

Certified Personnel Evaluation Plan 2018-2020



Reaching Excellence Daily

LIVINGSTON COUNTY SCHOOLS

**LIVINGSTON COUNTY SCHOOLS
PROFESSIONAL GROWTH & EVALUATION OF
CERTIFIED PERSONNEL**

Table of Contents

Cover Page	1
Table of Contents	2
Assurances	3
Certified Evaluation Contact Person	4
Certified Evaluation Committee	4
Summative Evaluation Appeals Panel	4
Committee Members Signatures	5
Roles and Definitions	6-9
Professional Growth & Effectiveness System-(Teachers/Other Professionals)	10-25
Principal Professional Growth & Effectiveness System	26-38
District Certified Professional Growth & Effectiveness System	39-42
Appeals Panel Procedures and Forms	43-48
Appendix	49-92

ASSURANCE
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators in compliance with [KRS 156.557](#).

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan. The PGP will be reviewed annually.

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

All tenured teachers will receive a full evaluation and summative evaluation a minimum of once every three years.

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

Each person receiving a full evaluation will have at least one formative and at least one summative evaluation 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 of an evaluation, an opportunity to review all documents presented to the evaluation appeals panel, and a right to the presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, gender identity, 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 reviewed the Evaluation Plan as recorded in the minutes of the meeting held on May 14, 2018.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Certified Evaluation Contact Person

This district employee is designated to serve as the evaluation contact person and act as a liaison between the district and the Kentucky Department of Education in matters concerning the district's evaluation process

Victor Zimmerman, Superintendent

P.O. Box 219
127 East Adair
Smithland, KY 42081
Victor.zimmerman@livingston.kyschools.us

Phone: (270) 928-2111

Fax: (270) 928-2112

Certified Evaluation 50/50 Committee

Teachers

Theresa Falder
Phyllis Johnson
Sondra Lawton
Janet Quertermous
Teri Walker

Administrators

Rebecca Dunning
Scott Gray
Sheri Henson
Robert Love
Victor Zimmerman

Livingston County District's Summative Evaluation Appeals Panel

Board Appointed Certified Employee

Chair:

Alternate/Chair:

Elected Certified Employees

Panel Members:

Alternate Panel Members:

COMMITTEE STATEMENT

As members of the Livingston County School's Certified Evaluation 50/50 Committee, we have reviewed this document to ensure the continued success of student achievement with administrators and educators working together.

Rebecca Dunning, Principal
South Livingston Elementary

Robert Love, Principal
Livingston County Middle School

Scott Gray, Principal
Livingston Central High School

Sheri Henson, Principal
North Livingston Elementary School

Phyllis Johnson, Teacher
North Livingston Elementary School

Teri Walker, Teacher
South Livingston Elementary School

Janet Quertermous, Teacher
South Livingston Elementary School

Theresa Falder, Teacher
Livingston Central High School

Sondra Lawton, Teacher
Livingston County Middle School

Victor Zimmerman, Superintendent
Livingston County Schools

This 50/50 committee reviewed and revised the plan for the 2018-2020 school years.

Livingston County Schools Certified Personnel Evaluation

Certified Evaluation Plan

All certified staff will be trained on the evaluation criteria and process within 30 days of reporting for employment for each school year. This shall occur prior to the implementation of the plan.

The immediate supervisor or primary evaluator is responsible for evaluating teachers.

Non-tenured teachers and non-tenured other professionals (e.g. media specialist, guidance counselor, instructional coaches, etc.) will be evaluated yearly and tenured teachers and tenured other professionals will receive a full evaluation at a minimum of once every three years.

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

The Livingston County Board of Education evaluates the performance of the Superintendent. Opportunities for the professional growth of the Superintendent will be provided pursuant to **KRS 156.111** and [**704 KAR 3:345**](#).

For a Year-at-a-Glance timeline for Certified Evaluation Plan, see page 23.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes a portion of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel who devotes a portion of time in a position for which administrative certification is required by EPSB or KDE.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes time in a position in a district for which certification is required by EPSB.
5. **Conference:** means collaborative meeting or dialogue involving the evaluator and the evaluatee for the purposes of: providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
6. **Corrective Action Plan:** means a plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention.
7. **Evaluatee:** district/school personnel that is being evaluated
8. **Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in a teaching-and-learning or leadership-and-management situation, based on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.

9. **Evaluator:** the immediate supervisor or primary evaluator (or designee) who has satisfactorily completed all required evaluation training. See KRS 156.557(5)(c)2.
10. **Evidence:** documents or demonstrations that indicate proof of a performance.
11. **Formative evaluation:** means a continuous cycle of collecting information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance. defined by KRS 156.557(1)(a)
12. **Framework for Teaching (Danielson):** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
13. **Full Observation:** an observation, conducted by the immediate supervisor that includes ratings in all four domains.
14. **Immediate Supervisor:** the person who provides, or is assigned, primary supervision or primary evaluation of personnel.
15. **Improvement Plan:** a plan for improvement.
16. **Job Category:** means a group or class of certified school personnel positions with closely related functions.
17. **Mini Observation:** an observation, conducted by the immediate supervisor or peer. Feedback may be given in any of the domains. Ratings may be provided by any supervisor or designee. Peers will not give ratings. Formal mini-observations should be at least a total of 20 minutes in duration.
18. **Observation:** a data collection process conducted by a certified observer, in person or through video, for evaluation or for self-reflection, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration. Full observations will include pre and post conferencing.
19. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers for the purposes of evaluation and feedback.
20. **Observer:** certified school personnel who have maintained proficiency and accuracy in observing teachers for the purposes of evaluation and providing feedback.
21. **Other Professional:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
22. **Observee:** the teacher or certified professional being observed during an observation.
23. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal, selected as described in the district's Certified Evaluation Plan, who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
24. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
25. **Performance Rating:** the summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in administrative regulation.
26. **Primary Evaluator:** the person who provides, or is assigned, primary supervision or evaluation of personnel.
27. **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.

28. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
29. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
30. **Professional Growth Plan:** an individualized plan for certified personnel that is focused on improving professional practice and leadership skills and is aligned with performance standards and the specific goals and objectives of the school improvement plan and the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school/district data, produced in consultation with the evaluator.
31. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
32. **Professional Practice Rating:** the rating that is calculated for a teacher or other professional evaluatee.
33. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
34. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound).
35. **Sources of Evidence:** the multiple measures listed in KRS 156.557(4) and others.
36. **Student Growth:** the change in student achievement for an individual student between two (2) or more points in time including achievement on state assessments.
37. **Student Growth Goal:** a goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
38. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
39. **Student Growth Goal Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
40. **Student Voice Survey:** the student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the [classroom] instructional environment [experience] and professional practice of the teacher or other professional evaluatee.
41. **Summative evaluation:** means the summary of, and conclusions from, all evaluative data, including, but not limited to the formal observation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference or dialogue involving the evaluator and the evaluated certified employee, and a written evaluation report.
42. **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.
43. **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.
44. **Val-Ed 360°:** an assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey

looks at core components (the what) that are listed on the slide, as well as key processes (the how).

45. **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.

Other additional Definitions and Roles may be applicable.

The Certified Evaluation Plan-(CEP)

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. The evaluation process is used to determine the effectiveness of an employee's performance, while providing encouragement and support for continuous professional growth and improved instruction.

The vision for the Certified Evaluation Plan (CEP) 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 Danielson Framework for Teaching

The 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 has been adapted for specialists to include, Guidance Counselors, Instructional Specialists, Library Media Specialists, School Psychologists, and Speech Language Pathologists and is divided into the domains of Planning and Preparation, Environment, Instruction/Delivery of Services, 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. 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. However, one individual data point may significantly impact the overall evaluation. Evaluators will also consider 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 (at a minimum) of evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- Observation

Products of Practice/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. Other sources of evidence that can be used to support educator practice may include, but not limited to:

- ☐ Program Review evidence
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ Parent/community communications
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student data records
- ☐ student work
- ☐ Student voice data
- ☐ 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
- ☐ walkthrough data

All components and sources of evidence supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category.

All Summative Ratings will be recorded in the approved platform.

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes.

The teacher and other professional shall:

- (1) reflect on his/her current growth needs based on sources of data and identify an area of focus;
- (2) collaborate with his or her administrator to develop a professional growth plan and action steps;
- (3) implement the plan;
- (4) regularly reflect on the progress and impact of the plan on his or her professional practice;
- (5) modify the plan as appropriate;
- (6) continue implementation and ongoing reflection;
- (7) conduct a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect 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/professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals will participate in self-reflection and professional growth planning annually, and they will document their self-reflection and professional growth planning in the department-approved platform or data form. (See Table 1.)

Table 1:

Self-Reflection & Professional Growth Plan (PGP)		
Activity	Timeline	Staff Responsible
Professional Growth Plan (PGP) <ul style="list-style-type: none"> • Develop, Revise and/or Review PGP • Submit in department-approved technology platform or on district approved data form for review & approval with revisions as needed. 	Teachers hired during the school year-- within 30 days of their start/hire date.	Teacher & Immediate Supervisor as Collaborative Partners
Self-Reflection <ul style="list-style-type: none"> • On-going Reflection Shall Occur (i.e. following observations, student voice survey, assessment results, etc.) • Supporting Documentation/Artifacts may be compiled and collected as needed. 	By October 15 Annually	Teacher/Other Professional & Immediate Supervisor as Collaborative Partners
PGP/Self-reflection Mid-Year Review	By January 31 Annually	Teacher & Immediate Supervisor
Professional Growth Plan (PGP) <ul style="list-style-type: none"> • Develop, Revise and/or Review PGP • Submit in department-approved technology platform or on district approved data form for review & approval with revisions as needed. 	By May 15 Annually	Teacher & Immediate Supervisor as Collaborative Partners

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes the supervisor and may include peer observation(s) for each certified employee. Both supervisor and peer (if utilized) observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The peer observation (if utilized) will not be used to inform a summative rating. Peer observation will only be used for formative feedback on teaching practice in a

collegial atmosphere of trust and common purpose. The peer observer will not provide ratings. The rationale for each observation is to encourage continued professional learning through critical reflection. For some categories of Other Professionals, observations may be adapted to meet the needs of their duties.

There will be a minimum of four (4) observations in the summative cycle, including at least three observations (two mini and one full) conducted by the immediate supervisor, and one observation conducted by a peer (if peer is used). If the peer observer is not utilized, then the primary evaluator, or other trained evaluator, will conduct the fourth mini-observation. Unannounced observations and/or walkthrough observations may be completed as determined by the evaluator and/or Superintendent/designee. Non-Tenured Teachers/Other Professionals and Teachers/Other Professionals on a Corrective Action Plan will be on a one year summative cycle. Tenured Teachers/Other Professionals will be on a three year summative cycle. (See Tables 2 and 3 for One Year and Three Year Summative Cycles).

Table 2:

One (1) Year Summative Cycle				
Observer	Observation Type	Observation Time	Documentation	Suggested Timelines
Immediate Supervisor	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre/Post Observation Forms (See Appendix)	Annually First Semester By December 20
Peer (if utilized)	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre-Observation Form (See Appendix)	Annually First Semester By December 20
Immediate Supervisor	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre/Post Observation Forms (See Appendix)	Annually By February 28
Immediate Supervisor/Designee (in place of Peer)	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre/Post Observation Forms (See Appendix)	Annually By April 15 (in lieu of Peer observation)
Immediate Supervisor	Formal/ Full	Full Class/Lesson	Department-approved technology platform or district approved data form Pre/Post Observation and Summative Forms (See Appendix) *Provide teacher/ Central Office summative copies	Annually By April 15 The final observation shall be the full observation. (Walkthroughs may still occur)
Teachers and Other Professionals who are hired after Nov. 1 will receive only 2 minis and 1 full observation by their immediate supervisor. Teachers and Other Professionals who are hired after Mar. 1 will receive only 1 full observation by their immediate supervisor.				
KTIP Teachers will follow both the prescribed KTIP and CEP process. A summative evaluation will be completed in Department-approved technology platform or district approved data form.				
The summative evaluation conference shall occur after all observations have been completed and all sources of evidence have been considered, including professional growth planning/self-reflection, student voice surveys, and other evidence deemed relevant for determining the overall effectiveness rating for the teacher.				
All personnel evaluated will be provided an opportunity for review of their summative evaluations. All written evaluations shall be discussed and/or communicated with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation form.				

Table 3:

Three (3) Year Summative Cycle				
Observer	Observation Type	Observation Time	Documentation	Cycle Year(s)/ Timelines
Immediate Supervisor	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre/Post Observation Forms (See Appendix)	Year 1 By May 1 (Suggested)
Immediate Supervisor	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre/Post Observation Forms (See Appendix)	Year 2 By May 1 (Suggested)
Peer (if utilized)	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre Observation-Form (See Appendix)	Year 3 December 20
Immediate Supervisor/Designee (in place of Peer)	Mini	Minimum 20 Minutes	Department-approved technology platform or district approved data form & Pre/Post Observation Forms (See Appendix)	Year 3 By April 15 (in lieu of Peer observation)
Immediate Supervisor	Formal/ Full	Full Class/Lesson	Department-approved technology platform or district approved data form Pre/Post Observation and Summative Forms (See Appendix) *Provide teacher/ Central Office summative copies	Year 3 Final Observation By May 1
Teachers and Other Professionals who are hired after Nov. 1 will receive only 1 mini and 1 full observation by their immediate supervisor. Teachers and Other Professionals who are hired after Mar. 1 will receive only 1 full observation by their immediate supervisor.				
The summative evaluation conference shall occur after all observations have been completed and all sources of evidence have been considered, including professional growth planning/self-reflection, student voice surveys, student growth goals and other evidence deemed relevant for determining the overall effectiveness rating for the teacher.				
All personnel evaluated will be provided an opportunity for review of their summative evaluations. All written evaluations shall be discussed with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation form.				

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- Pre-conferences for mini observations may be scheduled at the request of either the evaluator or evaluatee but are not required.
- Pre-conferences for full observations may be held in person or via written exchange and the pre-conference form shall be submitted at least one day prior to the observation.
- Pre-conferences for unannounced observations cannot be required or expected.
- Post-conference, formal or informal, written or in person, shall be held within five (5) school days of the observation (by the end of the 5th day).
- It is understood that mini observations may not include all elements or all domains.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting a summative evaluation.

All evaluators must complete the required six (6) hours of annual EILA update needed for evaluation purposes.

Third Party Observer Process

If requested by the teacher, observations may be conducted by another administrator certified in current approved state platform. The selection process of the third-party observer shall, 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 February 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.

Peer Observation (optional)

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. All teachers will receive a peer observation in their summative year. (See Table 4)

Table 4:

Peer Observer	
Peer Observer Selection Process	<ul style="list-style-type: none">• Selected at the district level through consultation with the corresponding school principals. Peer observers will be paid a stipend for each teacher they are assigned.
Peer Observer Requirements	<ul style="list-style-type: none">• Must be a certified teacher employed by the Livingston County School District.• Must be teaching at least one class during the year of the observation(s).
Peer Observer/Observee	<ul style="list-style-type: none">• Within 5 days of receiving assignment, observers or observees may

Assignment	request a change of assignment through their building supervisor. If this occurs, another peer observer will be selected from the pool of trained candidates, if available.
Observee Responsibilities	<ul style="list-style-type: none"> • Work with the peer observer to schedule a time that is conducive to completing an observation and to complete pre-observation form and post-observation conference in a timely manner.
Peer Observer Caseload	<ul style="list-style-type: none"> • Peer observers caseloads are limited to five (5) observations per year (exceptions may be granted if needs arise).
Peer Observer Responsibilities	<ul style="list-style-type: none"> • Review pre-conference form. • Conduct pre-conference if requested. • Conduct mini-observation(s) or full observation. • Conduct in-person or written post conference using the post conference form as a guide. • Complete documentation in department-approved technology platform or district approved completion form prior to Dec. 20. • Grant access to observation only to the observee.
District and/or Administrative Responsibilities	<ul style="list-style-type: none"> • Provide peer observation training opportunities. • Assign peer observers in collaboration with immediate supervisor.
Other Professionals	<ul style="list-style-type: none"> • Observations may be completed in settings other than a classroom.

Student Voice (optional)

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice. (See Table 5)

Table 5: Student Voice Survey (SVS)

Student Voice Survey	
District Point of Contact	SIS Contact or Superintendent/Designee
Student Groups	The SIS or Superintendent/Designee, in consultation with school administration, shall designate a uniform number of participating student groups across the district. (minimum of 1 group of students per teacher)
SVS Administration	<ul style="list-style-type: none"> • The Principal will designate a School Student Voice Survey PoC. • The Principal, in consultation with staff/BDM will determine the section to participate in the SVS, to provide equity across the school. • The SVS PoC will create the SVS schedule. • The teacher/other professional may not administer the SVS to students on their roster for the SVS; other school personnel will provide the administration. • Students should have been in the class for at least 15 classroom days prior to the SVS.
Teachers Student Roster	<ul style="list-style-type: none"> • Each teacher with a roster of ten (10) or more students shall have at least one (1) student group complete SVS, annually. More than one class/section may be combined to reach a minimum of ten (10) students. • Other professionals may have less than 10 students complete the survey.
K-12 Students Location	<ul style="list-style-type: none"> • Participate in SVS at the school • Implementation through Infinite Campus (IC) Student Portal or other district approved process.
Equal Access	<ul style="list-style-type: none"> • The Principal /Designee shall implement a schedule to provide equal

--	--	--

	access to technology for all students. <ul style="list-style-type: none"> • All students, 3rd-12th, will be given the opportunity to complete at least one survey. • Accommodations will be provided for students as documented by their IEP/504 Plan.
Timeline	<ul style="list-style-type: none"> • District shall select at least one (1) window for implementation at all schools between 7:00 A.M.-5:00 P.M.
SVS Results	<ul style="list-style-type: none"> • Survey data will be available when teachers have ten (10) or more students respond. • Survey data for other professionals will be available for fewer than ten (10) students. • Results from formative years' data will be used to inform Professional Practice in the summative year with all prior years given consideration.
SVS Ethic Statement	District & school level staff implementing SVS or with administrative IC rights are required to understand and comply with the SVS Ethic Statement.

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practices 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/evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Evaluators 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 observation cycle. The evaluator will determine, based on evidence, a summative rating for each domain. All ratings must be recorded in department-approved or Board approved platform. (See Table 6)

Table 6: Criteria for Educator's Professional Practice Rating

Minimum Criteria for Determining an Educator's Professional Practice Rating	
If...	Then...
Domains 2 & 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 or 3 are rated INEFFECTIVE	Professional Practice Rating shall be 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 DEVELOPING or ACCOMPLISHED
Domains 1 & 4 are rated DEVELOPING and Domains 2 & 3 are rated EXEMPLARY	Professional practice Rating shall be ACCOMPLISHED or EXEMPLARY
Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED or EXEMPLARY

Table 7: CEP Year-at-a-Glance Activity	Timeline	Staff Responsible
Professional Growth Plan (PGP) <ul style="list-style-type: none"> Complete in or on District Approved Data Form (DADF) On-going Reflection shall occur Supporting Documentation/Artifacts may be submitted to supervisor(i.e. benchmark assessments, rubrics)	Within 30 days of hire for new employees)	Teacher & Immediate Supervisor as Collaborative Partners
Self-Reflection <ul style="list-style-type: none"> Review PGP Submit for Review & Approval with revisions as needed	By October 15 Annually	Teacher & Immediate Supervisor as Collaborative Partners
1st Mini Observation for One (1) Year Summative Cycle <ul style="list-style-type: none"> Completed by immediate supervisor Minimum 20 minutes Documented in or on DADF & Pre/Post Observation Forms	By December 20 (Suggested)	Immediate Supervisor
Peer Observation (if utilized) <ul style="list-style-type: none"> Completed by peer Pre-Observation form completed by teacher Documented in or on DADF	By December 20	Peer Observer
PGP/Self-reflection Complete Mid-Year Conference Form	By January 31 Annually	Teacher/Other Professional & Immediate Supervisor as Collaborative Partners
2nd Mini Observation for One (1) Year Summative Cycle <ul style="list-style-type: none"> Completed by immediate supervisor Minimum 20 minutes Documented in or on DADF & Pre/Post Observation Forms	By February 28 (Suggested)	Immediate Supervisor
Full Observation for One (1) Year Summative Cycle <ul style="list-style-type: none"> Final observation/ Full observation Complete End-of-Year Conference Form annually Documented in or on DADF, Pre/Post Observation & Summative Forms *Provide teacher/ Central Office summative copies	By April 15	Immediate Supervisor
KTIP Complete District's CEP and summative evaluation.	By April 15	Immediate Supervisor
Mini Observations for Tenured Teachers (Year 3 of cycle) <ul style="list-style-type: none"> Minimum 20 minutes Complete Mid-Year/End-of-Year Conference Form annually Documented in SATP or on DADF & Pre/Post Observation Forms	By April 15	Immediate Supervisor/Designee
Mini Observations for Tenured Teachers (Years 1 and Year 2 of cycle) <ul style="list-style-type: none"> Minimum 20 minutes Complete Mid-Year/End-of-Year Conference Form annually Documented in or on DADF & Pre/Post Observation Forms	By May 1	Immediate Supervisor
Full Observations for Tenured Teachers <ul style="list-style-type: none"> Final observation (Year 3 of cycle) /Full class period Complete Mid-Year/End-of-Year Conference Form annually Documented in or on DADF, Pre/Post Observation & Summative Forms	By May 1	Immediate Supervisor
Self-reflection/Professional Growth Plan (PGP) <ul style="list-style-type: none"> Complete in or on District Approved Data Form (DADF) On-going Reflection shall occur Supporting Documentation/Artifacts may be submitted to supervisor(i.e. benchmark assessments, rubrics)	By May 15 Annually (or within 30 days of hire for new employees)	Teacher & Immediate Supervisor as Collaborative Partners

Principal and Assistant Principal- Professional Growth and Effectiveness System (PPGES)

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

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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's 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. However, one individual data point could carry significant weight and reliance in the overall evaluation. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings (as appropriate):

- Professional Growth Planning and Self-Reflection
- Principal Performance Standards
- Site-Visits

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

- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources (e.g. surveys, stakeholder input, etc.)
 - Val-Ed 360° or other (on given years)
 - Working Conditions Goal (Based on TELL KY or other) on given years.

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

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. (See Table 8)

TABLE 8: PRINCIPAL & ASSISTANT PRINCIPAL SELF-REFLECTION & PROFESSIONAL GROWTH PLAN

Principals & Assistant Principals Self-Reflection & Professional Growth Plan (PGP)			
Activity	Timeline	Responsible Staff	Resource
Review of Self-Reflection & PGP	By October 15 th in department-approved technology platform or on District Approved Data Form 30 calendar days after reporting for employment for late hires	-Principal in Collaboration with Superintendent/Designee -Assistant Principal in Collaboration with Principal	- <i>Reflective Practice Student Growth and Professional Growth Planning Template</i> - Survey Results (i.e. TELL/Val-Ed/Other) -Performance Standards
Mid-Year Review	By Jan. 31 st in department-approved technology platform or on District Approved Data Form	-Principal with Superintendent/Designee -Assistant Principal with Principal	- <i>Reflective Practice, Student Growth, TELL Working Conditions and Professional Growth Planning Template</i> -- Survey Results (i.e. TELL/Val-Ed/Other) -Performance Standards
Complete Self-Reflection & PGP using Performance Standards & Survey Results Documentation /Artifacts	By May 15 th in department-approved technology platform or on District Approved Data Form	-Principal with Superintendent/Designee -Assistant Principal with Principal -Evaluator Reviews PGP Evidence prior to Summative Evaluation	- <i>Reflective Practice, Student Growth, TELL Working Conditions and Professional Growth Planning Template</i> -- Survey Results (i.e. TELL/Val-Ed/Other) -Performance Standards

Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals

Site visits are a method by which the superintendent, or designee, may gain insight into the principal's practice in relation to the standards. Any scheduled visit to the school of one hour duration, or more, may can be considered a Site-Visit. Formal site visits are not required for an assistant principal. During a site visit, and/or during the post-conference, the superintendent or designee will discuss various aspects of the job with the principal and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. (See Table 9)

TABLE 9: PRINCIPAL SITE VISITS

Principal Site Visits	
Activity	A minimum of two (2) formal site visits shall occur annually.
Location	School site
Suggested Timeline	*Visit #1 prior to mid-year review (Jan. 31 st) for a minimum 1 hr. *Visit #2 by April 15 th for a minimum 1 hr. *Late hires will have their first visit adjusted as needed.
Superintendent/Designee	*Schedule & conduct each site visits. *Complete <i>Observation/Site Visit Form</i> . (See Appendix) * Schedule & conduct post-conferences within 5 days following site visit /mid-year review/summative conference.
Resource	* <i>Observation/Site Visit Form</i> (See Appendix) *Performance Standards documentation *Other evidence: surveys, self-reflection, PGP, etc.
Conference Expectations	* Reference the <i>Observation/Site Visit Form</i> suggested guiding questions/prompts for Performance Standard conversations. *Superintendent/Designee shall provide feedback on Performance Standards and may provide feedback on: PGP/ principal practice/additional supporting evidence, etc. *Post conferences following the site visits shall occur within five school days.
Site Visits Connected to Performance Standards	Superintendent/Designee shall gain insight and provide feedback on Performance Level of Performance Standards from observation, evidence, and conversation.

Val-Ed 360° (or other) - completed for principals only, if utilized (See Table 10)

The VAL-ED 360° is an assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. If implemented, all teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal's professional practice rating. Principals hired after Jan. 1 will not participate in the VAL-ED survey.

TABLE 10: VAL-ED 360

Val-ED 360	
District Point of Contact	Certified Evaluation District PoC OR Superintendent/Designee
Frequency	Shall be given at least once every two years in the school year that TELL Kentucky is not administered
Timeline	The survey will be completed prior to March 30. Principals hired after Jan. 1 will not participate in the VAL-ED survey.

Use of Results	Inform principal practices for reflection and professional growth in regard to learning centered leadership behaviors with respect to teacher, supervisor, and personal perceptions, as noted in the Principal Performance Standards.
Access to Results	Superintendent, Principal and District PoC or Superintendent designee

Working Conditions Goal, if utilized (Goal inherited by Assistant Principal)

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

TABLE 11: WORKING CONDITIONS GOAL

Working Conditions Goal (WCG) for Principals and Assistant Principals	
Activity	Creation of WCG using TELL Kentucky Survey data and VAL-ED data
Responsible Staff	Principal/assistant principal
Timeline	Every two (2) years
Working Conditions Goal(s)	1 goal minimum (of a two-year goal) after the completion of the TELL Kentucky Survey
Process for Development of WCG Action Plan	<ul style="list-style-type: none"> Principal and superintendent/designee identify areas of greatest need of improvement based on the TELL questions and VAL_ED to select the growth area that will have the greatest impact on school culture/student success. Principal and superintendent/designee will write the WCG statement using SMART format and ensuring rigor to be accomplished in the 2-year cycle. Principal and superintendent/designee will develop a WCG Action Plan with strategies, actions, resources, supports and completion dates. All decisions shall be determined in a collaborative process. After 1 year, the principal will be asked to provide evidence demonstrating progress towards the Working Conditions Goal.
Conducting Mid-Year Review	<ul style="list-style-type: none"> By Jan. 31st Principal & Superintendent/Designee shall have an in-person and/or written review on: <ul style="list-style-type: none"> <i>Reflective Practice Student Growth and Professional Growth Planning Template: Part C</i> The Principal and Superintendent/Designee may use results from a variety of sources in the box below as additional evidence that link to the Working Conditions Goals.
Products of Practice Additional Evidence to Inform WCG	<ul style="list-style-type: none"> Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains. These sources of evidence may include, but are not limited to: <ul style="list-style-type: none"> <input type="checkbox"/> SBDM Minutes <input type="checkbox"/> Faculty Meeting artifacts <input type="checkbox"/> Department/Grade Levels artifacts <input type="checkbox"/> PLC artifacts <input type="checkbox"/> Leadership Meeting artifacts <input type="checkbox"/> Instructional Round/Walk-through documentation <input type="checkbox"/> Budgets/Audit information

	<input type="checkbox"/> EILA/Professional Learning experience documentation <input type="checkbox"/> Surveys <input type="checkbox"/> Professional Organization memberships <input type="checkbox"/> Parent/Community engagement surveys <input type="checkbox"/> Parent/Community engagement events documentation <input type="checkbox"/> School schedules <input type="checkbox"/> School safety requirements <input type="checkbox"/> CSIP/Progress Notes <input type="checkbox"/> Title I Schoolwide Diagnostic <ul style="list-style-type: none"> • Other evidence related to practice within the domains
--	--

Determining the Overall Performance Category

Evaluators are responsible for determining an Overall Performance Category for each principal/assistant principal for the conclusion of the summative evaluation. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Standards.

Rating Overall Professional Practice

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

Summative Evaluation (PPGES)

The summative evaluation conference shall occur after all sources of evidence have been considered. This includes professional growth planning/self-reflection, site-visits, working conditions, and other evidence deemed relevant for determining the overall effectiveness rating for the principal/assistant principal. The summative evaluation will be in writing on the district summative evaluation form. A copy of the evaluation will be given to the evaluatee.

All personnel evaluated will be provided an opportunity for review of their summative evaluations. All written evaluations shall be communicated with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation form. Both the evaluator and evaluatee shall be provided the opportunity to sign and date the evaluation instrument, in person or digital. All summative evaluations will become a part of the official personnel record and shall be filed in the central office. All ratings must be recorded in department-approved technology platform or a district approved data form. Summative ratings will be completed by May 1st and will be used to determine the type of professional growth plan to be developed for the next year.

Determining the Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the Superintendent, in consultation with the Principal, will determine the type of Professional Growth Plan required of the principal.

District Certified Staff- Professional Growth and Effectiveness System- (DCPGES)

The DCPGES is to be used by all certified district level personnel, not including the Superintendent. District certified staff are personnel who oversee district-wide programs and whose work may not impact students directly while providing critical support to school and Board office administrators.

Self-Reflection & Professional Growth Goals

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators use data to reflect on what worked, what did not work, and what types of changes they might make to be more successful, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching practices and student learning through ongoing thinking on how professional practices impact teacher and student learning. The attainment of this goal is facilitated through the development of a professional growth plan that either develops or hones professional practices and leadership skills.

The goal of a Professional Growth Plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to educators in strengthening their competencies in the identified growth need areas. An action plan developed as part of the professional growth planning process should include activities designed to support collaboration, learning, and impact delivery goals of the district. Research shows that in order for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

The Professional Growth Plan should address realistic, focused and measurable professional goals. Professional growth needs are identified through self-assessment and reflection. As district staff collaborate to identify explicit goals, these goals should become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator (1) reflects on his/her current growth needs based on the Self-Reflection tool and identifies an area or areas for focus; (2) collaborates with the supervisor to develop a Professional Growth Plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on professional practice; (5) modifies the plan as appropriate; (6) and continues implementation and reflection. The district employee should meet with the superintendent or designee to develop and receive feedback on the PGP.

Professional Growth Goals will be written on the District Approved Data Form.

Professional Growth Goals and action plans should address the following questions:

1. What do I want to improve about my practice that will effectively impact my job performance?

2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

TABLE 12: SELF-REFLECTION & PROFESSIONAL GROWTH PLAN

Self-Reflection & Professional Growth Plan (PGP) District Certified Staff			
Activity	Timeline	Responsible Staff	Resource
Review of Self-Reflection & PGP	By October 15 th in department-approved technology platform or on District Approved Data Form (DADF) 30 calendar days after reporting for employment for late hires	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results (i.e. TELL/Val-Ed/Other)
Review of Self-Reflection & Collaboratively Develop PGP	By September 30 th in department-approved technology platform or on DADF 30 calendar days after reporting for employment for late hires	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results (i.e. TELL/Val-Ed/Other)
Mid-Year Review	By Jan. 31 st in department-approved technology platform or on DADF	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results (i.e. TELL/Val-Ed/Other)
Review of Self-Reflection & Collaboratively Develop PGP	By May 15 th in department-approved technology platform or on DADF	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results (i.e. TELL/Val-Ed/Other)

Observation/Site Visit:

OBSERVATION RATIONALE

The observation process is one source of evidence that includes supervisor (formal) and peer observation (informal/formative). The supervisor observation/visit will provide *documentation and feedback* to measure the effective practices of the district employee whereas the peer observation will focus on the *collaborative process* in order to provide *supportive and constructive feedback*. The underlying rationale of each type of observation is to encourage continuous professional growth through critical reflection.

Observations may look more like a site visit. The observer visits the District Certified Professional when they are with teachers, during ‘office’ or ‘planning’ hours, or leading team meetings. Therefore, an evaluator may conduct the observation using questions similar to those used in the Principal’s Site Visit.

The observation process is designed to create conversation between the employee and supervisor around the roles and responsibilities that relate to the employee’s field and how the professional meets them. Observations will use the Framework best aligned to the specific role, as determined by the employee and evaluator. A Crosswalk of the Superintendent and Principal Standards are included in appendix A of this document as a resource. Standards may be selected from either, or both, sets of standards. Some general categories to consider are: instructional improvement, assessment and accountability, professional learning, and leadership.

TABLE 13: DISTRICT CERTIFIED OBSERVATIONS/SITE VISITS

District Certified Observations/Site Visits	
Activity	A minimum of one (1) observation/site visits shall occur annually.
Timeline	*Supervisor visit/observation by April 15 th *Late hires will have their first visit adjusted as needed.
Superintendent/Designee	*Schedule & conduct visit(s) *Schedule & conduct post-conferences/mid-year review/summative conference
Resource	* <i>DCPGES Reflective Practice, Student Growth and Professional Growth Planning Template/Observation Instrument</i> (See Appendix) *Performance Standards documentation *Other evidence: surveys, self-reflection, PGP, SGG
Conference Expectations	* Reference the PPGES <i>Observation/Site Visit Form</i> for suggested guiding questions/prompts for Performance Standard conversations *Superintendent/Designee shall provide feedback on Performance Standards and may provide feedback on: PGP, and other additional supporting evidence as appropriate *Post conferences following the site visits/observation shall occur within five school days
Site Visits Connected to Performance Standards	Superintendent/Designee shall gain insight and provide feedback on Performance Level of Performance Standards from observation, evidence, and conversation

Performance Levels:

The following designations will be used to indicate the progress of a district employee toward the selected standards and their indicators and should be included in the CEP:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the Professional Growth Plan

LIVINGSTON COUNTY SCHOOLS APPEALS PROCESS

APPEALS PANEL

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 003.370. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The Board of Education shall appoint one certified employee and one alternate certified employee to the panel. The chairperson of the panel shall be the certified employee appointed by the Board.

Two members of the panel shall be elected by and from the certified employees of the district. Two alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. Each certified employee has the right to be nominated and to vote in the process.

Of those certified employees on the ballot, the two (2) people receiving the highest number of votes from all certified staff will be the elected members of the Appeals Panel with the persons being third (3) and fourth (4) serving as alternates. If it is not possible to establish a panel, due to conflicts of interest, a special election for elected positions will be held in a timely manner.

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

No Panel member shall serve on any Appeal Panel considering an appeal for which she/he was the evaluator. A Panel Member shall not hear an appeal filed by his/her immediate supervisor. Panel Members with friendship ties to either appealing party shall request to be replaced by an alternate Panel Member.

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

APPEALS PROCESS

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 panel within five (5) working days of the receipt of the summative evaluation. Both the evaluator and the evaluatee shall be given the opportunity, at least five (5) days in advance of the hearing to review documents that are to be presented to the District evaluation appeals panel, and may have representation of their choosing. The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel. The Appeal must be 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. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. 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, once submitted to the Panel, shall not be carried away from the established meeting by either parties involved or the Panel members.

2. 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.
3. 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.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative, will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

APPEALS HEARING

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.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. 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 who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.

12. The Panel's decision 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.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

According to 704 KAR 3:370 Section 12,

Section 12. State Evaluation Appeals Panel. (1) A certified school personnel who believes that the local district is not properly implementing the district certified evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as established in this subsection.

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel (SEAP). The SEAP's jurisdiction shall be limited to procedural matters already addressed by the local appeals panel related to the district's alleged failure to implement an evaluation plan as approved by the department. The SEAP shall not have jurisdiction of a complaint involving the professional judgmental conclusion of an evaluation, and the SEAP's review shall be limited to the record of proceedings and documents therein, or lack thereof, at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, a certified school personnel may submit a written request to the chief state school officer for a review before the SEAP. If a certified school personnel does not appeal within the time frame listed in this paragraph, the request shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document that a party wished to submit for consideration by the SEAP shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

(e) A determination of district noncompliance with the district evaluation plan or absence of a district local evaluation plan shall render the evaluation void.

**LIVINGSTON COUNTY SCHOOLS
APPEALS PANEL HEARING REQUEST FORM**

I, _____, have been
evaluated by _____ as noted
in the _____ (date of conference) evaluation summary.

My disagreement with the findings of the evaluation has been thoroughly discussed,
reviewed, and documented with my evaluator, including a written statement of my
disagreement(s).

I respectfully request the Livingston County School District Evaluation Appeals
Panel to hear my appeal. This appeal challenges the summative findings on (check one
of the following):

_____ Substance _____ Procedure _____ Both Substance & Procedure

What specifically do you object to or why do you feel you were not fairly evaluated?
(Additional pages and documents may be attached)

*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.*

Signature

Date

Date of Summative conference _____

Date evaluator notified of intent to appeal _____

Signature of Evaluator

Date

This form shall be presented in person or by mail to appointed chair of the appeals panel within five (5)
working instructional days of completion of the summative conference.

PRELIMINARY HEARING

Date: _____

Time: _____

PURPOSE

The purpose of the preliminary hearing is to exchange documents and establish hearing procedures.

The following information will be provided to the Panel by the evaluatee and the evaluator at this time:

- Documentation to be presented at the hearing-- four (4) copies
- The name of their chosen representative / counsel (if any)--restricted to one (1)
- Witnesses to be called (if any)

The chairperson will explain the procedure for the hearing and any necessary timeline to be followed. The hearing is a personnel matter and closed to the public. Witnesses that are called will not be allowed to observe the hearing process other than during their testimony. The Board of Education shall provide legal counsel to the Panel, if requested.

LIVINGSTON COUNTY SCHOOLS APPEALS PANEL
REPORT OF FINDINGS

Evaluatee:
Representative:

Evaluator (s):
Representative:

Panel Members:

Preliminary Hearing:
Hearing Date:

Findings:

- a. Uphold the original evaluation
- b. Order a new evaluation by a second party.
- c. Amend any or all of the summative evaluation the Panel finds in error.

The Local District Appeals Panel has carefully reviewed the information presented and in our best professional judgment we believe our findings to be accurate.

Signed: _____ **Date:** _____

Livingston County Schools

Appendix

Guidance Counselor Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____

Date _____

Observer's Signature _____

Date _____

Instructional Specialist Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

Component:	Rating:				Evidence:(additional sources as needed)
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 - <i>Sharing expertise with staff</i>	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Observee's Signature _____ Date _____

Observer's Signature _____ Date _____

Library Media Specialist Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____ Date _____

Observer's Signature _____ Date _____

Psychologist Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____

Date _____

Observer's Signature _____

Date _____

Teacher Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____

Date _____

Observer's Signature _____

Date _____

Therapeutic Specialist Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____

Date _____

Observer's Signature _____

Date _____

Professional Growth Plan

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

Consider these questions when developing your PGG:

- 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?

Name: _____ **Date:** _____ **School:** _____

Professional Growth Goal

Component

Evaluator's Feedback

Evaluatee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Student Growth Goal

Directions: Completed by teacher. Using the feedback provided by your principal, type your final answers in each box and submit to your principal for final approval.

Name: _____

Date: _____

Context

Describe the context, including student population.

Needs Assessment (Specific)

What student-needs have been identified (baseline data)? What are the related content area essential/enduring skills, concepts and/or processes?

Sources of Evidence (Measureable)

What sources of evidence/measures will you use to measure student growth?

Intervals of Instruction/monitoring (Time oriented)

What is the course-long interval of instruction/monitoring (i.e. quarter, semester, etc.)?

Expected Growth (Realistic)

What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level ?.")

Expected Proficiency (Attainable)

What is the proficiency target? What percentage of students will meet or exceed that target? (For example, XX% of my students will meet or exceed level 3 of the rubric?"

Goal Statement

Write your complete goal statement here.

Rationale

Explain the rationale for the goal.

Professional Learning

PLP should reflect the support needed to meet this goal.

Instructional Strategies for Goal Attainment

What, specifically, will you do instructionally, to assure your students make gains projected in your student growth goal?

Evaluatee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Mid-Year/End-of-Year Conference Form

Teacher _____

School Year: _____

Professional Growth Plan (PGP) review:

- How have you progressed toward meeting your Professional Growth Goal? How has it impacted teaching and learning in your classroom?
- In what areas do you still need to grow or learn more?
- What supports do you need to reach your goals?

Comments:

Student Growth Goal (SGG): Enduring Skill, KCAS, growth, proficiency, rigorous, & SMART

- How are students meeting or showing progress toward growth and proficiency targets? What evidence is used to show this growth?
- What patterns of learning do you see in special populations of students?
- How do the activities, materials and resources in the Student Growth Goal process align to the needs of the students now that you have additional data?
- What professional practices and decisions in your work have had the most influence on your ability to support your students to achieve growth?

Comments:

Mid-Year Conference Signatures indicating discussion and review:

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

End of Year Reflection Signatures indicating discussion and review:

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Livingston County Student Growth Rubric

Criteria of the Goal	Acceptable	Needs Revision	Insufficient
<p><i>The student growth goal:</i> Focuses on a standards-based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students' abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Uses appropriate measures for base-line, mid-course, and end of year/course data collection</p> <p>Explicitly states year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i> Focuses on a standards-based enduring skill or job responsibility</p> <p>Identifies a specific area of need supported by data for current students</p> <p>Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students</p> <p>Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed</p> <p>Specifies a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i> Focuses on a standards-based skill that does not match enduring skill criteria or job responsibility</p> <p>Identifies a specific area of need, but lacks supporting data for current students</p> <p>Includes both a growth target and a proficiency target, but fails to differentiate expected performance for one or both targets</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Specifies less than a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i> Is not standards-based or based on job responsibility</p> <p>Is not focused on a specific area of need</p> <p>Includes only a growth or a proficiency target</p> <p>Uses no baseline data or uses irrelevant data</p> <p>Fails to specify an interval of instruction</p>
Rigor of the Goal	Acceptable	Needs Revision	Insufficient
<p><i>The student growth goal:</i></p> <p>Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed</p> <p>Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p> <p>Includes growth and proficiency targets that are challenging for students, but attainable with support</p>	<p><i>The student growth goal:</i></p> <p>Is congruent and appropriate for grade level/content area standards</p> <p>Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed</p> <p>Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable</p>	<p><i>The student growth goal:</i></p> <p>Is congruent to content, but not to grade level standards</p> <p>Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Includes targets that are achievable, but fail to stretch attainability expectations</p>	<p><i>The student growth goal:</i></p> <p>Is not congruent or appropriate for grade level/content area standards</p> <p>Identifies measures that do not assess the level of competency intended in the standards</p> <p>Includes targets that do not articulate expectations AND/OR targets are not achievable</p>
Comparability of Data	Acceptable	Needs Revision	Insufficient
<p><i>Data collected for the student growth goal:</i></p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills</p>	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed</p>	n/a	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Does not reflect common criteria used to determine progress</p>

CERTIFIED TEACHER PRE-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

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

Observee's Signature/Date _____

Observer's Signature/Date _____

CERTIFIED TEACHER POST-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

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

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature* AND date of post conference

*Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post conference

SAMPLE Post-Conference Discussion Questions

Planning and Preparation (Domain 1)

1. *How did you plan for this lesson? How did you plan for student cognitive engagement?*
2. *How did the lesson fit in the overall unit of study/instructional sequence? Are you on track with our Pacing Guide? How did you determine your targets?*
3. *How did you plan for the learning needs of your students in this class?*
4. *As you planned this lesson, what were some of the predictions you made about student misconceptions?*
5. *How did you plan the questions and discussions you used in your lesson?*
6. *How do you plan to incorporate TLIM, PBIS, literacy and program reviews, LDC/MDC if applicable, etc.*

Evidence & Notes:

Classroom Environment (Domain 2)

1. *How were the needs of individual students met?*
2. *What have you done to promote a culture for learning in your classroom?*
3. *What were the results on your Student Voice Survey?*

Evidence & Notes:

Instruction and Assessment (Domain 3)

1. *To what extent was your instructional delivery (activities, grouping of students, materials, resources, etc.) effective in this lesson?*
2. *How did you monitor student understanding and learning during the lesson?*
3. *How were students allowed and empowered to take responsibility for their own learning?*
4. *How did students have the opportunity to self assess their own learning and/or monitor their own progress?*
5. *If you have brought samples of student work, what does the work tell you about the level of engagement and mastery of your students?*
6. *How are you progressing on your SGG? If applicable, what was your median student growth percentile?*

Evidence & Notes:

Professional Responsibilities (Domain 4)

1. *How accurate are your records (IC, Weekly Lesson Plans, Paperwork, Sub folder, class postings, Program Reviews, Comm minutes, data NB, ILP Plan, agenda use, SBG, uploads to CIITS-SR, SGG,PGP, etc.)?*
2. *How do you initiate activities that contribute to the profession?*
3. *How do students contribute to record keeping, communicating data with families, goal setting, etc.?*
4. *How frequently, in what modes, & on what topics do you communicate with families? How successful are these efforts?*
5. *How do you participate in professional inquiry/learning, P. Organizations, leadership, networking with ALL stakeholders, etc.?*
6. *How do you participate in/initiate school events and district projects?*
7. *How do you comply with school and district policies/expectations (timeliness to work, attendance, dependability, attendance posting, responding to email, etc.), IP, initiatives (TLIM, PBIS, Learning360, Name & Claim, Guided Planning, Comm/PLC att), etc.?*
8. *How do you seek PL opportunities, feedback from colleagues, resources/grants to proactively serve students?*
9. *How do you assist colleagues, network, contribute/lead professional organizations, conduct action research, challenge neg, etc.?*
10. *How are you progressing on your PGP?*

Evidence & Notes:

POST-OBSERVATION DOCUMENT (Guidance Counselor)

Guidance Counselor	
School	
Observer	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

In general, how successful was the lesson/session? Were goals achieved?	
In addition to the time observed, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder the lesson/session?	
Reflect on any aspect of the observation.	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? What support do you need?	

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing Student Needs	I	D	A	E
B: Establishing a Culture for Productive Communication	I	D	A	E	B: Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E
C: Managing Routines and Procedures	I	D	A	E	C: Using counseling techniques in individual and classroom programs	I	D	A	E
D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	D: Brokering resources to meet needs	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility/ Responsiveness	I	D	A	E

Teacher's Signature* AND date of post conference

*Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post conference

POST-OBSERVATION DOCUMENT (Library/Media Specialist)

Library Media Specialist	
School	
Observer	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

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

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Library Environment	Rating:				Domain 3: Instruction/Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating Clearly and Accurately	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Research Techniques	I	D	A	E
C: Managing Library Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Assessment in instruction (whole class, one-on-one and small group)	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility/ Responsiveness	I	D	A	E

Teacher's Signature* AND date of post conference

*Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post conference

POST-OBSERVATION DOCUMENT (School Psychologist)

School Psychologist	
School	
Grade Level/Subject(s)	
Observer	

For each of the following standards, reflect on the event that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

In general, how successful was the session/event? Were the objectives achieved? How do you know, and what will you do in the event they were not all achieved with this session/event?	
In addition to the interactions and responses witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did testing center procedures, student conduct, and physical space contribute to or hinder student performance/results?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to repeat this session again, what would you do differently, and why? What are next steps for proactively planning for this student?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? What support do you need?	

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Environment-School Psychologist	Rating:				Domain 3: Delivery of Service-School Psychologist	Rating:			
A: Establishing rapport with students.	I	D	A	E	A: Responding to referrals consulting with teachers and administrators.	I	D	A	E
B: Establishing a culture for positive mental health throughout the school/district.	I	D	A	E	B: Evaluating student needs and compliance with National Association of School Psychologists NASP guidelines.	I	D	A	E
C: Establishing and maintaining clear procedures for referrals.	I	D	A	E	C: Chairing evaluation team.	I	D	A	E
D: Establishing standards of conduct in the testing center.	I	D	A	E	D: Planning interventions to maximize student's likelihood of success.	I	D	A	E
E: Organizing Physical Space for testing of students and storage of materials.	I	D	A	E	E. Maintaining contact with physicians and community mental health service providers.	I	D	A	E
					F: Demonstrating Flexibility and responsiveness.	I	D	A	E

Teacher's Signature* AND date of post conference

conference *Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post

POST-OBSERVATION DOCUMENT (Therapeutic Specialist)

Therapeutic Specialist	
School	
Grade Level/Subject(s)	
Observer	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

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

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Establishing rapport with students.	I	D	A	E	A: Responding to referrals and evaluating student needs.	I	D	A	E
B: Organizing time effectively.	I	D	A	E	B: Organizing time effectively.	I	D	A	E
C: Establishing and maintaining clear procedures for referrals.	I	D	A	E	C: Communicating with families.	I	D	A	E
D: Establishing standards of conduct in the treatment center.	I	D	A	E	D: Collecting information; writing reports	I	D	A	E
E: Organizing Physical Space for testing of students and providing therapy.	I	D	A	E	E: Demonstrating Flexibility and responsiveness.	I	D	A	E

Teacher's Signature* AND date of post conference

*Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post conference

Educator Overall Performance/Summative Evaluation

Directions: Completed by Principal/Designee. Overall Performance Category is based on Professional Practice.

Educator: _____ **School Year:** _____

Professional Practice Rating

Domain 1: Planning and Preparation

Rating: **I** **D** **A** **E**

Domain 2: Classroom Environment

Rating: **I** **D** **A** **E**

Domain 3: Instruction

Rating: **I** **D** **A** **E**

Domain 4: Professional Responsibilities

Rating: **I** **D** **A** **E**

Minimum Criteria for Determining an Educator's Professional Practice Rating	
If...	Then...
Domains 2 & 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 DEVELOPING or ACCOMPLISHED
Domains 1 & 4 are rated DEVELOPING and Domains 2 & 3 are rated EXEMPLARY	Professional practice Rating shall be ACCOMPLISHED or EXEMPLARY
Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED or EXEMPLARY

Overall Performance Category Rating: **I** **D** **A** **E**

Evaluator's Signature _____ *Educator's Signature _____

Date _____ Date _____

*"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement." (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Principal's Reflective Practice, Student Growth and Professional Growth Planning Template

Principal	
School	
Level	

Part A: Student Growth

Student Growth Goal <i>(Your identified Objective from your CSIP.)</i>		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal.</i>		
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 B: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards.

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

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>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>	I	D	A	E	
2. School Climate <i>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>	I	D	A	E	
3. Human Resource Management <i>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>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
6. Professionalism <i>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>	I	D	A	E	
7. Student Progress <i>The principal's leadership results in acceptable, measurable student academic growth based on established standards.</i>	I	D	A	E	

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Part B, complete this section prior to the beginning of the school year.

Professional Growth Goal: <ul style="list-style-type: none"> • 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? 	
---	--

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

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

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

VI. Mid-Year Student Growth Review*	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Principal's Superintendent

Date	Status of Professional Growth Goal	Revisions/Modifications
Administrator's Signature:		Date:
Superintendent's Signature:		Date:

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

Date:	End of Year Student Growth Reflection:
VII. End-of-Year Data Results (Accomplishments at the end of year.)	
<input type="checkbox"/> Data attached	
Date:	End of Year Professional Growth Reflection:

Next Steps:

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

Principal/Assistant Principal	
Observer	
Date of Conference	

Summative Observation Rating for each Principal Performance Standard:

Standard 1: Instructional Leadership	Rating: I D A E
--------------------------------------	-----------------

Comments:

Standard 2: School Culture	Rating: I D A E
----------------------------	-----------------

Comments:

Standard 3: Human Resources Management	Rating: I D A E
--	-----------------

Comments:

Standard 4: Organizational Management	Rating: I D A E
---------------------------------------	-----------------

Comments:

Standard 5: Communication/Community Relations	Rating: I D A E
---	-----------------

Comments:

Standard 6: Professionalism	Rating: I D A E
-----------------------------	-----------------

Comments:

Standard 7: Student Growth	Rating: I D A E
----------------------------	-----------------

Comments:

OVERALL PROFESSIONAL PRACTICE RATING	I D A E
---	----------------

Evaluatee's Signature*

Date

Evaluator's Signature

Date

*Denotes sharing of results, not necessarily agreement with the summative rating. Appeals shall be made to the chairperson of the Appeals Panel within five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan*.

Site Visit Form

This form may be used by the evaluator in conducting the Principal Site Visit and Interview.

Site Visit completed on _____
(Date)

Superintendent/Designee Signature _____

Principal Signature _____

Performance Standard 1. Instructional Leadership

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

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous,

positive, and safe school climate for all stakeholders.

Sample Performance Indicators: Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Performance Standard 3: Human Resources Management

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

Sample Performance Indicators: Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

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:

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators: Examples may include, but are not limited to:

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Performance Standard 6: Professionalism

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

Sample Performance Indicators: Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Performance Standard 7: Student Growth

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

Sample Performance Indicators: Examples may include, but are not limited to:

The principal:

- 7.1 Uses appropriate techniques for gathering and analyzing data from multiple sources to use in making decisions related to student academic growth and school improvement.
- 7.2 Collaboratively develops, implements, and monitors the school improvement plan that addresses student gaps, growth, and achievement.
- 7.3 In collaboration with their evaluator, sets student growth goals and benchmarks, and implements appropriate strategies to accomplish desired outcomes.
- 7.4 Ensures teachers' student achievement goals are aligned with school/district-level goals for increased student academic progress and for meeting state benchmarks.
- 7.5 Collaborates with teachers and staff to monitor and improve multiple measures of student growth through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.6 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- 7.7 Uses faculty meetings, team/department meetings, and professional learning activities to focus on student growth outcomes.
- 7.8 Provides evidence that students are meeting specific, measurable, realistic, and appropriate achievement goals.
- 7.9 Communicates assessment results to all appropriate stakeholders.

Suggested Guiding Questions/Prompts:

- *Please give an example of how your leadership has resulted in a high level of student academic growth with all populations of learners.*
- *What is the goal setting process in your school for student academic achievement?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *Please explain how interventions are designed and implemented to support student learning.*
- *What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?*
- *How do you empower teachers to be truly engaged in improving student success?*

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

Evaluator's Feedback:

Certified District Reflective Practice, Student Growth and Professional Growth Planning Template

District Certified Staff Name	
Position	

Part A: Student Growth

Student Growth Goal		
District Certified Staff's Student Growth Plan <i>This plan will outline what the district certified staff will do to impact the student growth goal.</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my district 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?

LIVINGSTON COUNTY SCHOOLS
PROFESSIONAL GROWTH PLAN (For staff not included in PGES)

<hr style="display: inline-block; width: 100%;"/> School Year		____ Enrichment ____ Corrective
<hr style="display: inline-block; width: 100%;"/> Evaluatee	<hr style="display: inline-block; width: 100%;"/> Date	<hr style="display: inline-block; width: 100%;"/> Work Site
1. PERFORMANCE AREA STANDARD(S)		
2. PERFORMANCE CRITERIA		
3. GROWTH OBJECTIVES (Describe desired outcome)		
4. PRESENT STATE OF DEVELOPMENT	____ Awareness ____ Implementation	____ Preparation ____ Refinement
5. PROCEDURES and ACTIVITIES FOR ACHIEVING OBJECTIVE(S)		
6. APPRAISAL METHOD AND TARGET DATES		

7. EVALUATEE'S COMMENTS	8. EVALUATOR'S COMMENTS
--------------------------------	--------------------------------

This plan is aligned with the school improvement/transformation and professional development plans of the school/district.

Individual Growth Plan Developed		Achieved/Revised/Continued	
Evaluatee Signature	Date	Evaluatee Signature	Date
Evaluator Signature	Date	Evaluator Signature	Date

Please print one copy for Teacher record and one copy for Principal record.

LIVINGSTON COUNTY SCHOOLS
PERSONNEL CONFERENCE

Employee	Date	School
----------	------	--------

Concern(s):

Disposition:

Administrator / Supervisor Comments:

Employee
Comments:

Employee
Signature

Date

Administrator / Supervisor Signature

Date

Part B: Reflection on the Standards (Crosswalk-Superintendent/Principal 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.*

		DCPGES					
		Self-Reflection/Observation Instrument					
Superintendent Standards		Principal Performance Standards		Self-Assessment		Strengths/Areas for Growth	
1. Strategic Leadership The Superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to		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. <i>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</i>		I	D	A	E

<p>continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.</p> <p>A. <i>Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century (Vision-Relationships)</i></p> <p>B. <i>Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals (Vision-Monitor)</i></p> <p>C. <i>Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district (Strategic Planning-Implementation)</i></p> <p>D. <i>Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation) strategically to progress data. (Strategic Planning -Goals)</i></p>	<p>6.8 <i>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.</i></p> <p>6.9 <i>Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.</i></p> <p>6.10 <i>Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.</i></p> <p>6.11 <i>Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.</i></p>					
<p>2. Instructional Leadership</p> <p>The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.</p> <p>A. <i>Leads the District's philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets (Learning/Teaching Focus: High Expectations)</i></p> <p>B. <i>Models and applies learning for staff and students (Professional</i></p>	<p>Performance Standard 1: Instructional Leadership</p> <p>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.</p> <p>1.1 <i>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</i></p>	I	D	A	E	

<p><i>Learning)</i> <i>C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels (High Expectations)</i> <i>D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.</i> <i>Strategic Planning (Goals)</i> <i>E. Demonstrates awareness of all aspects of instructional programs (Learning/High Expectations)</i> <i>F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation)</i></p>	<p><i>with the school and district improvement plan.</i> <i>1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.</i> <i>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.</i> <i>1.4 Demonstrates knowledge of research-based instructional best practices</i> <i>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.</i> <i>1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.</i> <i>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.*</i> <i>1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.</i></p>					
<p>3. Cultural Leadership The Superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student</p>	<p>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. <i>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.</i> <i>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</i> <i>6.8 Works in a collegial and collaborative manner with other</i></p>	I	D	A	E	

<p>learning and infusing the work with passion, meaning and purpose. <i>A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs (Stakeholder/Community Involvement)</i> <i>B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century (Stakeholder/Community Involvement)</i> <i>C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices (Vision/Beliefs)</i> <i>D. Builds trust and promotes a sense of well-being between all stakeholders (Stakeholder/Community Involvement)</i> <i>E. Routinely celebrates and acknowledges district successes as well as areas needing growth (Celebrate/Acknowledge)</i></p>	<p><i>administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</i> 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. <i>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</i> <i>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</i></p>					
<p>4. Human Resource Leadership The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning. <i>A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction (Resourcing)</i> <i>B. Creates and monitors processes for educators to assume leadership and decision-making roles (Staffing)</i> <i>C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions)</i> <i>D. Uses data to create and maintain a</i></p>	<p>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. <i>3.1 Actively participates in an effective and efficient selection process in consultation with the school council.</i> <i>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.</i> <i>3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.</i> <i>3.4 Provides a mentoring process for all new and targeted instructional personnel.</i> <i>3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.</i> <i>3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance</i></p>	I	D	A	E	

<p><i>positive work environment (Culture/Environment)</i></p> <p><i>E. Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning)</i></p> <p><i>F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation)</i></p>	<p><i>of personnel using multiple data sources.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.</i></p> <p><i>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.</i></p>					
<p>5. Managerial Leadership</p> <p>The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.</p> <p><i>A. Prepares and oversees a budget that aligns resources with district vision and needs (Finance)</i></p> <p><i>B. Identifies and plans for facility and technology needs (Capital Planning)</i></p> <p><i>C. Continually assesses programs and resource allocation (Resourcing)</i></p> <p><i>D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency)</i></p> <p><i>E. Builds consensus and resolves</i></p>	<p>Performance Standard 4: Organizational Management</p> <p>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p> <p><i>4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.</i></p> <p><i>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.</i></p> <p><i>4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.</i></p> <p><i>4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.</i></p> <p><i>4.5 Reviews fiscal records regularly</i></p>	I	D	A	E	

<p><i>conflicts effectively (Conflict Resolution)</i></p> <p><i>F. Assures an effective system of districtwide communication (Communication)</i></p> <p><i>G. Continually assesses the system in place that ensures the safety of students and staff (Safety and security)</i></p> <p><i>H. Works with local and state agencies to develop and implement emergency plans (Safety and security)</i></p>	<p><i>to ensure accountability for all funds.</i></p> <p><i>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.</i></p> <p><i>4.7 Follows state and local policies with regard to finances, school accountability, and reporting.</i></p> <p><i>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.</i></p>					
<p>6. Collaborative Leadership</p> <p>The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.</p> <p><i>A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations)</i></p> <p><i>B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement)</i></p> <p><i>C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement)</i></p> <p><i>D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school</i></p>	<p>Performance Standard 5: Communication and Community Relations</p> <p>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</p> <p><i>5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</i></p>	I	D	A	E	

<i>(Stakeholder Involvement)</i>						
7. Influential Leadership The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students. <i>A. Understands the political systems involving the district (Political Context)</i> <i>B. Defines, understands, and communicates the impact on proposed legislation (Legal/Ethical)</i> <i>C. Applies laws, policies and procedures fairly, wisely, and considerately (Legal)</i> <i>D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal)</i> <i>E. Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement)</i>	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. <i>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</i> <i>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</i> <i>2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</i> <i>2.4 Promotes a culture of collaboration, trust and shared leadership.</i> <i>2.5 Supports the staff through continuous improvement efforts.</i>	I	D	A	E	

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Part B, complete this section.

Professional Growth Goal: <ul style="list-style-type: none"> 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? 	
---	--

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

--	--	--	--

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

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

VI. Mid-Year Student Growth Review*
--

(Describe goal progress and other relevant data.)	<div style="text-align: right; padding-right: 20px;"> Mid-year review conducted on _____ Initials _____ Principal's Superintendent </div>
---	--

Date	Status of Professional Growth Goal	Revisions/Modifications

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

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

Date:	End of Year Student Growth Reflection:
VII. End-of-Year Data Results (Accomplishments at the end of year.)	<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="text-align: right; margin-top: 10px;"> <input type="checkbox"/> Data attached </div>
Date:	End of Year Professional Growth Reflection:
<div style="border: 1px solid black; height: 200px; width: 100%;"></div>	<div style="border: 1px solid black; height: 200px; width: 100%;"></div>

Next Steps:
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>

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

Educator: _____ Date: _____ School Year: _____

This Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" or "Ineffective" rating(s) on the Summative Evaluation OR anytime when immediate attention is needed.

Domain or Standard Number	Growth Objective(s) / Goals (describe desired outcomes)	Procedures & Activities for Achieving Goals/Objective(s) (including support personnel)	Appraisal Method/Target Dates
		(attach more pages if necessary)	

Evaluatee Comments:

Evaluator's Comments:

Corrective Action Plan		Review (achieved revised continued)	
Employee Signature:	Date:	Employee Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

Copy to central office, school and employee.