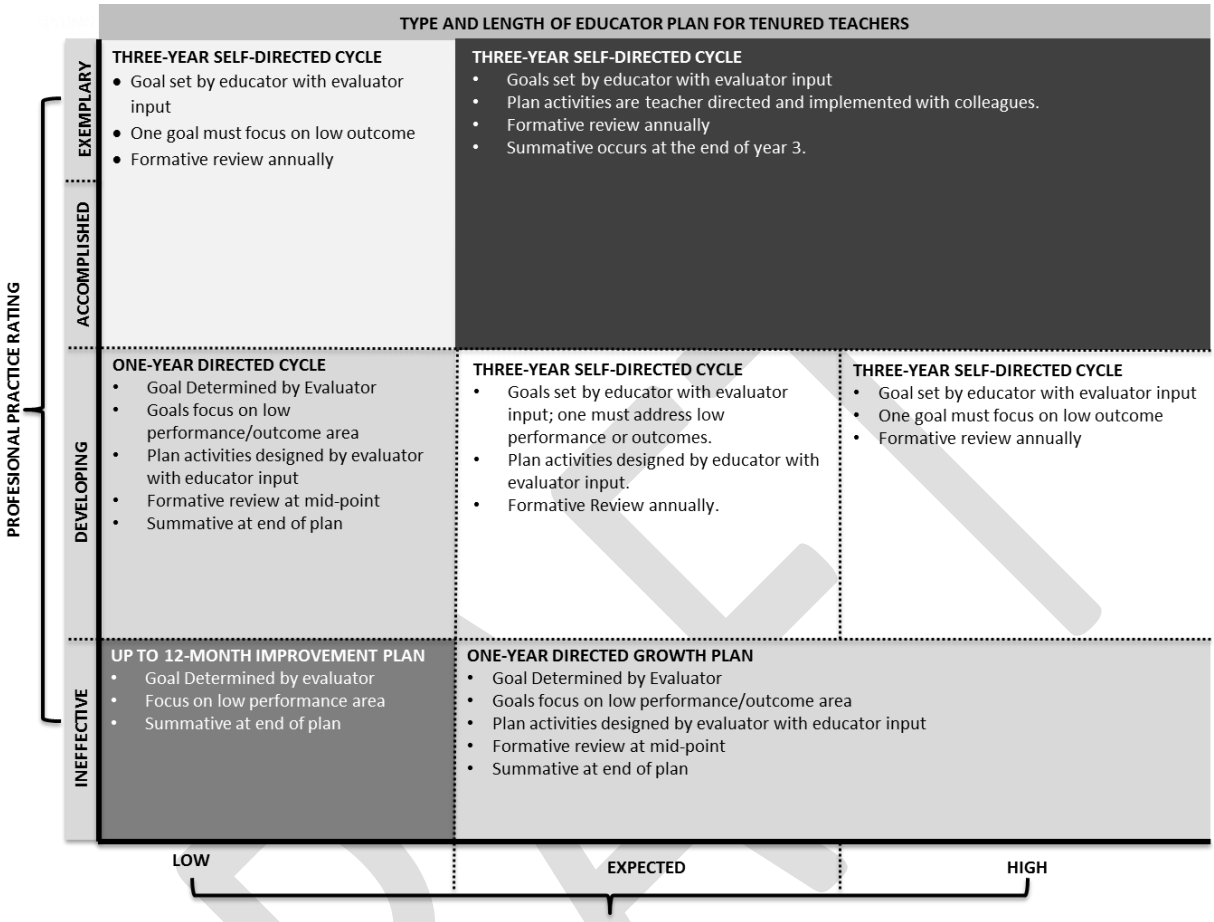
NON-TENURED TEACHERS

- Non-tenured teachers shall be evaluated annually
- Non-tenured teachers shall have a yearly Professional Growth Plan; growth plan activities shall be designed by the evaluatee with evaluator input.

TENURED TEACHERS

- Based on the overall Professional Practice rating, supervisors shall assist tenured teachers to determine the type of Professional Growth Plan and the length of the summative cycle. The following matrix details the type and length of the plan for tenured teachers based on ratings.

- For tenured teachers, evaluation cycles are determined by the growth plan matrix as identified in the following chart.



Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" domain rating in the evaluation plan cycle or any time an immediate change is required in teacher behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective teacher practices through objectives, procedures, and activities (including support personnel), appraisal methods, and target dates for completion. See "Forms" section of the CEP for more details.

Summative Evaluation Appeal

Any certified employee who feels he/she was not fairly evaluated on the summative evaluation based on the District's criteria may appeal to the Evaluation Appeals Committee. The completed form shall be completed, signed, dated and submitted to the primary evaluator within five (5) working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified evaluation contact within 2 working days of the response. The Summative Evaluation Appeal form is located in the "Forms" section of the CEP.

Teacher Forms

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Dayton Independent Schools
Teacher Self-Reflection Template

Evaluatee: Click here to enter text. **School Year:** Choose an item.

DOMAIN 1: PLANNING AND PREPARATION

Component	Self-Assessment			
	I	**D**	**A**	**E**
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	☐	☐	☐	☐

Rationale for Domain 1
Click here to enter text.

DOMAIN 2: CLASSROOM ENVIRONMENT

Component	Self-Assessment			
	I	D	**A**	E
2a: Creating Environment of Respect & Rapport	☐	☐	☐	☐
2b: Establish Culture of Learning	☐	☐	☐	☐
2c: Maintaining Classroom Procedures	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐

Rationale for Domain 2
Click here to enter text.

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DOMAIN 3: INSTRUCTION

Component	Self-Assessment			
	I	D	**A**	E
3a: Communicating with Students	☐	☐	☐	☐
3b: Questioning & Discussion Techniques	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐
3d: Using Assessment in Learning	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsive	☐	☐	☐	☐

Rationale for Domain 3
Click here to enter text.

DOMAIN 4: PROFESSIONAL REPSONSIBILITIES

Component	Self-Assessment			
	I	D	**A**	E
4a: Reflecting On Teaching	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐
4c: Communicating With Families	☐	☐	☐	☐
4d: Participating in Professional Learning Community	☐	☐	☐	☐
4e: Growing & Developing Professionally	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐

Rationale for Domain 4
Click here to enter text.

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Dayton Independent Schools

Teacher Professional Growth Plan Template

Evaluatee: Click here to enter text. **School Year:** Choose an item.

Guiding Questions for Goal Development

1. **Professional Practice**
   What do I want to change about my practice that will positively impact student learning?

Click here to enter text.

2. **Connecting Priority Growth Needs to Professional Growth Planning**
   Please select one or more areas that show how your goal connects with a priority area of need.

☐ Self-Reflection
☐ Student Growth Goals
☐ Observations
☐ Student Voice
☐ Framework for Teaching
☐ Comprehensive District or School Improvement Plan

3. **Component Alignment**

☐ 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 Environment of Respect & Rapport
☐ 2b: Establish Culture of Learning
☐ 2c: Maintaining 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

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☐ 4b: Maintaining Accurate Records
☐ 4c: Communicating With Families
☐ 4d: Participating in Professional Learning Community
☐ 4e: Growing & Developing Professionally
☐ 4f: Showing Professionalism

4. **Professional Learning**
   What personal learning is necessary to make that change?

Click here to enter text.

5. **Monitoring Progress**
   How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Click here to enter text.

Action Plan

Action Plan
What is my plan of action to advance my professional growth?

Click here to enter a date.

Support and Resources
What resources and/or support do I need to achieve my goal?

Click here to enter text.

Target Completion Date
What is my target completion date for achievement of my goal?

Choose an item.

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

_____ _____
Evaluator's Signature Date

_____ _____
Evaluatee's Signature Date

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End of Year Reflection

Professional Learning Update
List the professional learning activities related to your goal that you have completed at this time.

Click here to enter text.

Instructional Changes
Describe the instructional changes you have made as a result of each professional learning activity listed.

Click here to enter text.

Professional Learning Impact
Describe the impact the professional learning activities have had on student learning.

Click here to enter text.

End of Year Status
Select the status of your goal.

☐ Achieved ☐ Revised ☐ Continued

_____ _____
Evaluator's Signature Date

_____ _____
Evaluatee's Signature Date

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

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Dayton Independent Schools
Teacher Evaluation Template

Evaluatee: Click here to enter text. **School Year:** Choose an item.

Evaluator: Choose an item. **Evaluation Type:** Choose an item.

DOMAIN 1: PLANNING AND PREPARATION

Component	Performance Levels				
	I	D	A	E	N/A
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	☐	☐	☐	☐	☐

Rationale for Domain 1: Planning and Preparation
Click here to enter text.

DOMAIN 2: CLASSROOM ENVIRONMENT

Component	Performance Levels				
	I	D	A	E	N/A
2a: Creating Environment of Respect & Rapport	☐	☐	☐	☐	☐
2b: Establish Culture of Learning	☐	☐	☐	☐	☐
2c: Maintaining Classroom Procedures	☐	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐	☐

Rationale for Domain 2: Classroom Environment
Click here to enter text.

DOMAIN 3: INSTRUCTION

Component	Performance Levels				
	I	D	A	E	N/A
3a: Communicating with Students	☐	☐	☐	☐	☐

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3b: Questioning & Discussion Techniques	☐	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐	☐
3d: Using Assessment in Learning	☐	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsive	☐	☐	☐	☐	☐

Rationale for Domain 3: Instruction
Click here to enter text.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	**Self-Assessment**				
	I	D	**A**	E	N/A
4a: Reflecting On Teaching	☐	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐	☐
4c: Communicating With Families	☐	☐	☐	☐	☐
4d: Participating in Professional Learning Community	☐	☐	☐	☐	☐
4e: Growing & Developing Professionally	☐	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐	☐

Rationale for Domain 4: Professional Responsibilities
Click here to enter text.

Summary of Formative Performance

Additional Notes: Click here to enter text.

Evaluatee's Name: _____

Evaluatee's Signature _____

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

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Dayton Independent Schools

Summative Performance Review

Certified School Personnel

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				

Standard	**Rating**			
	I	**D**	**A**	**E**
1. Planning and Preparation	☐	☐	☐	☐
2. Classroom Environment/Environment/The Library Environment	☐	☐	☐	☐
3. Instruction/Delivery of Service	☐	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐	☐
Professional Practice Rating	☐	☐	☐	☐

Employment Recommendation to the Central Office

☐ Meets standards for re-employment

☐ Does not meet standards for re-employment

Evaluator Comments: Click here to enter text.

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee Comments: Click here to enter text. (May also be attached)

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

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district certified evaluation plan.

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Evaluation Appeal Form for Teachers

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 _____

Position _____ **Location** _____ **Grade or Department** _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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***

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COMPLETING THE INDIVIDUAL CORRECTIVE ACTION PLAN

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

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

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

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

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

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

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SCHOOL YEAR _____

DAYTON INDEPENDENT SCHOOLS

Corrective Action Plan

Name: _____ Date: _____

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

*Add additional pages if needed

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

Corrective Action Plan Developed:

_____
Evaluatee's Signature Date

_____
Evaluator's Signature Date

Corrective Action Plan Reviewed:

Status: _____ MET _____NOT MET

_____
Evaluatee's Signature Date

_____
Evaluator's Signature Date

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SECTION 2 – OTHER PROFESSIONALS

(Other Professionals identified as: Library Media Specialist, Speech Therapist, Guidance Counselor, Instructional Coaches, and School Psychologists)

Other Professionals

Other professionals are an essential part of the educational process. The goals of CEP are for every student to be taught by an effective educator. Other Professionals is a portion of the CEP system designed for other professionals who have a nontraditional educational setting.

The Kentucky Framework for Other Professionals

The Frameworks for Teaching for Other Professionals are research-based sets of components of instruction that are grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

- Domain 1: Planning and Preparation
- Domain 2: The Environment
- Domain 3: Instruction/Delivery of Service
- Domain 4: Professional Responsibilities

Frameworks for Teaching for Other Professionals are designed for the unique professional responsibilities of these specialists.

Performance will be rated for each component according to 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 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.

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Other Professionals Overview	
Evaluation Activity	**Timeline**
Certified Evaluation Orientation	**Must occur within the first thirty (30) calendar days of each school year.**
Self-Reflection Professional Growth Plan	• All Other Professionals reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. • **On or before September 30th:** All Other Professionals complete the self-reflection process and professional growth goal in the state/district approved platform.
First Observation Window (First Semester)	**Begins the day after the evaluation process has been explained to certified personnel and concludes the end of first semester** • Non-Tenured Other Professional: One mini observation may be completed by evaluator during this window. • *Tenured Other Professional: Full observation may occur in the first or second window set by the district.
Second Observation Window (Second Semester)	**Beginning of Second Semester and concludes April 15** • Non-Tenured Other Professional: One mini observation may occur during the second window and one full observation will be completed by evaluator during this window. • Tenured Other Professional: Full observation may occur in the first or second window set by the district.
Non-Tenured Summative Evaluation Completed	**On or before April 30**
Non-Tenured Summative Evaluations to District Contact Person	**On or before May 15**
Tenured Summative Evaluation Completed	**On or before May 30**
Tenured Summative Evaluations to District Point of Contact	**On or before June 10**
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Evaluations to District Contact Person	**On or Before May 15**
Summative Self-Reflection Professional Growth Plan Review Student Growth Goal	• Completed by the summative conference • Teachers not on a summative year will meet with primary evaluator by **May 31st.**
Corrective Action Plan	**As Needed Throughout the Process**

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

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

All components and sources of evidence related supporting an educator's professional practice approved platform.

- ❖ Final Summative Ratings shall be entered into approved on / or before June 15th

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Professional Practice

Professional Growth Planning and Self-Reflection

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

Reflective practices and professional growth planning are iterative processes. The 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 evaluator 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.

- Other Professionals shall complete the self-reflection and professional growth goal in the state/district approved platform on or before September 30th of each school year.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Other Professionals in their summative cycle will continuously self-reflect.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a professional's summative conference or by May 15th if the professional is not in their summative year.

Observation/Workplace Visit

Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating. For some categories of Other Professionals, observations may look more like a workplace visit to meet the confidentiality needs of their work. All observations will include a post-observation conference where Other Professionals and primary evaluators will have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching-Specialist Frameworks. The power of observation lies in its ability to provide feedback and analytical reflection necessary for Other Professionals to make intentional changes to their professional practices.

- All observations must be documented in the state/district approved platform.

- In the event of a late hire, the primary evaluator will consult with the district certified evaluation plan contact to determine the observation schedule.
- All observations must be scheduled and announced.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

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

Pre-Conferences

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

Post-Conferences

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

1st Window-Immediately after evaluation orientation process has occurred through end of first semester

2nd Window-5 days after beginning of 2nd semester through March 30th

OP Observation Model and Schedule	
OP Tenured	**Non-Tenured**
Within a three year period, three observations by the administrator. In the summative year, the administrator must conduct summative evaluation.	Annually, the administrator must conduct a total of two observations, one being a mini observation during the first observation window. A full observation must be conducted in the second window.

- **If a non-tenured other professional misses sixty or more consecutive school days within a single school year, a minimum of one full observation will be completed.**
- **If a tenured other professional misses sixty or more consecutive school days within a single school year, the observation requirements will remain the same as for any other tenured other professional.**
- **The administrator's full observation of a non-tenured other professional shall occur within any observation window.**

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- **If requested by the other professional, observations by another administrator who has been trained in the state-approved certification program will be provided. The selection of the third-party observer will, if possible, be determined through mutual agreement by evaluator and evaluatee. An other professional who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the other professional's written request, the evaluator shall select the third-party observer.**
- **Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.**

Determining the Overall Performance Category

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

Rating Professional Practice

The Kentucky Frameworks for other professionals stand as the critical rubrics 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 professional based on these concrete descriptions of practice.

Supervisors and professionals 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 a professional's cycle.

- Evaluators will provide a summative rating for each domain based on evidence and professional judgment.
- Professionals may provide additional evidences to support assessment of their professional practice. These evidences should yield information related to the professional's practice within the domains. Examples include:
    - lesson plans
    - communication logs
    - timely, targeted feedback from mini or informal observations

- student data records
- student work
- student feedback
- minutes from PLCs
- reflections and/or self-reflections
- committee or team contributions
- parent engagement surveys
- records of student and/or professional attendance
- video lessons
- engagement in professional organizations
- action research

- All ratings must be recorded in the state/district approved platform.
- Evaluators will apply state decision rules for determining a professional's professional practice. (See chart below.)

CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF…	**THEN…**
Domains 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
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Two Domains are rated DEVELOPING, and Two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and Two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

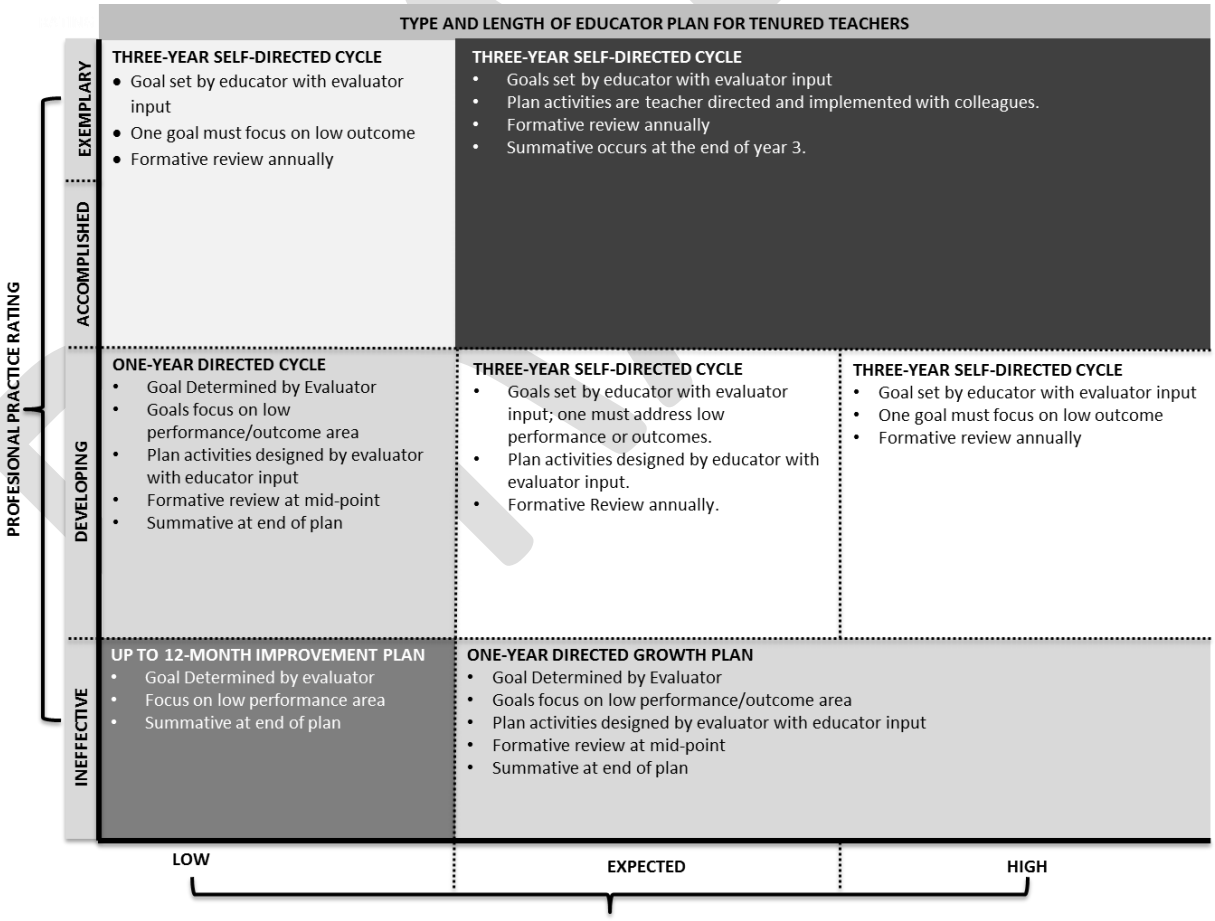
The Overall Performance Category, in combination with trends of multiple measures, will be used to determine the educator's summative cycle and growth plan.

NON-TENURED OTHER PROFESSIONALS

- Non-tenured other professionals shall be evaluated annually
- Non-tenured other professionals shall have a yearly Professional Growth Plan; growth plan activities shall be designed by the evaluatee with evaluator input.

TENURED OTHER PROFESSIONALS

- Based on the overall Professional Practice rating, supervisors shall assist tenured teachers to determine the type of Professional Growth Plan and the length of the summative cycle. The following matrix details the type and length of the plan for tenured other professionals based on ratings.
- For tenured other professionals, evaluation cycles are determined by the growth plan matrix as identified in the following chart.



Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an “Ineffective” domain rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. See Forms Section of the CEP for more details

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

Self-reflection and Professional Growth Planning

Only reflect on those domains and indicators from your individual observation instrument that are related to on-going self-reflection for the development of your PGP. This is done in collaboration with your primary evaluator.

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Other Professional Forms



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Guidance Counselor Observation Instrument

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	

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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	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

DRAFT

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

Evaluatee's Signature/Date	Evaluator's Signature/Date

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Media Specialist Observation Instrument

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	

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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	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____ _____

Evaluatee's Signature Date Evaluator's Signature Date

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Speech Therapist Observation Instrument

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	

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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	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____ _____

Evaluatee's Signature Date Evaluator's Signature Date

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Instructional Coach Observation Instrument

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	

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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	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

Evaluatee's Signature Date Evaluator's Signature Date

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Psychologist Observation Instrument

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	

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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	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	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____ _____

Evaluatee's Signature Date Evaluator's Signature Date

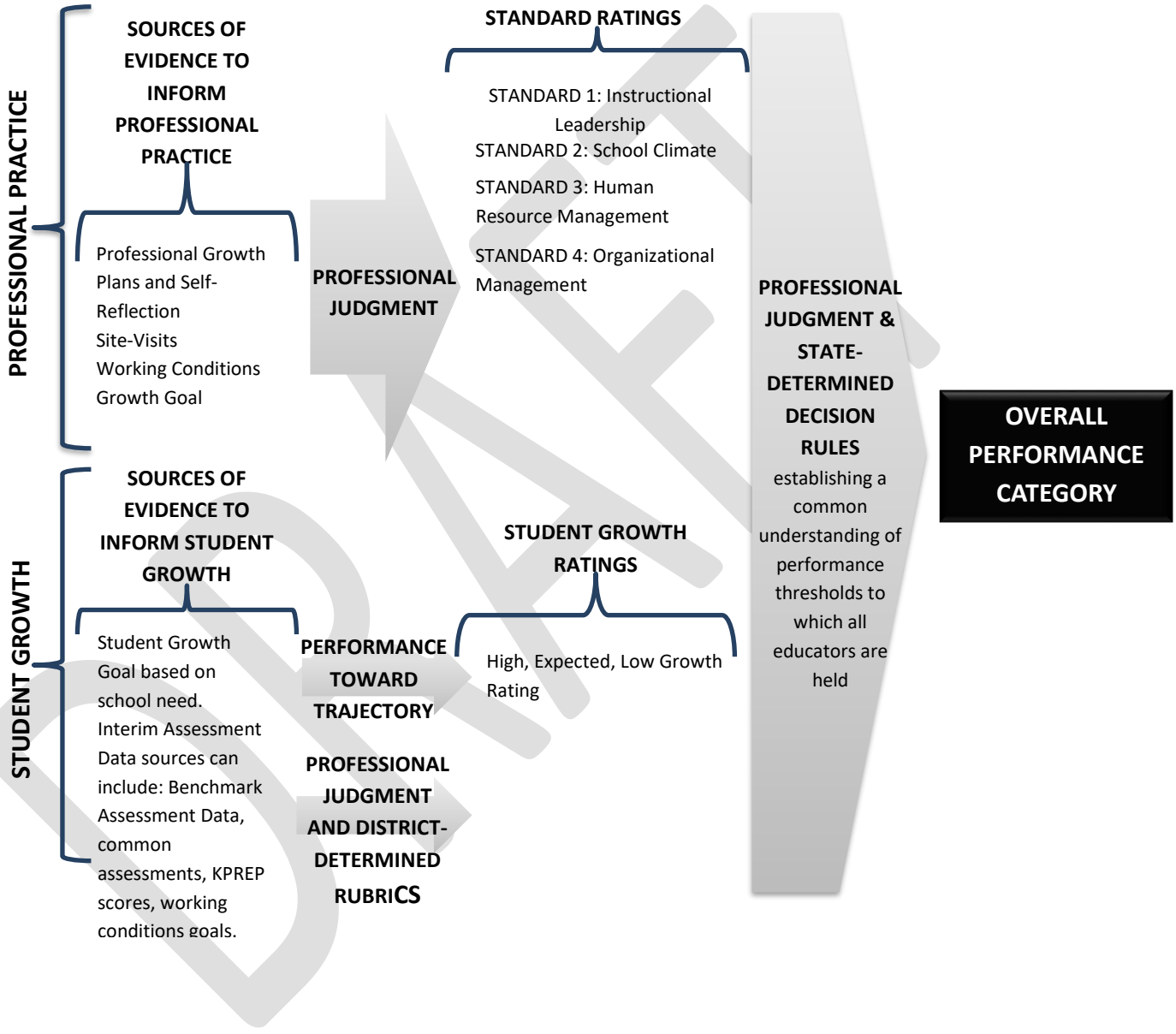
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SECTION 3 – P/AP

(For Principals and Assistant Principals)

Principal Professional Growth and Effectiveness – Overview and Summative Model

The following graphic outlines the summative model for the P/AP.



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.

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Principal Performance Standards

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

1. Instructional Leadership The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
2. School Climate The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
3. Human Resources Management The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.
4. Organizational Management The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
5. Communication and Community Relations The principal fosters the success of all students by communicating and collaborating effectively with stakeholders**.**
6. Professionalism The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

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

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

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PPGES TIMELINES

PPGES Evaluation Activity	Timeline
Explanation and Review of Certified Evaluation Process with Administration	• Must occur within the first thirty (30) calendar days of employment
Self-Reflection Professional Growth Plan	• Principals will reflect on his/her data from TELL, achievement data, non-academic measures, superintendent feedback, etc. prior to completion of PGP. • **On or before September 30th**: All principals and assistant principals complete the self-reflection process and professional growth goal in district/state-approved technology plan
Student Growth Goals TELL Working Conditions Goal	• **By the end of the first quarter of school**– All principals, in collaboration with the Superintendent or designee, create a professional growth plan, one working conditions goal, state and local growth goals • Assistant Principals will inherit the goal of the principal.
First Site Visit/ Assistant Principal Observation Mid-Year Review of Goals	• **October 1 – January 30** The Superintendent/designee and principal will meet to review progress on both the Annual Student Growth Goal and the previous year's state assessment results, as well as the Professional Growth Goal to provide systematic feedback
Second Site Visit/ Assistant Principal Observation (if needed) End of Year Review of Goals	• **February 1 – April 30** The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on SGG and PGP progress will be discussed.
TELL Kentucky Survey	• TELL Survey – administered during the required KDE window • Interim – TELL surveys
Summative Evaluation Completed	• **On or before June 15**
Corrective Action Plan	• **As needed throughout the process**

❖ Final Summative Ratings shall be entered into approved platform on/or before June 15.

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

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals
The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. PGP and self-reflections will be completed by September 30th and reviewed for approval by the superintendent. The superintendent or his designee will monitor through site visits beginning in October each year.

Late hires will complete the self-reflection and PGP process within 30 calendar days of their hire date.

Site-Visits
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 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 the school improvement.

- Site – Visits will be conducted at least twice a year by the superintendent or his/her designee (see chart for timeline)
- All principals will be evaluated every year.
- Superintendent will complete the site visit summary template on approved district form.

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

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

Site Visit/Observation Conferencing

A Mid-Year Review will take place after the first site visit/observation to discuss performance in relation to the standards and to review progress on the student growth plan and the professional growth plan. The Mid-Year Review is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to January 30th.

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An End-of-Year Review will take place after the second site visit/observation (if needed) to discuss performance in relation to the standards and to discuss progress made toward the student growth goal and the professional growth goal. The End-of-Year Review is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to April 30th. The end of year review may serve as the summative evaluation conference for principals and assistant principals.

Late hires will receive two site visits with an adjusted timeline of the first visit being sixty days after hire date. The second visit will occur in the month of May.

Working Conditions Goal (Goal Inherited by the Assistant Principal)

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

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

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

Annual Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. Assistant Principals will inherit the SGG of the Principal.

Dayton Independent Schools Decision Rules for Determining Growth State Growth Goal		
Low	**Expected**	**High**
The target score is 5 percentage points or more below the intended target.	The target score is between 5 percentage points below and 5 percentage points above the intended target.	The target score is 5 percentage points or more above the intended target.

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Annual Student Growth Goal (Goal inherited by Assistant Principal)
The Annual Student Growth should be based on school need.

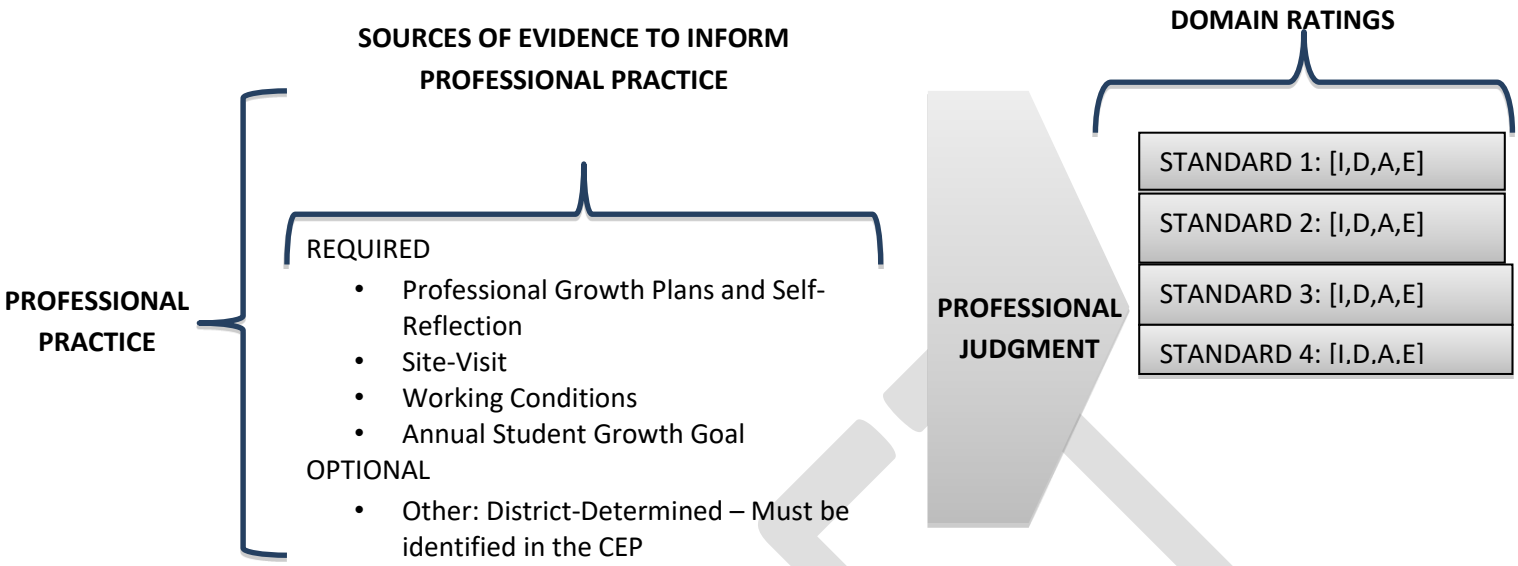
- Each principal will set one (1) local growth goal based on an identified need outlined in the Comprehensive School Improvement Plan or a school need agreed upon with the Superintendent.
- The annual student growth goal will be determined by the principal in collaboration with the superintendent/designee by looking at baseline data and discussing the proposed goal.
- The goal is to be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.
- The goal is to be written as a SMART goal and include both a growth target showing a specified increase in proficiency. If an achievement gap exits, consider growth goals to address achievement gaps. Other proficiency goals can come directly from the School Report Card with Math and ELA getting 1st consideration.
- Local Interim Assessment Data can be used to develop annual student growth goals.

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

Rating Professional Practice
The Principal Performance Standards stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. All ratings will be recorded in the district approved technology platform on or before June 15th.

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- Evaluators will place all final summative ratings in the approved platform.
- Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. Examples include:
  - 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

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Decision rules for determining a Principal's or Assistant Principal's professional practice

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

Decision Rules for Determining Educator's Overall performance Category

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, including student growth. Evaluators record final ratings in approved state technology platform by June 15th of each year.

Determining the Overall Performance Category

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

<table>
<tr><td>Exemplary</td><td rowspan="2">Shall have a minimum of a Professional Growth Plan developed by the evaluator</td><td>"Shall" have a minimum of a self-directed growth plan</td><td rowspan="2">"Shall" have a minimum of a self-directed growth plan</td></tr>
<tr><td>Accomplished</td><td>"Shall" have a minimum of a self-directed growth plan</td></tr>
<tr><td>Developing</td><td colspan="2">"Shall" have a minimum of a directed growth plan</td><td>"Shall" have a minimum of a self-directed growth plan</td></tr>
</table>

Ineffective	"Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)		
	Low Growth	Expected Growth	High Growth

Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" standard rating in the evaluation plan cycle or when an immediate change is required in principal/assistant principal behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. Corrective Action Plans can be located in the "forms" section of the certified evaluation plan.

Appeals

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

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Principal/Assistant Principal
Forms



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Principal Forms

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

Form		Documentation Completed by	
		Superintendent	**Principal**
Student Growth/ Professional Growth & Reflection	Student Growth Planning/Professional Growth Planning Template and Reflective Practice	☐	☐
Observation/ Site Visit	Observation/Site Visit Form	☐	
Documentation	Documentation Form		☐
Reports	Principal Mid-Year Performance Review	☐	
	Principal Summative Performance Report	☐	
Improvement	Support Dialogue Form *(optional)*	☐	

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Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

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

Principal	
EPSB ID#	
School	
Level	

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership *The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*	I	D	A	E	
2. School Climate *The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*	I	D	A	E	
3. Human Resource Management *The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*	I	D	A	E	
4. Organizational Management *The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*	I	D	A	E	
5. Communication and Community Relationship *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*	I	D	A	E	
6. Professionalism *The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession*.	I	D	A	E	
7. Student Progress *The principal's leadership results in acceptable, measurable student academic growth based on established standards.*	I	D	A	E	

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

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Part B: Student Growth

Student Growth Goal Statement		
Principal's Student Growth Plan *This plan will outline what the **PRINCIPAL** will do to impact the student growth goal.*		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

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

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

Working Conditions Growth Goal Statement: The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

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

Sample:

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

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

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

Part D: Professional Growth & Effectiveness Data Reflection

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

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

Other Information on which to Reflect

Survey Results ☐ Other: _____

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

Questions to Consider:

- What did teachers/staff perceive as major strengths?
- What did teachers/staff perceive as major weaknesses?
- List factors that might have influenced the results.

Other Data:

Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback ☐ Other ☐

Data Selected	Results

Questions to Consider:

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

Part E: Connecting Priority Growth Needs to Professional Growth Planning

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

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

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

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

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

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

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

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

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3) Summative Reflection:

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

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

Next Steps:

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

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Sample Documentation Template – Site Visit

Recommended Practice:

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

Date: ____/____/_____

Principal: _____

Evaluator: _____

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

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

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EVIDENCE THAT INDENTIFIES STRENGTHS WITHIN THE PRINCIPAL PERFORMANCE STANDARDS.

1.

2.

3.

4.

5.

EVIDENCE THAT INDETIFIES GROWTH AREAS WITIN THE PRINCIPAL PERFORMANCE STANDARDS.

1.

2.

3.

4.

5.

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PRINCIPAL PERFORMANCE STANDARDS

Performance Standard 1: Instructional Leadership

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

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

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

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

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

1.4 Demonstrates knowledge of research-based instructional best practices

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

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

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

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

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

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

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

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

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

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Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

DRAFT

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*
The principal **rarely** fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic	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	**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**	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.

growth and school improvement.	growth and school improvement.	**growth and school improvement.**	

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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:

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

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

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

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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:

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

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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:

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

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Principal/Assistant Principal Summative Form-Overall Performance Category

Directions: Completed by Superintendent/Designee. Overall Performance Category is based on Professional Practice, including student growth 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.

Principal: _____**School Year:** _____**School:** _____

Performance Standard 1: Instructional Leadership
Choose a rating
Performance Standard 2: School Climate
Choose a rating
Performance Standard 3: Human Resources Management
Choose a rating
Performance Standard 4: Organizational Management
Choose a rating
Performance Standard 5: Communication and Community Relations
Choose a rating
Performance Standard 6: Professionalism
Choose a rating

IF…	THEN…
Principal or Assistant is rated Exemplary in at least four of the standards and no standard below Accomplished,	Professional Practice Rating shall be Exemplary
Principal or Assistant is rated Accomplished in at least four standards and no standard is rating below Developing	Professional Practice Rating shall be Accomplished.
Principal or Assistant is rated Developing in at least five standards	Professional Practice Rating shall be Developing.
Principal and Assistant is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective.

Overall Professional Practice Rating: Choose an Overall Professional Practice Rating

Ineffective	Developing	Accomplished *is the expected level of performance*	Exemplary *In addition to meeting the requirements for Accomplished*

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

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 this form.)

Date _____ Date _____

Opportunities for appeal process at both the local and state levels are a part of the Dayton Independent Public School district evaluation plan.

Employment Recommendation to Central Office:

☐ Meets administrator standards for re-employment
☐ Does not meet administrator standards for re-employment

Certified employees must make their appeal to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

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

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Evaluation Appeal Form for Principals/Assistant Principals

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: _____ Location: _____ 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***

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Section 4-Central Office Administrators

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

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

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

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

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

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

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

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

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

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

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

Superintendent

The Board of Education will evaluate the Superintendent annually.

Individual Professional Growth Plans

All other certified employees shall develop an Individual Professional Growth Plan using the **DAYTON INDEPENDENT PUBLIC SCHOOLS INDIVIDUAL PROFESSIONAL GROWTH PLAN for Other Administrators** that complies with the requirements of 704 KAR 3:345. Each other certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document

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completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, district trajectory goals (School Report Card data) and professional development plans when considering areas for improvement. The goals must be written to support the district trajectory goal.

Central Office/District Administrators Procedures:

The evaluation of central office/district/school level administrators shall follow the procedures as described:

- A Superintendent/designee will be the evaluator for all other certified district administration.
- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by October 31 with the other certified district administration which will include:
    - Discuss areas of strengths and weaknesses
    - Finalize and clarify goals that have been mutually established in the PGP
    - Reviews plans for implementation of all goals and improvements
- The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
- The Final Summative Evaluation Form is due by June 15th. The Superintendent/designee will hold a conference before June 15th with the other certified district personnel which will include:
    - Discussion of job performance criteria
    - Review of PGP goals for the year
    - Discussion of district goals for upcoming school year

The evaluatee is provided an opportunity to respond in writing within five (5) school days to the evaluator's ratings and comments. The evaluator and the evaluatee must discuss the results of the appraisal and any recommended action pertinent to such, and both parties must sign the instrument in the assigned spaces. The evaluatee's signature indicates only that he/she has seen and read the evaluation. The instrument and all mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee. In case of an employee failing to meet a standard or whose actions require immediate need, a Corrective Action Plan (attached), will be jointly formulated by the evaluator and the evaluatee.

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District Administrator Forms



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Dayton Independent Schools
Growth Plan for District Certified Personnel

Name_____ Date: _____ School_____ Year_____

Objective	Procedures/Activities	Expected Impact	Target Date for Completion

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

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

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DAYTON INDEPENDENT SCHOOLS
FORMATIVE EVALUATION FORM
DISTRICT OFFICE ADMINISTRATORS

Evaluatee: _____ Position: _____

Evaluator: _____ Date of Conference: _____

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

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

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

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

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

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STANDARD 3:

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

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

STANDARD 4:

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

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

STANDARD 5:

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

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

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STANDARD 6:

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

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

Evaluatee Comments: _____
_____

Evaluator Comments: _____
_____

Date for follow up of Improvement Plan:_____

Evaluatee Signature: _____

Evaluator Signature: _____

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Dayton Independent Schools
District Office Administrators
Summative Evaluation Form

Name: _____ School: _____
School Year: _____ Position: _____

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

Evaluator's Summary of Performance

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

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

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

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

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