**Dawson Springs**

**Independent School District**

**Certified Evaluation Plan**

 ****

**Certified Evaluation Committee May 2018**

**Principals/Assistant Principals**

**Certified Coordinators**

**District Administrators**

**DAWSON SPRINGS INDEPEMENT SCHOOLS**

**EVAULATION PLAN FOR rincipals/AssistantPrincipals Certified Coordinators District Administrators**

**Leonard Whalen, Superintendent**

Dawson Springs Independent Schools

118 East Arcadia Avenue

Dawson Springs, KY 42408

(270) 797-2991

**2018 EVALUATION PLAN DEVELOPMENT**

**50/50 COMMITTEE MEMBERS**

**AND THEIR POSITION TITLES**

**CERTIFIED EVALUATION PLAN 50/50 COMMITTEE MEMBERS:**

**Michael Davenport, Teacher**

**Katie Griffin, Teacher**

**Wayne Simpson, Teacher**

**Laura Cobb, Teacher**

**Lesley Mills, Elementary Assistant Principal**

**Kevin Stockman, Jr./Sr. High School Principal**

**Jennifer Ward, Elementary School Principal**

**Kent Workman, Jr./Sr. High School Assistant Principal**

**Assurances**

**CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN**

*The Dawson Springs Independent Schools 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 (KRS 156.557).

**Name**: **Title**:

Lenny Whalen Superintendent

Katie Griffin Jr./Sr. High School Teacher

Wayne Simpson Jr./Sr. High School Teacher

Laura Cobb Elementary School Teacher

Michael Davenport Elementary School Teacher

Kevin Stockman Jr./Sr. High School Principal

Jennifer Ward Elementary School Principal

Lesley Mills Elementary School Assistant Principal

Kent Workman Jr./Sr. High School Assistant Principal

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee’s first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee’s official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district’s certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   (704 KAR 3:370)

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Signature of District Superintendent Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Chairperson, Board of Education Date

#### Code of Ethics

#### Professional Code of Ethics for Kentucky School Certified Personnel

[16 KAR 1:020](http://www.lrc.state.ky.us/kar/016/001/020.htm)

**RELATES TO:** [KRS 161.028](http://www.lrc.ky.gov/KRS/161-00/028.PDF), [161.040](http://www.lrc.ky.gov/KRS/161-00/040.PDF), [161.120](http://www.lrc.ky.gov/KRS/161-00/120.PDF)

**STATUTORY AUTHORITY:** [KRS 161.028](http://www.lrc.ky.gov/KRS/161-00/028.PDF), [161.030](http://www.lrc.ky.gov/KRS/161-00/030.PDF)

**NECESSITY, FUNCTION, AND CONFORMITY:** KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

**Section 1.** Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

**(a) To students:**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**(b) To parents:**

1. Shall make reasonable effort to communicate to parents’ information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

**(c) To the education profession:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

**Section 2.** Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

**Certified Evaluation Plan Table of Contents for Principals/Assistant Principals, Certified Coordinators, and District Administrators**

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**Roles and Definitions**

1. **Administrator:** an individual who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standard Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel’s work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certifications is required by EPSB.
6. **Conference:** means a collaborative meeting 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.
7. **Dual Roles:** When an educator is serving twodifferent job roles (e.g., teacher and guidance counselor).
8. **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 by the evaluatee for the evaluatee to be considered for reemployment. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
9. **EPSB:** The Education Professional Standards Board (EPSB) is responsible for issuing and renewing certificates for all Kentucky teachers and administrators.
10. **Evaluatee:** District/School personnel that is being evaluated
11. **Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given 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.
12. **Evaluator:** The primary evaluator as described in KRS 156.557 (1)(a).
13. **Evidence:** documents or demonstration that indicate proof of a particular descriptor.
14. **Formative evaluation:** A continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance as defined by KRS 156.557(1)(a).
15. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
16. **Job category:** A group or class of certified school personnel positions with closely related functions.
17. **Observation:** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.
18. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
19. **Other Professional:** means any other certified staff not evaluated using the TPGES or PPGES including, but not limited to, guidance counselor, speech pathologist, librarian, etc.
20. **Peer Observation:** Observation and documentation by a trained certified school personnel below the level of principal or assistant principal.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee’ s performance, including the ratings listed in Section 7(8) of this administrative regulation.
23. **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.
24. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise, and other characteristics.
25. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
26. **Professional Growth Plan:** an individualized plan for certified personnel that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, is built using a variety of sources and types of student data that reflect student needs and strengths, evaluatee data, and school/district data, and is produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
27. **Professional Practice:** the demonstration, in the school environment, of the evaluatee’ s professional knowledge and skill.
28. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
29. **Self-Reflection:** the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
30. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
31. **Summative evaluation:** 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 involving the evaluator and the evaluated certified employee, and written evaluation report as defined by KRS 156.557 (1)(d).
32. **Supervisor:** a staff member responsible for the evaluation of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
33. **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 teacher certificate under 16 KAR 2:010 or 16 KAR 2:020.

**Training to Evaluate Administrators & Coordinators**

The Superintendent or designee shall be trained annually in the district’s Certified Plan for Principals, District Administrators, and Certified Coordinators to evaluate individuals in these categories. Principals shall be trained to evaluate assistant principals. Evaluators shall be provided with district support, resources, and EILA-approved training. Evaluators shall meet the state and district CEP requirements prior to conducting evaluations.

**Timeline for Late Hires**

Employees under this section of the evaluation system hired after the first instructional day shall complete all components of the evaluation process.

**Professional Growth Planning and Self-Reflection for Principals, Assistant Principals, District Administrators/Coordinators**

The Professional Growth Plan (PGP) 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.

All principals, including assistant principals, will participate in self-reflection and professional growth planning each year. PGP Based on multiple sources of data, including the summative reflection and degree of goal attainment on the previous PGP, a new PGP shall be developed annually by the 30th instructional day or within ten days of receiving testing data. Principals and assistant principals who are late-hires will submit their PGP by the 30th instructional day after their hire date or within ten days of receiving testing data if hired before data is released. Revisions and implementation of the PGP shall occur on an ongoing basis as determined by the principal and supervisor. Timelines may be tentative based on any adjustment of the calendar year and release of state assessment data.

**TABLE 1: SELF-REFLECTION & PROFESSIONAL GROWTH PLAN**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Timeline** | **Documentation** |
| Complete Self-Reflection using Performance Standards & Survey Results | By September 15th ORwithin 10 days of receiving state assessment data if after Sept. 15th | Complete PGP and Self-Reflection  |
| Develop Draft PGP | By September 30th ORwithin 10 days of receiving state assessment data if after Sept. 30th | Develop the draft PGP |
| Ongoing Review of PGP & EvidenceDocumentation/ Artifacts | During Site Visit | Complete ON-Going Reflection |
| Final PGP With Evidence Documentation/Artifacts | By April 15th | Complete the Summative Reflection  |

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

Principals and assistant principals may provide additional evidence to support assessment of their professional practice. This evidence should provide information related to the principal’s/assistant principal’s practice within the domains.

*Examples of artifacts may include but are not limited to the following:*

* A collection of instructional leadership work samples
* SBDM Meeting Agendas and Minutes
* Faculty Meeting Agendas and Minutes
* Department/Grade Level Team/PLC Agendas and Minutes
* Leadership Team Meeting Agendas and Minutes
* Walk-through documentation
* Budgets
* EILA/Professional Learning experience documentation
* Analysis of survey results
* Professional Organization memberships and leadership roles
* Parent/Community engagement survey results
* Results of parent/community engagement activities
* School schedules, including master schedule and calendars

**Principal & Assistant Principals**

**Summative Evaluation Components**

The following graphic outlines the summative model for principals and assistant principal’s sources of evidence and performance standards ratings aligned with Performance Measures.

**TABLE 2: PRINCIPAL & ASSISTANT PRINCIPALS SUMMATIVE EVALUATION COMPONENTS**

REQUIRED

* Self-Reflection
* Professional Growth Plan
* Principal Performance Standards
* Site-Visits
* Summative Evaluation

OPTIONAL

* Measures of Student Learning
* Other Sources (e.g. Surveys)
* Principal Provided Evidence

**PERFORMANCE MEASURE RATINGS**

PLANNING: [I,D,A,E]

**EVIDENCES TO INFORM PERFORMANCE MEASURE RATINGS**

**PROFESSIONAL JUDGMENT**

INSTRUCTION: [I,D,A,E]

ENVIRONMENT: [I,D,A,E]

PROFESSIONALISM: [I,D,A,E]

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply professional judgment to determine the rating on Principal Performance Standards aligned with the Performance Measures of Planning, Environment, Instruction, and Professionalism. The professional judgment must be grounded in the Principal Performance Standards aligned with the Performance Measures, site visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how principals respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. 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. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

**Principal Performance Measures to Determine Ratings**

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

**Table 3: Principal Performance Standards aligned to Performance Measures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measures** | **Planning** | **Environment** | **Instruction** | **Professionalism** |
| **Principal Performance Standard** | **Standard 3**Human Resource Management**Standard 4**Organizational Management | **Standard 2**School Climate**Standard 5**Communication & Community Relations | **Standard 1**Instructional Leadership | **Standard 6**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. Each Principal Performance Standard aligned with the Performance Measures will be rated according to four ratings in combination with professional judgment.

The Performance Ratings are:

**Table 4: Performance Ratings with Criteria Descriptions**

|  |  |
| --- | --- |
| **Performance Ratings** | **Performance Rating Criteria Description** |
| Ineffective | Consistently fails to meet expectations for effective performance |
| Developing | Inconsistently meets expectations for effective performance |
| Accomplished | Consistently meets expectations for effective performance |
| Exemplary | Consistently exceeds expectations for effective performance |

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. The following categories of evidence will be used when determining overall ratings:

* *Required Sources of Evidence:*
	+ Professional Growth Planning and Self- Reflection
	+ Site- Visits
	+ Working Conditions Goal (Based on TELL KY survey)
* *Optional Sources of Evidence:*
	+ Other Measures of Student Learning
	+ Products of Practice
	+ Other sources identified by the principal and supervisor (surveys)

**Site-Visits**

Site-visits are a method by which the superintendent may gain insight into the principal’s practice in relation to the principal performance standards, including specific successes and challenges at the school. Site-visits apply to building principals, but not assistant principals. Principals hired after the first instructional day will still receive all evaluations; timelines may be adjusted. During site-visits, the superintendent will discuss various aspects of the job with the principal. The principal’s responses will assist the superintendent in determining needs and concerns related to the building. Formal site-visits shall be conducted at least twice per year with a visit in each semester for a minimum of one hour each. The principal performance standards shall be used to guide the professional practice of the principal. Feedback from the site-visit shall be provided within 15 working days of the site-visit. The superintendent/designee will schedule and conduct each site visit. The superintendent/designee will also record evidence (superintendent’s discretion may be used on recording tool selected) aligned with the Performance Standards and provide feedback during post conferences with the principal. During the post conferences, the superintendent will provide feedback on Site visit evidence/Performance Standards/ SGG/PGP/principal practice/additional supporting evidence.

**Principal Process for Determining the Summative Rating**

A summative conference shall occur, annually, at the end of the evaluation cycle to determine an overall summative rating for principals and assistant principals. Superintendents are responsible for determining the summative rating for principals and principals are responsible for determining assistant principal ratings. The process will consist of a review of the evidence provided at site visits and progression in the Principal Performance Standards aligned with the four Performance Measures to assign a summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 3) to determine the overall Summative Rating. Summative ratings for principals and assistant principals shall be completed by May 15th or no later than 90 days before the first student attendance day, whichever comes first. The principal/assistant principal must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual’s personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee’s personnel file.

 **TABLE 5: Performance Measure Criteria for a Summative Rating**

|  |
| --- |
| ***Criteria for Determining Overall Performance Measure for a Summative Rating*** |
| **IF** | **THEN** |
| **If Environment and Instruction are both rated ineffective**  | **The Summative Rating is ineffective.** |
| **If Environment or Instruction is rated ineffective**  | **The Summative Rating is developing or ineffective** |
| **If Planning or Professionalism is rated ineffective**  | **The Summative Rating shall not be exemplary.** |
| **If two Performance Measures are rated developing and two are rated accomplished**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.** |
| **If two Performance Measures are rated developing and two are rated exemplary**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.** |
| **If two Performance Measures are rated accomplished and two are rated exemplary.** | **The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary** |

**District Administrator & Certified Coordinator**

**Summative Evaluation Components**

**TABLE 6: DISTRICT ADMINISTRATOR & CERTIFIED COORDINATOR SUMMATIVE EVALUATION COMPONENTS**

REQUIRED

* Self-reflection
* Professional Growth Plan
* Performance Standards for Educational Leadership
* Summative Evaluation

OPTIONAL

* Measures of Student Learning
* Other Sources (e.g. Surveys)
* Administrator Provided Evidence

**PERFORMANCE MEASURE RATINGS**

PLANNING: [I,D,A,E]

**EVIDENCES TO INFORM PERFORMANCE MEASURE RATINGS**

**PROFESSIONAL JUDGMENT**

INSTRUCTION: [I,D,A,E]

ENVIRONMENT: [I,D,A,E]

PROFESSIONALISM: [I,D,A,E]

A summative conference shall occur annually at the end of the evaluation cycle to determine an overall summative rating for district administrators and certified coordinators. The primary evaluator is assigned by the Superintendent within 30 days after the start of school. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign an overall summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 4) to determine the overall Summative Rating. Summative ratings shall be completed by May 15th or no later than 90 days before the first student attendance day, whichever comes first. The employee must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual’s personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee’s personnel file.

***District Administrators & Certified Coordinators***

***for Performance Measures to Determine Ratings***

District certified personnel shall be evaluated annually utilizing the Professional Standards for Educational Leaders (PSEL), formerly known as the ISSLC Standards, aligned with the four Performance Measures: Planning, Environment, Instruction, and Professionalism, with professional judgement to determine a summative rating. Included in the PSEL Standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard. PSEL provides the structure for feedback for continuous improvement through individual goals supporting professional growth. The *Summative Evaluation Document for District Certified Administrators and Coordinators* document is the summative reporting form *(*see appendix). The Professional Standards for Educational Leaders aligns to the four Performance Measures in the chart below. The Performance Measures receive a performance rating for the summative rating.

 **Table 7: PSEL aligned to Performance Measures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measures** | **Planning** | **Environment** | **Instruction** | **Professionalism** |
| **Principal Performance Standard** | **Standard 6**Professional Capacity of School Personnel**Standard 9** Operations and Management | **Standard 3**Equity and Culturally Responsiveness**Standard 5** Community of Care and Support for Students**Standard 7**Professional Community for Teachers and Staff**Standard 8**Meaningful Engagement of Families and Community | **Standard 1**Mission, Vision, and Core Values**Standard 4**Curriculum, Instruction and Assessment**Standard 10**School Improvement | **Standard 2**Ethics and Professional Norms |

The Performance Measures and will be rated according to the four performance ratings in the chart below.

**Table 8: Performance Ratings with Criteria Descriptions**

|  |  |
| --- | --- |
| **Performance Ratings** | **Performance Rating Criteria Description** |
| Ineffective | Consistently fails to meet expectations for effective performance |
| Developing | Inconsistently meets expectations for effective performance |
| Accomplished | Consistently meets expectations for effective performance |
| Exemplary | Consistently exceeds expectations for effective performance |

 **Table 9: Performance Measure Criteria for a Summative Rating**

|  |
| --- |
| ***Criteria for Determining the Performance Measure for a Summative Rating*** |
| **IF** | **THEN** |
| **If Environment and Instruction are both rated ineffective**  | **The Summative Rating is ineffective.** |
| **If Environment or Instruction is rated ineffective**  | **The Summative Rating is developing or ineffective** |
| **If Planning or Professionalism is rated ineffective**  | **The Summative Rating shall not be exemplary.** |
| **If two Performance Measures are rated developing and two are rated accomplished**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.** |
| **If two Performance Measures are rated developing and two are rated exemplary**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.** |
| **If two Performance Measures are rated accomplished and two are rated exemplary.** | **The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary** |

**Appeals Process**

Pursuant to KRS 156.557, any employee who disagrees with the formative or summative data obtained during the evaluation process has the right to respond in writing at any time. This response becomes a part of the official file for the employee’s evaluation and is to be presented to the Director of Human Resources.

Any employee who feels that the summative evaluation by their primary evaluator was not an accurate assessment of their performance, either by substance or procedure may file an appeal with the District Appeals Panel. The evaluatee has five (5) working days from the date of the summative conference to file the request for appeal with the Evaluation Plan Contact.

Formative evaluation data or results may not be the subject of an appeal. Certified employees may appeal summative evaluation results in writing in accordance with Board Policy 03.18 by following the related Board procedures 03.18 AP 11, 12, 21, 22.

**Appeal Panel**

The District shall establish a panel to hear appeals from summative evaluations as required by law.1

**Election**

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

**Terms**

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

**Chairperson**

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

**Appeal to Panel**

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

**Appeal Form**

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

**Conflicts of Interests**

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

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

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

**Burden of Proof**

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

**Hearing**

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

**Panel Decision**

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel’s written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

**Superintendent**

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

**Revisions**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

**References:**

1[KRS 156.557](http://policy.ksba.org/documentmanager.asp?requestarticle=/krs/156-00/557.pdf&requesttype=krs), [704 KAR 003:345](http://policy.ksba.org/documentmanager.asp?requestarticle=/kar/704/003/345.htm&requesttype=kar)

 [OAG 92-135](http://policy.ksba.org/documentmanager.asp?requestarticle=/civil/opinions/oag92135.htm&requesttype=oag), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**Related Policies:**

203.15, 03.16, 02.14

|  |  |
| --- | --- |
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**Appendix A: Reflective Practice, and Professional Growth Planning Template for Principals and Assistant Principals**

**Professional Growth Planning and Self Reflection for Principals and Assistant Principals Template**

|  |  |
| --- | --- |
| **Principal** |  |
| **EPSB ID#** |  |
| **School** |  |
| **Level**  |  |

**Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System**

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

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

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

|  |
| --- |
| Professional Growth Goal Statement: |
| Performance Standard/Measure connected to the PGP Goal:  |
|  Activities to provide evidence for accomplishing the PGP Goal: |

**Connecting Priority Growth Needs to Professional Growth Planning**

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

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

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

|  |  |
| --- | --- |
| **Administrator’s Signature:** | **Date:** |
| **Superintendent’s Signature:** | **Date:** |

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

|  |
| --- |
| **Principal Growth Goals-Review** |
|  (Describe goal progress and other relevant data.) | Mid-year review conducted on\_\_\_\_\_\_\_\_ Initials \_\_\_\_\_\_ \_\_\_\_\_\_ Principal’s Superintendent  |

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

|  |  |
| --- | --- |
| **Administrator’s Signature:** | **Date:** |
| **Superintendent’s Signature:** | **Date:** |

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

|  |
| --- |
| **PGP End-of-Year Status & Reflections** |
| **PGP Status of Growth Goal(s):** Continue:\_\_\_\_\_\_\_\_ Completed:\_\_\_\_\_\_ Not Started:\_\_\_\_\_\_ | **Next Steps:** |
|  |
| **Evaluatee’s Signature:****Comments:** | **Date:** |
| **Evaluator’s Signature:****Comments:** | **Date:** |

* ***A signed and dated copy of the PGP must be provided to the district office for the personnel file.***

**Appendix B: Site Visit for Principals**

|  |
| --- |
| **1:1 SITE VISIT** **For Principals*****Directions: Use this document for the principal/superintendent 1:1 site visit*** **Principal’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Superintendent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **1ST Site Visit Date: \_\_\_\_\_\_\_\_\_\_ 2nd Site Visit Date: \_\_\_\_\_\_\_\_\_\_ 3rd Site Visit Date:\_\_\_\_\_\_\_\_\_** |
| **As a school leader to what extent do you provide leadership for:** |
| 1. **the learning climate?**

a) Expect student ownership of learning/accommodation of diverse learning needsb) Student engagement c) Environment of compassion & mutual respectd) Lesson design for learning processes with empowering activities e) Value/use of student work f) Equitable access to technology/space/tools/times |
| **Evidence for learning climate**Blended connections: student agency & positive work experience |
| 1. **classroom assessment and reflection?**
2. Expect revision of instructional strategies from student data
3. Colleague reflection to improve practices using student work/data/observations/assignments
4. Develop rubrics for clear expectations of quality performance for student performance guidance
5. Student use of feedback to improve work and self & peer assessment
6. Instructional reflection for adjustments during student learning
 |
| **Evidence for classroom assessment and reflection**Blended connection: actionable data/feedback |
| 1. **instructional rigor and student engagement?**
2. Expect clarification and sharing with students for learning targets/criteria for success
3. Monitor teachers to challenge student thinking/facilitate discussion with higher order questions/variety of approaches to solutions
4. Integration of learning resources/texts for increased learning options
5. Expect the integration of inquiry skills in learning experiences
 |
| **Evidence for instructional rigor and student engagement**Blended connection: transparency of the learning goal |
| 1. **instructional relevance?**
2. Expect learning opportunities for students to pose and respond to meaningful, authentic questions
3. Use a variety of technology that supports student learning
4. Link concepts and key ideas to prior experiences/understandings/multiple representations/examples/explanations
5. Monitor incorporation of essential work place skills to equip students for future challenges
6. Monitor incorporation of student experiences/interests/real-life situations for learning connections to community/society/current events.
 |
| **Evidence for instructional relevance**Blended connections: meaningful work experience & mentor |
| 1. **knowledge of content?**
2. Ensure teachers develop ways for students to monitor content growth and track progress
3. Utilization and understanding of content vocabulary
4. Integration and implementation of standards-based courses/lessons/units
5. Provide a rich repertoire of instructional strategies/resources/application
 |
| **Evidence for knowledge of content**Blended connections: individual mastery & sustained quiet solitary reading time |
| **In preparation for the Superintendent’s site visit prepare with the following:** |
| 6) Current student performance data analysis  |
| 7) Discuss how you foster effective human resource management with personnel and practices  |

**Appendix C: Summative Evaluation Professional Practice Principal and Assistant Principal**

**SUMMATIVE EVALUATION**

**PROFESSIONAL PRACTICE**

**PRINCIPAL & ASSISTANT PRINCIPAL**

**Principal/Assistant Principal’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_**

**Evaluator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Step 1: Assign the Overall Rating for each Performance Measure**

|  |  |
| --- | --- |
| **Performance Measures**  | **Overall Rating** |
| **Planning** | **Ineffective** | **Developing**  | **Accomplished** | **Exemplary** |
| **Environment** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  **Instruction** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| **Professionalism** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

**Step 2: Apply the following criteria to determine the Overall Summative Rating**

 **Performance Measure Criteria for a Summative Rating**

|  |
| --- |
| ***Criteria for Determining Overall Performance Measure for a Summative Rating*** |
| **IF** | **THEN** |
| **If Environment and Instruction are both rated ineffective**  | **The Summative Rating is ineffective.** |
| **If Environment or Instruction is rated ineffective**  | **The Summative Rating is developing or ineffective** |
| **If Planning or Professionalism is rated ineffective**  | **The Summative Rating shall not be exemplary.** |
| **If two Performance Measures are rated developing and two are rated accomplished**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.** |
| **If two Performance Measures are rated developing and two are rated exemplary**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.** |
| **If two Performance Measures are rated accomplished and two are rated exemplary.** | **The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary** |

**Step 3: Using the criteria in step 2 assign the Overall Summative Rating**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Overall Summative Performance Rating*** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

**Evaluator’s Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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 **Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix D: Summative Evaluation Principal and Assistant Principal**

**SUMMATIVE EVALUATION**

**PRINCIPAL & ASSISTANT PRINCIPAL**

**Principal/Assistant Principal’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_**

**Evaluator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**Step 1: Assign the Rating for each Performance Measure**

|  |  |
| --- | --- |
| **Performance Measures**  | **Rating** |
| **Planning** | **Ineffective** | **Developing**  | **Accomplished** | **Exemplary** |
| **Environment** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  **Instruction** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| **Professionalism** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

**Step 2: Apply the following criteria to determine the Summative Rating**

 **Performance Measure Criteria for a Summative Rating**

|  |
| --- |
| ***Criteria for Determining the Performance Measure for a Summative Rating*** |
| **IF** | **THEN** |
| **If Environment and Instruction are both rated ineffective**  | **The Summative Rating is ineffective.** |
| **If Environment or Instruction is rated ineffective**  | **The Summative Rating is developing or ineffective** |
| **If Planning or Professionalism is rated ineffective**  | **The Summative Rating shall not be exemplary.** |
| **If two Performance Measures are rated developing and two are rated accomplished**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.** |
| **If two Performance Measures are rated developing and two are rated exemplary**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.** |
| **If two Performance Measures are rated accomplished and two are rated exemplary.** | **The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary** |

**Step 3: Using the criteria in step 2 assign the Summative Rating**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Summative Rating*** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

**Evaluator’s Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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 **Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Appendix E: Self Reflection and Professional Growth Plan for Enrichment**

**SELF REFLECTION & PROFESSIONAL GROWTH PLAN for ENRICHMENT**

**District Certified Administrators & Coordinators**

|  |  |
| --- | --- |
| **Name:**  | **Position:**  |
| **Location:** | **School Year:**  |

**Self-Reflection on the Professional Standards for Educational Leadership aligned with the Performance Measures**

*Reflect on the effectiveness and adequacy of your practice in each of the Performance Measures. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

|  |  |  |
| --- | --- | --- |
| **Performance Measures** | **Self-Assessment** | **Strengths and areas for growth** |
| **PERFORMANCE MEASURE INSTRUCTION****STANDARD 1. MISSION, VISION, AND CORE VALUES****Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.****a) Develop an educational mission for the school to promote the academic success and well-being of each student.** **b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.** **c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.** **d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.** **e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.** **f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.** **g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.** | I | D | A | E |  |
| **PERFORMANCE MEASURE ENVIRONMENT****STANDARD 2. ETHICS AND PROFESSIONAL NORMS****a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.** **b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.** **c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.** **d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.** **e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.** **f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.** | I | D | A | E |  |
| **PERFORMANCE MEASURE ENVIRONMENT****STANDARD 3. Equity and Cultural Responsiveness****Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.** **a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.** **b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.** **c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.** **d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.** **e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.** **f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.** **g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.** **h) Address matters of equity and cultural responsiveness in all aspects of leadership.** | I | D | A | E |  |
| **PERFORMANCE MEASURE INSTRUCTION****STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT****Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.** **a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.** **b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.** **c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.** **d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.** **e) Promote the effective use of technology in the service of teaching and learning.** **f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.** **g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.** | I | D | A | E |  |
| **PERFORMANCE MEASURE ENVIRONEMENT****STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS****Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.** **a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.** **b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.** **c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.** **d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.** **e) Cultivate and reinforce student engagement in school and positive student conduct.** **f) Infuse the school’s learning environment with the cultures and languages of the school’s community.** | I | D | A | E |  |
| **PERFORMANCE MEASURE PLANNING****STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL****Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.** **a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.** **b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.** **c) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.** **d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.** **e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.** **f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.** **g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.** **h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.** **i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.** | I | D | A | E |  |
| **PERFORMANCE MEASURE ENVIRONMENT****STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF****Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.** **a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.** **b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.** **c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.** **d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.** **e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.** **f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.** **g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.** **h) Encourage faculty-initiated improvement of programs and practices.** | I | D | A | E |  |
| **PERFORMANCE MEASURE ENVIRONMENT****STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY****Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.** **a) Are approachable, accessible, and welcoming to families and members of the community.** **b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.** **c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.** **d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.** **e) Create means for the school community to partner with families to support student learning in and out of school.** **f) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.** **g) Develop and provide the school as a resource for families and the community.** **h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.** **i) Advocate publicly for the needs and priorities of students, families, and the community.** **j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.** | I | D | A | E |  |
| **PERFORMANCE MEASURE PLANNING****STANDARD 9. OPERATIONS AND MANAGEMENT****Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being****a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.** **b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.** **c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.** **d) Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.**  | I | D | A | E |  |
| **PERFORMANCE MEASURE INSTRUCTION****STANDARD 10. SCHOOL IMPROVEMENT****Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being** **a) Seek to make school more effective for each student, teachers and staff, families, and the community.** **b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.** **c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.** **d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.** **e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.** **f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.** **g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.** **h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.** **i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.** **j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.** | I | D | A | E |  |

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the self-reflection on which to focus your professional growth goal(s).

|  |
| --- |
| Professional Growth Goal Statement: |
| Performance Measure/Standard connected to the PGP Goal:  |
|  Activities to provide evidence for accomplishing the PGP Goal: |

|  |  |
| --- | --- |
| **Evaluatee’s Signature:** | **Date:** |
| **Superintendent’s Signature:** | **Date:** |

|  |
| --- |
| **PGP End-of-Year Status & Reflections** |
| **PGP Status of Growth Goal(s):** Continue:\_\_\_\_\_\_\_\_ Completed:\_\_\_\_\_\_ Not Started:\_\_\_\_\_\_ | **Next Steps:** |
|  |
| **Evaluatee’s Signature:****Comments:** | **Date:** |
| **Evaluator’s Signature:****Comments:** | **Date:** |

***A signed and dated copy of the PGP must be provided to the district office for the personnel file.***

**Appendix F: Summative Evaluation for District Certified Administrators and Coordinators**

**Summative Evaluation**

**for**

 **District Certified Administrators & Coordinators**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 1: Assign the Rating for each Performance Measure**

|  |  |
| --- | --- |
| **Performance Measures**  | **Rating** |
| **Planning** | **Ineffective** | **Developing**  | **Accomplished** | **Exemplary** |
| **Environment** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
|  **Instruction** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |
| **Professionalism** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

**Step 2: Apply the following criteria to determine the Summative Rating**

 **Performance Measure Criteria for a Summative Rating**

|  |
| --- |
| ***Criteria for Determining the Performance Measure for a Summative Rating*** |
| **IF** | **THEN** |
| **If Environment and Instruction are both rated ineffective**  | **The Summative Rating is ineffective.** |
| **If Environment or Instruction is rated ineffective**  | **The Summative Rating is developing or ineffective** |
| **If Planning or Professionalism is rated ineffective**  | **The Summative Rating shall not be exemplary.** |
| **If two Performance Measures are rated developing and two are rated accomplished**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.** |
| **If two Performance Measures are rated developing and two are rated exemplary**  | **The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.** |
| **If two Performance Measures are rated accomplished and two are rated exemplary.** | **The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary** |

**Step 3: Using the criteria in step 2 assign the Summative Rating**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Summative Rating*** | **Ineffective** | **Developing** | **Accomplished** | **Exemplary** |

**Evaluator’s Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluatee’s Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix G: Principal District Certified Administrators and Coordinators Professional Growth Plan for Assistance**

**Principal**

**District Certified Administrators & Coordinators**

**Professional Growth Plan for *Assistance***

**This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the evaluatee must identify corrective action goals and objectives: procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.**

1. **Standard Number**

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or *“does not meet”* rating assigned.

1. **Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level.)

 **O** = Orientation/Awareness

 **A** = Preparation/Application

 **I =** Implementation/Management

 **R** = Refinement/Impact

1. **Growth Objective(s) Goals**

Growth objectives and goals must address the specific standard(s) rated as inadequate or *“does not meet”* on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).

1. **Procedures and Activities for Achieving Goal(s) and Objective(s)**

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

1. **Appraisal Method and Target Date**

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

1. **Documentation of all reviews, corrective actions, and evaluator’s assistance**

**must be provided periodically (as they occur) to the evaluatee.**

 **Professional Growth Plan for *Assistance***

|  |  |  |  |
| --- | --- | --- | --- |
| **EMPLOYEE’S NAME** | **SCHOOL YEAR** | **WORK SITE** | **IMPLEMENTATION DATE** |

|  |  |  |
| --- | --- | --- |
| **DOMAIN/STANDARD** | **PRESENT DEVELOPMENT STAGE** | **NEEDS ASSESSMENT** |
|  |  |  |
| **GROWTH OBJECTIVES/****DESIRED OUTCOMES** |  |
| **PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES**  | **TARGETED DATE** |
|  |  |
|  |  |
|  |  |
|  |  |
| Employee’s Comments |  |
| Supervisor’s Comments |  |
| **Implementation** *\*I understand that in the event this Assistance Growth Plan is deemed unsuccessful by my evaluator; an Intensive Assistance Professional Growth Plan will be implemented with the help of an assistance team as explained in the district Certified Evaluation Plan.***Employee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_****Supervisor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***The following PGP Review record shall be used as needed to record evidence of the progress.***

|  |
| --- |
| **PGP for Assistance Review** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |
| **Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
| **PGP for Assistance Review** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |
| **Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
| **PGP for Assistance Review** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |
| **Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
| **PGP for Assistance Review** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |
| **Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |
| --- |
| **PGP for Assistance Review** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |
| **Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Supervisor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date:\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Appendix H: Professional Growth Plan for Intensive Assistance**

**Professional Growth Plan for *Intensive Assistance***

**This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or *“does not meet rating”* on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The Intensive Assistance Team and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.**

1. **Intensive Assistance Team**

The evaluator conferences with the employee and indicates the desire to bring in an Intensive Assistance Team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Intensive Assistance Plan.

1. **Development of Intensive Assistance Plan**
2. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.
3. *Select the stage of professional development* that best reflects the evaluatee’s level.

 **O** = Orientation/Awareness

 **A =** Preparation/Application

 **I** = Implementation/Management

 **R =** Refinement/Impact

1. *Growth objectives and goals* must address the specific standard(s)

rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).

1. *Procedures and Activities* for Achieving Goal(s) and Objective(s)

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

1. *Appraisal Method and Target Date*

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

1. *Documentation* of all reviews, corrective actions, and evaluator’s

assistance must be completed in summary format with recommendations. (forms attached)

1. **Evaluation of Progress**

If, in the judgment of the evaluator, the employee makes progress with the team’s assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard with the help of an Intensive Assistance Team, the evaluator must take the necessary steps toward the termination of said employee.)

**The purpose of the INTENSIVE ASSISTANCE PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an Intensive Assistance Team is the district’s last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.**

**INTENSIVE ASSISTANCE PLAN RECORD**

**INTENSIVE ASSISTANCE PLAN Record**

**Log of Activities**

**Employee:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year:\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Management Record** | **DATES** | **DATES** | **DATES** | **DATES** |
| Observation |  |  |  |  |
| Professional Growth Plan Developed |  |  |  |  |
| Request for Intensive Assistance Team |  |  |  |  |
| Assistance Team Selected |  |  |  |  |
| Evaluator/Supervisor/ColleagueMeeting to explain assistance |  |  |  |  |
| 1st Meeting of Intensive Assistance Team |  |  |  |  |
|  ***Members in attendance initial here*** |
| 2nd Meeting of Intensive Assistance Team |  |  |  |  |
|  ***Members in attendance initial here:*** |
| 3rd Meeting of Intensive Assistance Team  |  |  |  |  |
|  ***Members in attendance initial here:*** |
| 4th Meeting of Assistance Team  |  |  |  |  |
|  ***Members in attendance initial here:*** |
| Summative Evaluation |  |  |  |  |
| Conference with Superintendent and/or Attorney |  |  |  |  |
| Summative Conference with Employee |  |  |  |  |
| Termination Letter (if necessary)**Signatures:** **Employee/Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Evaluator/Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Assistance Team Members/Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

**Professional Growth Plan for *Intensive* *Assistance***

|  |  |  |  |
| --- | --- | --- | --- |
| **EMPLOYEE’S NAME** | **SCHOOL YEAR** | **WORK SITE** | **IMPLEMENTATION DATE** |
| **INTENSIVE TEAM MEMBER NAMES:** |

|  |  |  |
| --- | --- | --- |
| **DOMAIN/STANDARD** | **PRESENT DEVELOPMENT STAGE** | **NEEDS ASSESSMENT** |
|  |  |  |
| **GROWTH OBJECTIVES/****DESIRED OUTCOMES** |  |
| **PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES** | **TARGETED DATE** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Employee’s Comments** |  |
| **Supervisor’s Comments** |  |
| **Implementation:** *I understand that in the event this intensive assistance growth plan is deemed unsuccessful (as outlined in the district evaluation handbook) continued employment with the Webster County School District could be affected.***Employee’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Supervisor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***Reviews shall occur as often as necessary***

|  |  |  |
| --- | --- | --- |
| **Assistance Team Meeting Date:** | **Employee Signature/Date:** | **Intensive Team Members Signature’s/Date :** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

|  |  |  |
| --- | --- | --- |
| **Assistance Team Meeting Date:** | **Employee Signature/Date:** | **Intensive Team Members Signature’s/Date:** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

|  |  |  |
| --- | --- | --- |
| **Assistance Team Meeting Date:** | **Employee Signature/Date:** | **Intensive Team Members Signature’s/Date:** |
| **Progress Notes:** |
| **Check Status:** | **PGP Achieved** | **PGP Revised** | **PGP Continued** |

\* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.