MERCER COUNTY SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN

2019-2020

MERCER COUNTY SCHOOLS

530 Perryville Rd
Harrodsburg, Kentucky 40330
(859) 733-7000

Dennis Davis
Superintendent

BOARD MEMBERS

Ms. Marianne Davis, Chairperson
Ms. Christie Devine, Vice-Chairperson
Mr. Larry Yeager
Mr. Billy Montgomery
Mr. Randy Phillips

Approved:
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COMMITTEE MEMBERS:

Emily Guerra, Teacher	**Lee Ann Divine, Administrator**
Lynn Flach, Teacher	**Dana Cobb, Administrator**
Marne Vanwinkle, Teacher	**Terry Gordon, Administrator**
Andrew Ashford, Teacher	**Michael Floro, Administrator**

Jennifer Hatton, District Instruction
Facilitator/Designated Contact Person
Revised: March 18, 2019

March 18, 2019

The Mercer County Schools Certified Evaluation Committee met on Monday, March 18, 2019, to finalize teacher and administrator evaluation systems for Mercer County Schools.   The following recommendations were unanimously approved by the committee:

1. Mercer County Schools will continue to utilize the following components of the Kentucky Framework for Personnel Evaluation Professional Growth and Effectiveness System for Teachers, Counselors, Media Specialists, Therapeutic Specialists, Instructional Specialists, Special Education Consultants, School Psychologists, GT Teachers and ELL Teachers during the 2019-20 school year: Self-Reflection, Professional Growth Plan, and Student Voice.

2. Mercer County Schools will continue to use the Principal Performance Standards for all school principals and assistant principals.

3. Mercer County Schools will use the Other District Certified Performance Standards for District Certified Administrators during the 2019-20 school year.

4. Mercer County Schools has adopted the four performance measures (Planning, Environment, Instruction and Professionalism) required in 704 KAR 3:370 and the decision rules leading to a summative rating for all certified personnel at the school or district level.

5. Mercer County Schools deleted the Peer Observation component to the evaluation plan. This piece can be included at the discretion for the building administrator.

Committee Members:
Emily Guerra – Teacher, MCES
Lynn Flach – Teacher, MCIS
Marne Vanwinkle – Teacher, KMS
Andrew Ashford – Teacher, MCSH
Lee Ann Divine – Principal, MCES
Dana Cobb – Principal, MCIS
Terry Gordon – Principal, KMS
Michael Floro – Principal, MCSH

Jennifer Hatton – Facilitator, CO

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INTRODUCTION

The Mercer County School System recognizes and accepts the responsibility for providing capable and effective certified personnel to meet the learning needs of all students. The evaluation process for certified staff is the instrument used to develop a school's most important resource--an expert certified staff member. The instructional capability of certified staff members determine the effectiveness of student learning. The researched-based instructional goals of the evaluation process are aligned with state and national standards. Evaluation is a means to determine to what extent best practices are implemented, to identify areas for professional growth, and to maintain an able, enthusiastic staff. Evaluation will lead to a more confident and productive staff by placing an emphasis on professional growth. The evaluation process is a collaborative process, and all results shall be confidential. This evaluation plan **is in accordance with KRS 156.557, the statute governing the certified personnel evaluation program and 704 KAR 3:370 as amended by the Kentucky Board of Education**.

This plan combines administrator/teacher appraisal with improvement strategies which emphasizes interaction between the evaluator and the evaluatee. The evaluation process focuses on teacher/administrative best practices that are research-based, provide for evaluating the evaluatee individually, and places importance on both the strengths and the areas of needed growth. **The Mercer County Certified Personnel Evaluation Plan has been developed by an equal number of teachers and administrators. 704 KAR 3:370 Section 1(7); Section 2(1).**

The evaluation plan is a means for increasing the knowledge, skills, and self-confidence of all teachers and administrators in the Mercer County School District, but the true measure of this plan's effectiveness will be determined by the educational successes of Mercer County students. **This plan has been approved by the local board of education (704 KAR 3:370 Section 2 (2)). If any substantive change is made to this evaluation plan, the local board of education shall utilize an evaluation committee, as provided in Section 5 of this administrative regulation, in formulating the revision. A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval (704 KAR 3:370 Section 4).**

PURPOSE

The purpose of the Mercer County Certified Evaluation System is to:
1.   Improve the overall instructional program for the educational success of students.
2.   Maintain effective communication and a high level of trust between teachers and administrators.
3.   Identify and promote effective teaching practices and maintain a high level of performance.
4.   Provide a measure of performance accountability.
5.   Provide training for evaluators to assist in improving instructional leadership.
6.   Provide information for developing a high quality professional development program that is aligned
        with the district and school improvement plans.
7.   Provide information to be used in contract decisions.
8.   Assure compliance with state and national laws.

PRE-EVALUATION STAGE (PREPARATION FOR NEW CYCLE)

Certified Staff Orientation - An orientation discussion is required no later than the end of 30 calendar days after certified staff in the school district have reported to work on an annual basis. At the beginning of each school year, certified staff will be provided information about the evaluation system to include standards / performance criteria, procedures, specific goals and objectives of the Comprehensive School Improvement Plan. The intent of the orientation is for certified staff to become knowledgeable of the evaluation system. **[704 KAR 3:370, Section (2) (g)]**

ASSIGNMENT OF EVALUATION SYSTEM FOR CERTIFIED EMPLOYEES
The Framework for Teaching will be used for all certified teachers in the district, including pre-school, special education and alternative setting teachers.
The Specialist Frameworks will be used for all Media Specialists, Counselors, Speech and Language Pathologists, School Psychologists, Special Education Consultants, both building-level and district Instructional Coaches, ELL Teachers, and GT Teachers.
Principal Performance Standards will be used for all building-level principals and assistant principals.
Other District Certified Performance Standards will be used for all certified district administrators.

FORMATIVE EVALUATION (KRS 156.557 Section (3) (b) and 704 KAR 3:370 Section 2 (e)) - A component of the system which requires the evaluator to observe the teacher/administrator in the classroom/instructional environment and to interact with the teacher/administrator about the results. More specifically, each formative evaluation will include:

-Observing the teacher and/or administrator and students in the instructional setting;
-Documenting specific information for interacting with the teacher/administrator;
-Analyzing the results in preparation for a conference with the teacher/administrator;
-Conferencing with the teacher/administrator to identify strengths and areas for growth;
-Developing strategies for growth;
-Assisting the teacher/administrator with implementing these strategies; and
-Reviewing evidence of standards/performance criteria provided by evaluatee or evaluator.

The number of observations will be determined by the procedures described in this manual. The results of all formative observations will be considered by the evaluator in developing the summative report.

SUMMATIVE EVALUATION (KRS 156.557 Section (3) (b) and 704 KAR 3:370 Section 2 (e)) -A stage of the system which leads to a summary of all evaluation results gathered during the total evaluation cycle.
The summative evaluation marks the end of the cycle and requires a report of the evaluatee's status on all performance criteria and a review of the current individual professional growth plan.
Summative Report-The evaluator will complete a report rating the teacher/administrator on all performance measures, with appropriate statements to help clarify the performance of the evaluatee and will be shared at the summative conference.
Summative Conference-Evaluatee and evaluator will meet to discuss the evaluatee's performance during the total evaluation cycle. Both strengths and needs for growth will be discussed. An individual professional growth plan for addressing the performance of the evaluatee during the next evaluation cycle will begin to be developed.

PROFESSIONAL GROWTH PLAN - A plan whereby the evaluatee develops goals, objectives, and activities for becoming more proficient as a teacher or administrator. The individualized plan includes an objective(s), a plan for achieving the objective(s), and a method for evaluating the success of the plan. The individualized professional growth plan shall be aligned with specific goals and objectives of the district/school improvement plan.

All certified staff below the level of Superintendent shall annually develop or review Individual Professional Growth Plans.

CERTIFIED STAFF PORTFOLIO (OPTIONAL) – A collection of data based and organized on standards/performance criteria by the evaluatee. A portfolio may be used to enhance and provide documentation of the performance criteria for the summative evaluation.

EVALUATION PROCEDURES

EVALUATION CYCLE

The Mercer County Certified Personnel Evaluation System is individualized in that each certified person is evaluated independently of all others including observations, conferences, reports, and plans for improvement.

The length of the cycle is as follows:

Non-tenured teachers	One (1) year
Tenured certified teachers (all roles)	Three (3) years
Administrators / Counselors	One (1) year for first two years in role
	Three (3) years

Teacher evaluation is an ongoing process. The summative evaluation shall be a composite of observed data collected throughout the entire cycle. Each cycle will include formative evaluation(s), a summative evaluation and an individual professional growth plan. A schedule for teacher evaluation will be published annually.

CERTIFIED STAFF MISSING 60 OR MORE CONSECUTIVE DAYS

For a tenured teacher or other certified evaluatee in their summative year who does not report for work sixty (60) or more consecutive school days, the summative cycle will be extended to the following school year. A non-tenured certified staff member who does not report for work sixty (60) or more consecutive school days will utilize the late hire evaluation cycle after consultation with their evaluator.

EVALUATION CYCLE FOR LATE HIRES

The evaluation cycle for late hires will depend on when the evaluatee was hired during the year. For all certified employees hired on or before 60 consecutive instructional days, all components of the evaluation cycle will be required by the evaluatee. For individuals hired after the 60th instructional day, the following adjustments will be made:

Teachers – Evaluatee will receive one full observation from their primary evaluator. The evaluatee will complete a Professional Growth Plan and Self-reflection within 30 working days of date of hire.

Principals / Assistant Principals – Evaluatee will be required to receive two site visits from their supervisor.

All other certified staff – will receive one formal observation / site visit and will submit a Professional Growth Plan within 30 working days of the date of hire.

EVALUATEE

Evaluatees for the Certified Personnel Evaluation System include all certified school employees assigned to a school (part and full-time) except the principal, assistant principal, and counselor(s). Itinerant teachers shall be assigned a primary evaluator and this assignment will be determined by the district.

EVALUATOR

The immediate supervisor (normally the principal or assistant principal for teachers; superintendent or designee for administrators) shall serve as the evaluator of the employees covered by the evaluation plan. **The district will train the primary evaluators in the local evaluation process**. **The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education (KRS 156.557 Section (5) (c2).** Administrator/Evaluator means a certified staff person who devotes the majority of his employed time to service in the position for which administration certification is required by the Education Professional Standards Board in **Title 16 KAR.**

OBSERVATIONS

Teachers – Evaluatees on a one (1) year evaluation cycle shall be observed two times each year by their evaluator. Evaluatees on a three (3) year evaluation cycle shall be observed two times by their evaluator in the summative year of the cycle. All observations will be scheduled. Additional scheduled or unscheduled observations may be requested by either the evaluator or evaluatee. Multiple observations for tenured teachers shall occur when observations are unsatisfactory. ***Additional observations by the evaluator are always allowable as needed.***

All Other District Certified Staff - Evaluatees on a one (1) year evaluation cycle shall be observed no fewer than two times each year. Evaluatees on a three (3) year evaluation cycle shall be observed no fewer than two times in the summative year of the three (3) year cycle. Observations will be scheduled. Additional scheduled or unscheduled observations may be requested by either the evaluator or evaluate. Multiple observations for tenured teachers shall occur when observations are unsatisfactory.

All observations are conducted openly. If requested by the teacher, observations by another teacher trained in the teacher's content area or by a curriculum content specialist shall be provided. The selection 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.

DATA COLLECTION DOCUMENTATION AND REPORTING

The results of each observation shall be documented by the evaluator in preparation for a conference with the evaluatee. All formative and summative evaluation reports shall be in writing and on official report forms provided by the school district. Data collection tools (i.e. scripting, narratives, forms, etc.) are considered part of the official evaluation report. All information collected shall be shared and copies of such information given to all parties. During the cycle, the evaluatee shall be rated on each performance criteria, both formally and informally observed, i.e. walk through. A copy of the report (formative or summative) will be provided to the evaluatee during the conference. All reports will be signed by both the evaluator and evaluatee to confirm that the report has been completed and reviewed by both parties. Copies of the evaluation shall be given to the evaluatee (certified staff/administrators).

CONFERENCE

Conference means a meeting involving the evaluator and the certified employee (including administrators) being evaluated. The purpose is to provide feedback from the evaluator and to analyze the results of observation(s) and other information to determine accomplishments and areas for growth. This will lead to establishment or revision of an individual professional growth plan.

During the formative stage, the evaluator shall hold a post-observation conference with the evaluatee **within five working days** from the time of observation to discuss the results. If needed, the evaluator and evaluatee will develop strategies for follow-up activities. A written report is required. **(704 KAR 3:370 Section 2 (c))**

PERFORMANCE CRITERIA

The standards for measuring the performance of certified staff are called *Performance Measures.* **(704 KAR 3:370 Section 8)** The report will serve as a guide for the conference but will not necessarily include all of the details discussed with the evaluatee. The formative evaluation report may be revised as a result of the conference. The evaluatee shall be provided a copy of the report which shall be signed by both the evaluatee and evaluator. The signatures verify that each party had an opportunity to study the report and to discuss the contents in a conference. The signature of the evaluatee does not signify agreement with the evaluation results or the suggestions.

CERTIFIED EVALUATION SUMMATIVE INFORMATION The summative instrument is designed to provide a summary of all data collected during the evaluation cycle. The evaluatee will be provided an opportunity to react in writing to the total summative report on a form provided by the school district, within **ten** working days from the date of the conference. Teacher reaction forms may be obtained from the evaluator. Summative evaluations for itinerant teachers will be completed by the primary evaluator. The primary evaluator will complete the summative evaluation form in collaboration with evaluators to whom the evaluatee is assigned. The summative conference may be attended by all evaluators. The summative forms will become part of the evaluatee's official personnel file. Summative evaluations for administrators shall occur annually in their first two years, then on a three-year cycle going forward.

INDIVIDUAL PROFESSIONAL GROWTH PLAN
All certified staff below the level of superintendent shall, jointly with the evaluator, develop a plan for professional growth. The individual professional growth plan will be aligned with the specific goals and objectives of the Comprehensive School/District Improvement Plans. The forms provided by the school system shall be used for providing a written description of the plan. The plan shall be signed by both parties, each of whom shall retain a copy. Signatures show that parties agree with the plan.

All certified personnel shall have an annual review of their individual professional growth plans regardless of whether they are being formally evaluated or not. Provisions for the superintendent's professional growth shall be pursuant to KRS 156.111.

The following items are included in the growth plan:
1. Performance Measure Component - The area(s) that shall be targeted for growth should be marked.
2. Professional Growth Goal - The objective(s) describe desirable outcomes. The outcomes should be specific, measurable, and directly related to the needs. The evaluator will initial and date the form to indicate the objective(s) has been met. Objectives not met *must* be carried forward.
3. Action Plan - Professional Learning, Resources / Support Needed and Measures of Goal Attainment identified
4. On-going Reflection – Progress toward professional growth goal with revisions / modifications noted as needed
5. Summative Reflection – Assess the level of attainment towards the professional growth goal at the end of the year and determine next steps
6. Evaluatee's comments - Any statement the evaluatee would like to make.
7. Evaluator's comments - Any statement the evaluator would like to make.

INSTRUMENT FOR ALL DISTRICT CERTIFIED STAFF
All of the evaluations, with the exception of the superintendent, shall be on approved forms to become part of the official personnel file of each certified employee. (KRS 156.557 Section (5) (1)) The formative evaluation instruments are designed to facilitate the evaluation process. They serve as both a rating system and a link to the summative report. The formative instruments provide for rating the administrator/teacher against individual performance criteria. For each criterion, there is a set of indicators and a rating rubric. Together they assist the evaluator in assessing, recording, and communicating specific strengths and areas for improvement. The evaluator observes the evaluatee using the criteria and indicators as a basis for the observation and analysis of teaching. Evaluatees are reminded that classroom observations are not the only means of collecting data for the evaluation plan. Indicators serve, in part, as evidence the performance criteria have been met. After all data has been considered, the evaluator rates the evaluatee by selecting a descriptive statement that most nearly matches the evaluation results.

The rating rubric is comprised of four (4) separate evaluation descriptors of teacher/administrator behavior in each of the four measures (Planning, Environment, Instruction, Professionalism):
- **Exemplary**
- **Accomplished**
- **Developing**
- **Ineffective**

Because individual education program (IEP) goals are student-specific, IEP goals may inform, but shall not be used as a single source of evidence for any performance measure. Space is provided for written comments that will help clarify the rating and identify indicators not observed. Space is also provided at the end of the report for written comments from the evaluatee and evaluator (teacher/administrator). **An opportunity for a written response by the evaluatee shall become an official part of the personnel file. (704 KAR 3:370 Section 2 (j))**

The Kentucky Framework for Personnel Evaluation
Role Group, Measure and Performance Criteria

Role Group	Performance Measures			
	Planning	Environment	Instruction	Professionalism
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professionals (Counselors, Media Specialists, Speech Pathologists, GT, ELL, Instructional Coaches, School Psychologists, Consultants,) *Kentucky Framework for Teaching – Specialists Framework*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Principal *Principal Performance Standards*	Standard 3 Human Resources Management Standard 4 Organizational Management	Standard 2 School Climate Standard 5 Communication & Community Relations	Standard 1 Instructional Leadership	Standard 6 Professionalism
District Certified Professionals *District Level of Principal Performance Standards*	Standard 4 Organizational Management (*Appropriate Indicators)*	Standard 5 Communication & Community Relations	Standard 1 Instructional Leadership (*Appropriate Indicators)*	Standard 6 Professionalism

INDIVIDUAL CORRECTIVE ACTION PLAN

In the event that the evaluatee consistently performs at a level below district standards, fails to achieve growth plan objectives, or there is a need for an immediate change, the evaluator may establish an Individual Corrective Action Plan (ICAP). The specific process for growth/corrective action is located on pages 95-101. The ICAP Team consists of the evaluator and evaluatee. Additional members may include a resource administrator (selected by the evaluator) and a teacher mentor (selected by the evaluatee). The teacher mentor must be selected from a list of teachers provided by the principal. Upon selection by the evaluatee, the teacher mentor will have training by the principal regarding ICAP procedures and process. The ICAP Team is initiated and developed by the primary evaluator after it is found that the certified staff member does not meet district standards. The ICAP Team is monitored by the primary evaluator.

APPEALS PROCESS

An appeals panel is established in accordance with **KRS 156.557** and **704 KAR 3:370.** If the evaluatee is dissatisfied with the summative evaluation results (content and/or due process), he/she may submit to the evaluator and superintendent a written response to the report, a copy of which will be attached to the evaluation report and placed in the evaluatee's file.

At the request of a certified staff member, he/she may appeal to a panel formed for that purpose. The panel is comprised of three members. Certified school employees shall elect two members and alternates. The board of education shall appoint one certified member and one alternate. Only certified school employees of the Mercer County Board of Education are eligible to serve on the panel. Members are elected / appointed for a one year term and may be re-elected / re-appointed. In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. An alternate will serve on the panel under the following circumstances: 1) A member of the panel wishes to make an appeal; 2) Illness or circumstances beyond a member's control prevents attendance; 3) A relative of a panel member is appealing; or 4) A member has been prejudiced in the appeal being considered.

Release time shall be provided for appeals panel members at the discretion of the superintendent. Funding for panel expenses will be provided from the district's general fund. The election process shall take place during August/September of each year. The election shall be conducted by the District Contact Person using the following criteria:

-Open nomination
-Secret Ballot
-One Person/One Vote
-All certified employees given the opportunity to vote.

The appeals panel shall select a chairperson from the panel members. The chairperson shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal. District panel members may seek training through the District Contact Person.

To appeal an evaluation, the evaluatee must make a written request for a hearing to the appeals panel within five (5) working days from the summative conference date. A copy is to be sent to the evaluator and superintendent. The evaluatee can either allow the appeals panel to decide the matter based on written documents alone or request a hearing. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the panel will decide the matter based on written documents submitted by the evaluatee and evaluator. At any time, either the appellant or the evaluator may concede in writing to the Chairperson, and the process will be terminated. Based on the issues identified in the certified personnel'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.

If a hearing is requested, the panel will conduct a hearing within fifteen (15) working days from the date of receipt of the letter of request. The evaluatee and evaluator will be invited to appear at the hearing. Both parties may be represented by a person(s) of their choice. All discussions between the panel members, evaluatee, and evaluator about the case shall be confined to the hearing(s). There must be an opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the district evaluation appeals panel. After completing the hearing, the panel will declare the evaluation as valid or invalid and make a recommendation to the superintendent for action within three (3) working days of the panel's decision.

The hearing will adhere to the following format:
- ➢ Reading of the written appeal by the panel Chairperson.
- ➢ Questioning of the evaluatee and/or evaluator by the panel.
- ➢ Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
- ➢ Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
- ➢ Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
- ➢ Dismissal of hearing.

The panel's recommendation must include one of the following:
-uphold the original evaluation;
-rule in favor of the appellant, either in part or in whole;
-remove the summative or any part of the summative from the personnel file;
-recommend a new evaluation by a second certified evaluator;
-initiate appeals / hearings process in accordance with board policy: **3.18.AP11**
If the panel recommends a second evaluation, the superintendent shall appoint an evaluator from a list of three candidates nominated by the evaluatee. The evaluatee shall select the three candidates from a list of all qualified evaluators employed by the Mercer County Board of Education.

The second evaluation shall be reported to the superintendent, who shall make all final decisions about the status of the evaluatee. Any evaluatee who feels that any content and/or due process issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel. Consult board policy for further information regarding the evaluation/appeals process.

BURDEN OF PROOF – The certified employee appealing to the panel bears responsibility to provide evidence to refute or challenge the findings of the evaluation. The evaluator is responsible for providing documentation related to the evaluation and may respond to any statements made by the employee and may present written records that support the summative evaluation. Each party may have a representative (legal or non-legal counsel) present during the hearing process.

SUPERINTENDENT – The superintendent shall receive the panel's recommendation and cause it to be attached to the original evaluation form and filed in the employee's personnel file. The superintendent may hold a hearing, order another evaluation by a second certified evaluator, and/or take such actions as recommended by the appeals panel. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file with appropriate annotations. The superintendent shall notify all parties of his/her decision within ten (10) working days after receipt of the appeals panel's recommendation.

APPEAL TO THE KENTUCKY BOARD OF EDUCATION – Regardless of either the appeals panel or superintendent's recommendations/decisions any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education (704 KAR 3:370 Section 12).

RETENTION OF RECORDS – A performance evaluation file shall be established for each certified employee by his/her immediate supervisor (evaluator). The evaluator shall maintain that file in his/her office for the duration of time that the certified employee remains his/her subordinate. If a teacher/administrator is transferred to another school in the district, the supervisor who has the teacher's/administrator's performance records shall transfer them to the receiving supervisor (superintendent/principal/evaluator). If a teacher/administrator leaves the school district's employ, his/her file shall be kept on file in the office of the superintendent or may be destroyed as per the advice of the board of education's legal counsel.

CERTIFIED TEACHER (TPGES), CERTIFIED SCHOOL LEVEL PROFESSIONALS (OPGES) AND OTHER DISTRICT LEVEL CERTIFIED PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

Kentucky embarked on a comprehensive system of education reform integrating:
- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready. The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

Professional Growth and Effectiveness System – Certified Teacher

The vision for the Professional Growth and Effectiveness System (PGES) 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.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
    b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.

13. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
14. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **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.
16. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
18. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
19. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 8 of this administrative regulation.
20. **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.
21. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(b), (2), and (3) and that uses clear and timely feedback to guide professional development.
22. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator, 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.
23. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
24. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 9 of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 9 of this administrative regulation.
25. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
26. **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 instructional environment and professional practice of the teacher or other professional evaluatee.
27. **Summative Evaluation:** Is defined by KRS 156.557(1)(b).
28. **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.

29.   **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

The Kentucky Framework for Teaching

The Framework for Teaching (and the related Specialist Framework) is designed to support student achievement and professional practice through these four measures:

Planning   Instruction
Environment   Professionalism

The Framework for Teaching (and the related Specialist Framework) is designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction, and Professionalism. 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 documenting a teacher's professional practice will be situated within one or more of the four measures 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 measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one measure, 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 are required to use the following sources of evidence in determining overall ratings:
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice

Evaluators may also use these additional sources of evidence to help in determining overall ratings:
- Program Review Evidence
- Team-developed Curriculum Units and Lesson Plans
- Communication Logs
- Timely, targeted feedback from walkthroughs or informal observations
- Student data records
- Student work
- Minutes from committee / department / team meeting minutes
- Video lessons
- Engagement in professional organizations
- Products of practice
- Action research
- Other sources of evidence identified by principal / submitted by teacher

All components and sources of evidence supporting an educator's professional practice ratings will be completed and stored as either hard copies or through electronic means at the building level.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

Professional Practice
Professional Growth Planning and Self-Reflection

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

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5)

modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps. Teacher self-reflection will be focused on professional growth goals, student growth goals and identified areas of need through principal, walkthroughs and other sources of evidence.

All certified teachers will participate in self-reflection and professional growth planning each year as required by the state. **All teachers shall complete and submit the self-reflection and professional growth plan to their building principal by October 1st (Or 30th calendar day for an individual hired after September 1st).** The self-reflection shall identify a minimum of one area for professional growth. With each PGP submission, the principal will either (A.) APPROVE the PGP as written. (B.) Request revisions to the PGP and send it back with instructions . (C.) Reject the PGP and request a conference with the teacher. The principals will do a mid-year review of all PGP's to verify the plan of action taken and monitor progress of goal attainment. A final check will be made of all PGP's prior to the end of the school year to determine if goal attainment has been achieved. The type of growth plan is determined by the growth planning matrix found in this document. Teachers who are employed once the school year has started will have their submission and revision dates established by their building principal.

Required
- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning on district-approved documents.

Self-Reflection and Professional Growth Planning Timeline:

Step	Timeline
Complete initial self-reflection process; **Identify a minimum of one component from Kentucky Framework for Teaching to target for professional growth;** **Write a professional growth plan and submit for principal or designee approval**	**Returning Certified Staff:** By October 1 **OR** **Newly Hired , Late Hired or Transferred Staff:** Within 30 days of employee's reporting for employment (or by October 1 if hired before Sept. 1)
Implement action plan	**Immediately upon principal or designee plan approval**
Reflect on the Professional Growth Plan and modify the plan if appropriate (any modifications must be resubmitted and approved by the principal or designee)	**Ongoing**
Mid-year review **Submit evidence of action plan implementation to principal or designee and document evidence.**	**Returning Certified Staff:** No later than the 110th day of instruction. PGP will be revisited during the midyear conference. **OR** **Newly Hired , Late Hired or Transferred Staff:** Date to be determined by the principal or designee and teacher.
Submit summative self-reflection	**No later than the last day of the evaluatee's current contract**

Pre-Observation Conference (Teachers ONLY) –

The evaluator and evaluatee will meet to discuss classroom observation sessions. The conference is required for:

-Certified teachers new to the school district;

-Teachers on a one-year evaluation cycle;

-Teachers on continuing contract status and scheduled for formative observation and;

-Teachers being re-evaluated as deemed necessary by the evaluator.

Observation

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

Observation Model

The observation model must fulfill the following minimum criteria:

● Three (3) observations (Teachers ONLY) / Two (2) observations (All other certified evaluates) in the summative cycle. A minimum of 2 observations conducted by the supervisor all which must occur in the final year of the cycle.

● Final observation is conducted by the supervisor and is a full observation.

● All observations must be documented on district-approved forms.

The Progressive Observation Model

In the summative year of the cycle, the principal or designee will conduct a minimum of two (2) full observations consisting of a full class or lesson observation. At each observation interval, the observer will provide meaningful, just in time, feedback. *The principal or designee may increase the length, frequency, and nature of observations conducted for the purpose of evaluation based on the individual needs and/or performances of evaluatee .*

Observation / Workplace Visit Conferencing

Observers will adhere to the following observation conferencing requirements

● Conduct observation conference within five (5) working days.

● The summative evaluation conference shall be held at the end of the summative evaluation cycle.

● Pre-observation communication may occur through written electronic correspondence or face to face at the discretion of the principal. If the teacher requests face to face communication, the principal must meet face to face.

● Pre-observation communication must be completed within three (3) working days prior to the scheduled observation.

● Post-observation communication shall occur through a face to face conference within five (5) working days following the observation. With written agreement from both parties, the post conference may occur through video conferencing if necessary to fulfill the five (5) working day deadline.

● Pre- conference forms are used at the discretion of the school – the school may use their own form.

. **Observation / Workplace Visit Schedule**

● Observations may begin after the evaluation criteria and process is shared with the evaluatee, which must be completed within the evaluatee's first 30 calendar days of reporting for employment.

● One observation by the supervisor should be completed in each semester of the year.

Evaluator Certification
All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting summative evaluations. All evaluators must be trained, tested and approved according to **704 KAR 3:370 Section 6**. Prior to conducting observations or site visits, evaluators will be trained in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan and in summative decision techniques. Each evaluator will attain a minimum of six (6) hours annually of personnel evaluation system training approved by EILA credit, as established in **704 KAR 3:325.**

Student Voice
The Student Voice Survey is a confidential survey collecting student feedback on specific aspects of the classroom experience and teaching practice.
Required
- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- There will be two district-determined windows during the school year for students to be given the student voice survey, but teachers will only participate in one survey window each year.
- Student selection for participation must be consistent across the district.
- The Student Voice Survey will be administered during the school day in the school.
- Survey data will be considered only when six (6) or more students are respondents. Teachers with less than six (6) students will not have the survey data used as formative data by their supervisor.
- The Instructional Supervisor will be the District Student Voice Survey Point-of-Contact.
- Each principal will establish the process for determining the student group(s) who will participate in the survey, ensuring equal access to all students.
- Each principal will identify the timeline for administration of the Student Voice Survey.
- Results will be used as a source of evidence for Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- The survey will be administered in the school.
- Principals and teachers may agree on additional student survey data to be given in the event the class surveyed has not completed the survey in good faith or because of teacher concerns regarding validity.
- All Student Voice survey data may be finalized and shared with the teacher as soon as it is available and must be shared no later than the summative conference with the primary evaluator.
- Students with IEPs, 504 Plans, and/or Limited English Proficiency Plans will receive the requisite supports to ensure equal access while protecting confidentiality of all parties.

Products of Practice/Other Sources of Evidence
 Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the measures.
Required
- observations conducted by certified supervisor observer(s)
- self-reflection and professional growth plans
Other Evidence
- Student Voice Survey(s)
- Program Evidence
- Team-developed Curriculum Units and Lesson Plans
- Communication Logs
- Timely, targeted feedback from walkthroughs or informal observations
- Student data records

- Student work
- Minutes from committee / department / team meeting minutes
- Video lessons
- Engagement in professional organizations
- Products of practice
- Action research
- Other sources of evidence identified by principal / submitted by teacher

Determining the Summative Rating

Supervisors are responsible for determining a Summative Rating for each teacher at the conclusion of the summative evaluation year. The Summative Rating is determined by the educator's ratings (Exemplary, Accomplished, Developing or Ineffective) on the performance measures of Planning, Environment, Instruction and Professionalism. The evaluator determines the performance measure ratings based on professional judgment informed by evidence that demonstrates the educator's performance against the measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. All evidence used to produce certified school personnel's overall performance rating shall be included in the documentation of the summative evaluation. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each performance measure at the culmination of an educator's cycle.

An educator's Summative Rating is determined using the following steps:
- Determine the individual performance measure ratings through the use of sources of evidence and professional judgment.
- Apply district decision rules for determining an educator's Summative Rating.

CRITERIA FOR DETERMINING SUMMATIVE RATING OF TEACHERS, OTHER PROFESSIONALS (SPECIALISTS) AND OTHER DISTRICT CERTIFIED

IF…	THEN…
Environment and Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Summative Rating shall NOT be ACCOMPLISHED
Planning OR Professionalism are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Summative Rating shall be DEVELOPING
Two Measures (CANNOT be both Environment and Instruction) are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

		PROFESSIONAL GROWTH AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS
P R O F E S S I O N A L G R O W T H P L A N	**E X E M P L A R Y** / **A C C O M P L I S H E D**	**THREE-YEAR CYCLE** **SELF-DIRECTED GROWTH PLAN** ● Goals set by teacher with evaluator input ● Plan activities are teacher directed and implemented with colleagues ● Formative review annually ● Summative occurs at the end of year 3
	D E V E L O P I N G	**THREE-YEAR CYCLE** **SELF-DIRECTED GROWTH PLAN** ● Goal(s) set by teacher with evaluator input; one must address professional practice ● Formative review annually
	I N E F F E C T I V E	**ONE YEAR DIRECTED GROWTH PLAN** ● Goal determined by evaluator ● Goals focused on low performance/outcome area ● Plan activities designed by evaluator with educator input ● Formative review at midpoint ● Summative at end of plan

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the performance measures of Planning (Human Resource Management and Organizational Management), Environment (School Climate and Communication & Community Relations), Instruction (Instructional Leadership) and Professionalism. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures 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 4 measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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

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

Required Sources of Evidence:

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Working Conditions Goal

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

- Other Measures of Student Learning
- Products of Practice
- Other Sources

Professional Practice

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

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

> The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

> - All principals will participate in self-reflection and professional growth planning each year.
> - All assistant principals will participate in self-reflection and professional growth planning each year.
> - The initial self-reflection and professional growth plan conference to discuss and approve professional growth goals shall be completed by October 1 or within the first 90 calendar days of the administrator's contract.
> - The progress of professional growth planning will be reviewed between the principal and evaluator during a mid-year review.
> - An end-of- year review on the Professional Growth Plan shall be held between the principal and evaluator prior to or during the summative conference.
> - Self-reflection and PGP will be documented on district-approved forms.

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

> - Conducted at least twice each year for one hour or more. One visit will be conducted prior to the end of the first semester and one visit prior to the end of the second semester. (Formal site-visits are not required for the assistant principal.)
> - A conference (electronic or face-to-face) between the principal and evaluator will be held within five working days of each site visit. If the principal or superintendent requests face to face communication, the conference must occur face-to-face.
> - Evidence to support the Principal Performance Standards will be gathered during the site visit to assist the evaluator in assigning a rating.
> - Late hires are required to have two site-visits. However, timelines may be adjusted to meet the requirement.

Mid-Year Review: Superintendent shall provide mid-year ratings at the mid-year conference to each principal, which will occur by the 110th day of instruction. Principals shall provide mid-year ratings at the mid-year conference to each assistant principal, which will occur by the 110th day of instruction.

Working Conditions Goal (Goal inherited by Assistant Principal)

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

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one 2-year goal.
- The progress of the working condition goal will be reviewed between the principal and evaluator during both mid-year reviews and at the summative conference at the end of year 1.
- The principal and evaluator will use the following rubric to measure the progress of the working conditions goal:

Ineffective	Developing	Accomplished	Exemplary
Below established baseline	Below 10% of WC Growth Goal without going below the established baseline	Either: 1) Within 10% of meeting WC Growth Goal OR 2) 80%-89% staff agreement on identified goal	Either: 1) Above WC Growth Goal OR 2) 90%-100% staff agreement on identified goal

Products of Products of Practice/Other Sources of Evidence

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

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- Team Meeting Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other sources of evidence identified by superintendent / submitted by principal

Determining the Summative Rating

Superintendents are responsible for determining a Summative Rating for each principal and principals are responsible for determining the Summative Rating for each assistant principal at the conclusion of their summative evaluation year. The Summative Rating is informed by the principal / assistant principal's ratings (Exemplary, Accomplished, Developing or Ineffective) on the four performance measures of Planning, Environment, Instruction and Professionalism.

Required:

1) Superintendent shall provide mid-year ratings at the mid-year conference to each principal, which will occur by the 110th day of instruction. Principals shall provide mid-year ratings at the mid-year conference to each assistant principal, which will occur by the 110th day of instruction.
2) The summative conference will take place by the last workday in the month of April for both principals and assistant principals.
3) Use professional judgment and data to determine a rating on each of the four performance measures of Planning, Environment, Instruction and Professionalism. The Planning and Environment performance measures contain two standards to rate. Therefore, if there is a conflict, the rating for Organizational Management (Planning) and School Climate (Environment) shall weigh more heavily than the rating for Human Resources (Planning) and Communication / Community Relations (Environment) in order to complete the four performance measure ratings.
4) All evidence used to produce certified school personnel's overall performance rating shall be included in the documentation of the summative evaluation.
5) Use decision rules to determine a Summative Rating.

CRITERIA FOR DETERMINING A PRINCIPAL OR OTHER BUILDING LEVEL ADMINISTRATOR'S SUMMATIVE RATING

IF…	THEN…
Environment and Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Summative Rating shall NOT be ACCOMPLISHED
Planning OR Professionalism are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Summative Rating shall be DEVELOPING
Two Measures (CANNOT be both Environment and Instruction) are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

		KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS
P R O F E S S I O N A L P R A C T I C E R A T I N G	**E X E M P L A R Y**	Shall have a minimum of Professional Growth Plan developed by Evaluatee
	A C C O M P L I S H E D	
	D E V E L O P I N G	Shall have a minimum of a Professional Growth Plan developed by Evaluatee
	I N E F F E C T I V E	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator

Standards

Charlotte Danielson's Framework for Teaching, 2011
Adapted for Kentucky Department of Education

Planning

A. Demonstrating Knowledge of Content and Pedagogy
  i. Knowledge of Content and the Structure of the Discipline
  ii. Knowledge of Prerequisite Relationships
  iii. Knowledge of Content-Related Pedagogy
B. Demonstrating Knowledge of Students
  i. Knowledge of Child and Adolescent Development
  ii. Knowledge of the Learning Process
  iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency
  iv. Knowledge of Students' Interests and Cultural Heritage
  v. Knowledge of Students' Special Needs
C. Selecting Instructional Outcomes
  i. Value, Sequence, and Alignment
  ii. Clarity
  iii. Balance
  iv. Suitability for Diverse Learners
D. Demonstrating Knowledge of Resources
  i. Resources for Classroom Use
  ii. Resources to Extend Content Knowledge and Pedagogy
  iii. Resources for Students
E. Designing Coherent Instruction
  i. Learning Activities
  ii. Instructional Materials and Resources
  iii. Instructional Groups
  iv. Lesson and Unit Structure
F. Designing Student Assessment
  i. Congruence with Instructional Outcomes
  ii. Criteria and Standards
  iii. Design of Formative Assessments
  iv. Use for Planning

Environment

A. Creating an Environment of Respect and Rapport
  i. Teacher Interaction with Students
  ii. Student Interactions with One Another
B. Establishing a Culture for Learning
  i. Importance of the Content
  ii. Expectations for Learning and Achievement
  iii. Student Pride in Work
C. Managing Classroom Procedures
  i. Management of Instructional Groups
  ii. Management of Transitions
  iii. Management of Materials and Supplies
  iv. Performance of Non-Instructional Duties
  v. Supervision of Volunteers and Paraprofessionals
D. Managing Student Behavior
  i. Expectations
  ii. Monitoring of Student Behavior
  iii. Response to Student Misbehavior
E. Organizing Physical Space
  i. Safety and Accessibility
  ii. Arrangement of Furniture and Use of Physical Resources

Instruction

A. Communicating with Students
    i. Expectations for Learning
    ii. Directions and Procedures
    iii. Explanation of Content
    iv. Use of Oral and Written Language
B. Using Questioning and Discussion Techniques
    i. Quality of Questions
    ii. Discussion Techniques
    iii. Student Participation
C. Engaging Students in Learning
    i. Activities and Assignments
    ii. Grouping of Students
    iii. Instructional Materials and Resources
    iv. Structure and Pacing
D. Using Assessment in Instruction
    i. Assessment Criteria
    ii. Monitoring of Student Learning
    iii. Feedback to Students
    iv. Student Self-Assessment and Monitoring of Progress
E. Demonstrating Flexibility and Responsiveness
    i. Lesson Adjustment
    ii. Response to Students
    iii. Persistence

Professionalism

A. Reflecting on Teaching
    i. Accuracy
    ii. Use in Future Teaching
B. Maintaining Accurate Records
    i. Student Completion of Assignments
    ii. Student Progress in Learning
    iii. Non-Instructional Records
C. Communicating with Families
    i. Information About the Instructional Program
    ii. Information About Individual Students
    iii. Engagement of Families in the Instructional Program
D. Participating in a Professional Community
    i. Relationships with Colleagues
    ii. Involvement in a Culture of Professional Inquiry
    iii. Service to the School
    iv. Participation in School and District Projects
E. Growing and Developing Professionally
    i. Enhancement of Content Knowledge and Pedagogical Skill
    ii. Receptivity to Feedback from Colleagues
    iii. Service to the Profession
F. Demonstrating Professionalism
    i. Integrity and Ethical Conduct
    ii. Service to Students
    iii. Advocacy
    iv. Decision Making & Compliance with School and District Regulations

Charlotte Danielson's Framework for Teaching – School Counselors

Adapted for Kentucky Department of Education, 2015

Planning

A. Demonstrating Knowledge of Counseling Theory and Techniques

B. Demonstrating Knowledge of Child and Adolescent Development

C. Establishing Goals for Counseling Program
   i. Appropriate for situations in the school
   ii. Appropriate for age of the student

D. Demonstrating Knowledge of Regulations
   i. Knowledge of governmental regulations
   ii. Knowledge of resources for students available in the school or district

E. Plan in the Counseling Program Integrated with the Regular School Program

F. Developing a Plan to Evaluate the Counseling Program

Environment

A. Creating an Environment of Respect and Rapport

B. Establishing a Culture for Productive Communication

C. Managing Routines and Procedures
   i. Management of Counseling Center
   ii. Management of Classroom work

D. Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School

E. Organizing Physical Space

Instruction

A. Assessing Student Needs

B. Assisting Students and Teachers in the Formulation of Academic, Personal/Social and Career Plans based on Knowledge of Student Needs

C. Using Counseling Techniques
   i. Help students acquire decision-making skills
   ii. Help students acquire problem-solving skills
   iii. Help students interact with other students
   iv. Help students with future planning

D. Brokering Resources to Meet Needs

E. Demonstrating Flexibility and Responsiveness

Professionalism

A. Reflecting on Practice

B. Maintaining and Submitting Records in Timely Fashion

C. Communicating with Families

D. Participating in a Professional Community

E. Engaging in Professional Development

F. Showing Professionalism

Charlotte Danielson's Framework for Teaching – Library Media Specialist
Adapted for Kentucky Department of Education, 2015

Planning

A. Demonstrating Knowledge of Content Curriculum and Process
    i. Knowledge of Curriculum
    ii. Knowledge of Information, Media and Digital Literacy
    iii. Knowledge of the Research Process
B. Demonstrating Knowledge of Students
    i. Knowledge of Child and Adolescent Development
    ii. Knowledge of the Learning Process
    iii. Knowledge of Students' Skills, Knowledge, and
        Language Proficiency
    iv. Knowledge of Students' Interests and Cultural
        Heritage
    v. Knowledge of Students' Special Needs
C. Supporting Instructional Goals
    i. Instructional Resources and Technology
    ii. Instructional Services
D. Demonstrating Knowledge of Resources
    i. Instructional Materials and Resources
    ii. Search Strategies
E. Demonstrating a Knowledge of Literature and Lifelong Learning
    i. Children's and Young Adult Literature
    ii. Reading Promotion
F. Collaborating in the Design of Instructional Experiences
    i. Collaborative Skills
    ii. Instructional Materials and Resources
    iii. Research Process
    iv. Information Media, Digital and Technology Literacy

Environment

A. Creating an Environment of Respect and Rapport
    i. Interpersonal Relations
    ii. Student Interaction
    iii. Staff Interactions
B. Establishing a Culture for Learning
    i. Ethos
    ii. Expectations for Learning
C. Managing Library Procedures
    i. Circulation Procedures
    ii. Scheduling Procedures
D. Managing Student Behavior
    i. Expectations
    ii. Monitoring of Student Behavior
    iii. Response to Student Misbehavior
E. Organizing Physical Space
    i. Safety
    ii. Traffic Flow
    iii. Self-directed Use
    iv. Consideration of Functions
    v. Flexibility

Instruction

A. Communicating Clearly and Accurately
    i. Directions and Procedures
    ii. Use of Different Methods
B. Using Questioning and Research Techniques
    i. Quality of Questions
    ii. Research Techniques
    iii. Student Inquiry
C. Engaging Students in Learning
    i. Instructional Materials and Resources
    ii. Expectations for Students
D. Assessment in Instruction (Whole Class, One-on-One and Small Group)
    i. Assessment Criteria
    ii. Monitoring of Student Learning
    iii. Quality Feedback
    iv. Student Self-Assessment and Monitoring of Progress
E. Demonstrating Flexibility and Responsiveness
    I. Teaching Strategies
    ii. Lesson Adjustment
    iii. Response to Students
    iv. Persistence

Professionalism

A. Reflecting on Practice
    i. Reflection
    ii. Vision
    iii. Change
B. Maintaining Accurate Records
    i. Catalog
    ii. Circulation
    iii. Statistics
    iv. Inventory
    v. Using Data
C. Communicating with School Staff and Community
    i. Information About the Library Program
    ii. Advocacy
D. Participating in a Professional Community
    i. Service to the School
    ii. Participation in School and District Projects
    iii. Involvement in a Culture of Professional Inquiry
    iv. Relationships with Colleagues
E. Growing and Developing Professionally
    i. Enhancement of Professional Knowledge
    ii. Receptivity to Feedback from Colleagues
    iii. Service to the Profession
F. Collection Development and Maintenance
    i. Assessment
    ii. Selection / Weeding
G. Managing the Library Budget
    i. Data Driven Decisions
    ii. Budget Development
    iii. Record Keeping
H. Managing Personnel
    i. Motivating Leadership
    ii. Delegating Responsibility
    iii. Training and Supervision
    iv. Evaluation
I. Professional Ethics
    i. Library Bill of Rights
    ii. Copyright Law
    iii. Ethical Use of Information
    iv. Intellectual Freedom
    v. Privacy
    vi. Confidentiality

Charlotte Danielson's Framework for Teaching – Therapeutic Specialists
Adapted for Kentucky Department of Education, 2015

Planning

A. Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License

B. Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served

C. Demonstrating Knowledge of District, State and Federal Guidelines

D. Demonstrating Knowledge of Resources
    i. Resources Within the School and District
    ii. Resources Beyond the School and District

E. Planning the Therapy Program Integrated with the Regular School Program to Meet the Individual Needs of Students

F. Developing an Evaluation of the Therapy Program

Environment

A. Establishing Rapport with Students

B. Organizing Time Effectively

C. Establishing and Maintaining Clear Procedures for Referrals

D. Establishing Standards of Conduct in the Treatment Center

E. Organizing Physical Space
    i. Testing of Students
    ii. Providing Therapy

Instruction

A. Responding to Referrals and Evaluating Student Needs

B. Developing and Implementing Treatment Plans to Maximize Students' Success

C. Communicating with Families

D. Collecting Information and Writing Reports

E. Demonstrating Flexibility and Responsiveness

Professionalism

A. Reflecting on Practice

B. Collaborating with Teachers and Administrators

C. Maintaining an Effective Data Management System

D. Participating in a Professional Community
    i. Relationships with Colleagues
    iv. Participation in School and District Projects

E. Engaging and Professional Development

F. Showing Professionalism, Including Integrity Advocacy and Maintaining Confidentiality

Charlotte Danielson's Framework for Teaching – School Psychologists
Adapted for Kentucky Department of Education, 2015

Planning

A. Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students

B. Demonstrating Knowledge of Child and Adolescent Development and Psychopathology

C. Establishing Goals for the Psychology Program

D. Demonstrating Knowledge of State and Federal Regulations and Resources within and beyond district

E. Planning the Psychology Program Integrated with the Regular School Program to Meet the Individual Needs of Students and Including Prevention

F. Developing an Evaluation of the Psychology Program

Environment

A. Establishing Rapport with Students

B. Establishing a Culture for Positive Mental Health

C. Establishing and Maintaining Clear Procedures for Referrals

D. Establishing Standards of Conduct in the Testing Center

E. Organizing Physical Space
   i. Testing of Students
   ii. Storage of Materials

Instruction

A. Responding to Referrals and Consulting with Teachers and Administrators

B. Evaluating Student Needs and Compliance with NASP (National Association of School Psychologists) Guidelines

C. Chairing Evaluation Team

D. Planning Interventions to Maximize Student's Likelihood of Success

E. Maintaining Contact with Physicians and Community Health Service Providers

F. Demonstrating Flexibility and Responsiveness

Professionalism

A. Reflecting on Practice

B. Communicating with Families

C. Maintaining Accurate Records

D. Participating in a Professional Community
   i. Relationships with Colleagues
   ii. Participation in School and District Projects

E. Engaging and Professional Development

F. Showing Professionalism, Including Maintaining Confidentiality

Charlotte Danielson's Framework for Teaching – Instructional Specialists
Adapted for Kentucky Department of Education, 2015

Planning

A. Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development

B. Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program

C. Establishing Goals for the Instructional Support Program Appropriate to the Setting and Teachers Served

D. Demonstrating Knowledge of Resources
   i. Resources Within the School and District
   ii. Resources Beyond the School and District

E. Planning the Instructional Support Program Integrated with the Overall School Program

F. Developing a Plan to Evaluate the Instructional Support Program

Environment

A. Creating an Environment of Trust and Respect

B. Establishing a Culture for Ongoing Instructional Improvement

C. Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support

D. Establishing and Maintaining Norms of Behavior for Professional Interactions

E. Organizing Physical Space for Workshops or Training

Instruction

A. Collaborating with Teachers in the Design of Instructional Units and Lessons

B. Engaging Teachers in Learning New Instructional Skills

C. Sharing Expertise with Staff

D. Locating Resources for Teachers to Support Instructional Improvement

E. Demonstrating Flexibility and Responsiveness

Professionalism

A. Reflecting on Practice

B. Preparing and Submitting Budgets and Reports

C. Coordinating Work with Other Instructional Specialists

D. Participating in a Professional Community

E. Engaging in Professional Development

F. Demonstrating Professionalism, Including Integrity and Confidentiality

MERCER COUNTY SCHOOLS
Other District Certified Performance Standards

PLANNING

Performance Standard 4: Organizational Management
The district administrator 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 district administrator:

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.

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

ENVIRONMENT

Performance Standard 5: Communication and Community Relations
The district administrator 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 district administrator:

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 district 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 school administrators, 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.

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

INSTRUCTION

Performance Standard 1: Instructional Leadership
The district administrator 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 district administrator:

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

1.9 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., mentoring, coaching, study groups, learning teams).

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

Exemplary *In addition to meeting the requirements for Accomplished...*	Accomplished *is the expected level of performance.*	Developing	Ineffective
The district administrator actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	**The district administrator 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 /district improvement.**	The district administrator **inconsistently** fosters the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to student academic growth and school /district improvement.	The district administrator **rarely** fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school / district improvement.

PROFESSIONALISM

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Performance Standard 6: Professionalism

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

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Sample Performance Indicators

Examples may include, but are not limited to:

The district administrator:

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.

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

MERCER COUNTY SCHOOLS
Principal Performance Standards for PPGES

PLANNING

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.

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

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.

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

ENVIRONMENT

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.

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

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.

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

INSTRUCTION

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., mentoring, coaching, study groups, learning teams).

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

* Principals should reference the ten assessment competencies identified in Appendix A.

Exemplary *In addition to meeting the requirements for Accomplished...*	Accomplished *is the expected level of performance.*	Developing	Ineffective
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	**The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.**	The principal **inconsistently** fosters the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal **rarely** fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

PROFESSIONALISM

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.

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

MERCER COUNTY SCHOOLS
2019-2020 CERTIFIED EVALUATION TIMELINE*

1. Certified Staff Explanation / Discussion [704 KAR 3:345, Section (5)(2)]	No later than the end of the first month of reporting for employment for each school year.
2. Notification of non-tenured and tenured - teachers to be evaluated	No later than the end of the first month of reporting for employment for each school year.
3. Formative observation for non-tenured and tenured teachers/administrators completed	March 27
4. Final conference summative report completed	April 24
6. Summative evaluation reports submitted to Central Office	April 30
5. Review / Finalize all certified staff members' professional growth plan	October 1

*Complete event on or before date listed.

Evaluation Documents

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MERCER COUNTY SCHOOLS
REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

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Evaluatee	Click here to enter text.
School	Click here to enter text.
Grade Level/Subject(s)	Click here to enter text.

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
1B -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
1C -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
1D -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
1E -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
1F -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
2A -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
2B -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
2C -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
2D -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
2E -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
3A -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
3B -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
3C -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
3D -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
3E -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
4A -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
4B -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
4C -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
4D -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
4E -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
4F -	☐ I	☐ D	☐ A	☐ E	Click here to enter text.

	Component: Select Professional Growth Priority Components						Select a component from those checked for focused professional growth goal development (Part B):			
Planning	☐1A	☐1B	☐1C	☐1D	☐1E	☐1F	Click here to enter text.			
Environment	☐2A	☐2B	☐2C	☐2D	☐2E					
Instruction	☐3A	☐3B	☐3C	☐3D	☐3E					
Professionalism	☐4A	☐4B	☐4C	☐4D	☐4E	☐4F				
Current Level of Performance for Selected Component:							☐ I	☐ D	☐ A	☐ E

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal:	Click here to enter text.
● 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	**Resources/Support**	**Targeted Completion Date**
	Click here to enter text.	
Measures of Goal Attainment (Tools/Instruments):	Click here to enter text.	
Demonstrable: *Identify the documentation intended to demonstrate your professional growth.*		
☐ Artifacts	☐ Self-Assessment	☐ Ongoing Self-Reflection
☐ Certificate of Completion	☐ Teaming with Colleague	☐ Observation Data
☐ Other: (please specify)		

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

Date:	Status of Professional Growth Goal:	Revisions/Modifications:
	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.

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

Date:	End of Year Reflection:
	Click here to enter text.

Next Steps:
Click here to enter text.

Connection to Framework:	4A –	☐ I	☐ D	☐ A	☐ E
	4E –	☐ I	☐ D	☐ A	☐ E

MERCER COUNTY SCHOOLS
TPGES REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Part A & B

Teacher Signature:	Date:
Administrator Signature:	Date:

☐ Developed
☐ Revised
☐ Continued

Part C & D

Teacher Signature:	Date:
Administrator Signature:	Date:

☐ Achieved
☐ Revised
☐ Continued

Mercer County Schools
Other District Certified Professional Growth and Effectiveness System
Reflective Practice and Professional Growth Planning Template

Evaluatee	Click here to enter text.
School	Click here to enter text.

Part A: Reflection on the Standards in the Other District Certified 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) PLANNING **Organizational Management** *The district administrator fosters the success of all students by supporting, managing, and overseeing the district's organization, operation, and use of resources.*	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
2) ENVIRONMENT **Communication and Community Relationship** *The district administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.*	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
3) INSTRUCTION *The district administrator 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 district improvement.*	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
4) PROFESSIONALISM *The district administrator 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	Click here to enter text.

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

Part B: Professional Growth & Effectiveness Data Reflection

Information on which to Reflect

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

Data Selected	Results
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Questions to Consider:

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

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Self-Reflection and Parts B and/or C 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?	Click here to enter text.

Connection to Standards
The evaluatee 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?
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

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

Growth Goals-Review		
(Describe goal progress and other relevant data.) Click here to enter text.	Mid-year review conducted on_____ Initials _____ _____ Evaluatee Evaluator	

Date	Status of Growth Goal(s) – PGP	Revisions/Modifications of Strategies or Action Plans
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Evaluatee's Signature:	Date:

Evaluator's Signature:	Date:

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

Date:	End of Year Professional Growth Reflection:
Click here to enter text.	Click here to enter text.

Next Steps:
Click here to enter text.

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Mercer County Schools
Principal / Assistant Principal Professional Growth and Effectiveness System
Reflective Practice, TELL KY Working Conditions and
Professional Growth Planning Template

Principal	Click here to enter text.
School	Click here to enter text.

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each 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) PLANNING **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	Click here to enter text.
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	Click here to enter text.
2) ENVIRONMENT **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	Click here to enter text.
Communication and Community Relationship *The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*	☐ I	☐ D	☐ A	☐ E	Click here to enter text.
3) INSTRUCTION *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	Click here to enter text.

4) 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	Click here to enter text.

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

Part B: Principal's TELL Kentucky Working Conditions Goal (adopted by Assistant Principal)

Target Question(s) from TELL Kentucky Results:

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

Click here to enter text.

Target Performance Standard:

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

Click here to enter text.

Working Conditions Growth Goal Statement:

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

Click here to enter text.

Working Conditions Growth Goal Rubric:

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

Ineffective	Developing	Accomplished	Exemplary
Below established baseline	Below 10% of WC Growth Goal without going below the established baseline	Either: 1) Within 10% of meeting WC Growth Goal OR 2) 80%-89% staff agreement on identified goal	Either: 1) Above WC Growth Goal OR 2) 90%-100% staff agreement on identified goal

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

Part C: Professional Growth & Effectiveness Data Reflection

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

Other Information on which to Reflect

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

Data Selected	Results
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

Questions to Consider:

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

Part D: 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?	Click here to enter text.

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?
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

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

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

Date	Status of Growth Goal(s) – WC, PGP	Revisions/Modifications of Strategies or Action Plans
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Evaluatee's Signature:	Date:

Evaluator'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 TELL KY Working Conditions Growth Reflection:
Click here to enter text.	Click here to enter text.
Date:	**End of Year Professional Growth Reflection:**
Click here to enter text.	Click here to enter text.

Next Steps:
Click here to enter text.

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

MERCER COUNTY SCHOOLS
TPGES PRE-OBSERVATION FORM

Teacher	Click here to enter text.
School	Click here to enter text.
Grade Level/Subject(s)	Click here to enter text.
Observer	Click here to enter text.
Date of Scheduled Observation	Click here to enter text.
Date of Conference	Click here to enter text.

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	Click here to enter text.
To which part of your curriculum does this lesson relate?	Click here to enter text.
How does this learning fit in the sequence of learning for this class? Previous: Current: Next:	Click here to enter text.
Briefly describe the students in this class, including those with special needs. (Gender, Ethnicity, Ability level, SPED, GT, EL)	Click here to enter text.
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. Procedure:	Click here to enter text.
How will you differentiate instruction for individuals or groups of students?	Click here to enter text.
How and when will you know whether the students have achieved the learning target(s)?	Click here to enter text.
Is there anything that you would like me to specifically observe during the lesson?	Click here to enter text.

Teacher's Signature*	Date	Evaluator's Signature	Date

Evaluatee _____ Content Area _____Grade(s) _____

Evaluator_____ Position _____

Date of Observation _____Date of Conference_____

Evaluatee Status: ___ Non-Tenured   ____ Tenured

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

_____ _____   _____   _____
Teacher's Signature*   Date   Evaluator's Signature   Date

MERCER COUNTY SCHOOLS
TPGES FORMATIVE OBSERVATION & POST-OBSERVATION FORM – PAGE 2

Teacher	Click here to enter text.
School	Click here to enter text.
Grade Level/Subject(s)	Click here to enter text.
Observer	Click here to enter text.
Date of Observation	Click here to enter text.
Date of Conference	Click here to enter text.

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not? What will you do for those who exceeded?	**Below Criteria:** **Meets Criteria:** **Exceeds Criteria:**
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?	Click here to enter text.
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	Click here to enter text.
Did you depart from your plan? If so, how and why?	Click here to enter text.
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	Click here to enter text.
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	Click here to enter text.

Evaluator's Formative Observation Rating:

Environment	Rating:				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*   Date   Evaluator's Signature   Date

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

MERCER COUNTY SCHOOLS
TPGES FORMATIVE MINI OBSERVATION FORM (OPTIONAL)

Evaluatee _____ **Content Area** _____**Grade(s)** _____

Evaluator_____ **Position** _____

School _____

Date of Observation _____ **Date of Conference** _____

Evaluatee Status: ___ **Non-Tenured**   ____ **Tenured**

Select up to 3 components from Domains 2 and / or 3 to observe:

Component:		Observation Notes
2A	3A	
2B	3B	
2C	3C	
2D	3D	
2E	3E	
2A	3A	
2B	3B	
2C	3C	
2D	3D	
2E	3E	
2A	3A	
2B	3B	
2C	3C	
2D	3D	
2E	3E	

_____   _____   _____   _____
Teacher's Signature*   Date   Evaluator's Signature   Date

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

MERCER COUNTY SCHOOLS
CERTIFIED SITE VISIT FORM

Evaluatee: Click here to enter text.

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

Date of Conference: Click here to enter text.   **Date of Site Visit** Click here to enter text **School:** Click here to enter text.

Evaluatee Status: ☐**Non-Tenured**   ☐**Tenured**

Component:	Rating:				Conference Notes
1A -	☐ I	☐D	☐A	☐E	Click here to enter text.
1B -	☐ I	☐D	☐A	☐E	Click here to enter text.
1C-	☐ I	☐D	☐A	☐E	Click here to enter text.
1D -	☐ I	☐D	☐A	☐E	Click here to enter text.
1E -	☐ I	☐D	☐A	☐E	Click here to enter text.
1F -	☐ I	☐D	☐A	☐E	Click here to enter text.
2A-	☐ I	☐D	☐ A	☐E	Click here to enter text.
2B -	☐ I	☐D	☐ A	☐E	Click here to enter text.
2C -	☐ I	☐D	☐A	☐E	Click here to enter text.
2D -	☐ I	☐D	☐A	☐E	Click here to enter text.
2E -	☐ I	☐D	☐ A	☐E	Click here to enter text.
3A -	☐ I	☐D	☐A	☐E	Click here to enter text.
3B -	☐ I	☐D	☐A	☐E	Click here to enter text.
3C -	☐ I	☐D	☐A	☐E	Click here to enter text.
3D -	☐ I	☐D	☐A	☐E	Click here to enter text.
3E -	☐ I	☐D	☐A	☐E	Click here to enter text.
4A -	☐ I	☐D	☐A	☐E	Click here to enter text.
4B -	☐ I	☐D	☐A	☐E	Click here to enter text.
4C -	☐ I	☐D	☐A	☐E	Click here to enter text.
4D -	☐ I	☐D	☐A	☐E	Click here to enter text.
4E –	☐ I	☐D	☐A	☐E	Click here to enter text.
4F –	☐ I	☐D	☐A	☐E	Click here to enter text.
4G –	☐ I	☐D	☐A	☐E	Click here to enter text.
4H –	☐ I	☐D	☐A	☐E	Click here to enter text.

4I –	☐ I	☐D	☐A	☐E	Click here to enter text.

***I-** Ineffective*   ***D-** Developing*   ***A-** Accomplished*   ***E-** Exemplary*

Evaluatee Comments:	**Evaluator Comments**:
	Click here to enter text.

_____   _____   _____   _____
                  Evaluatee Signature   Date   Evaluator Signature   Date

Signature and date denotes that conference form has been discussed by evaluatee and evaluator.
Criteria may be evidenced by documentation provided by staff.
Only one (1) rating may be checked.

Mercer County Schools
Other District Certified Mid-Year Performance Review

Directions*:* Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the "Evident" or "Not Evident" boxes provided under each standard to assist with documenting the principal's progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

PLANNING

Organizational Management: The district administrator fosters the success of all students by supporting, managing, and overseeing the district'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 law and regulations, and district policies and procedures.

4.2 Establishes, in collaboration with the board of education, 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 board of education, plans and prepares a fiscally responsible budget to support the district'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.

☐ Evident ☐ Not Evident

Comments: Click here to enter text.

ENVIRONMENT

Communication and Community Relations: The district administrator 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 district 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 district 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.

☐ Evident ☐ Not Evident

Comments: Click here to enter text.

INSTRUCTION

Instructional Leadership: The district administrator 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/ district 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, the board of education and other stakeholders to develop a mission and programs consistent with school / district improvement plans.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school / district 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 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

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

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

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

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

☐ Evident ☐ Not Evident

Comments: Click here to enter text.

PROFESSIONALISM

Professionalism: The district administrator 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 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.

☐ Evident ☐ Not Evident

Comments: Click here to enter text.

Strengths:

Click here to enter text.

Areas of Improvement:

Click here to enter text.

Evaluatee's Name: Click here to enter text.   **Date:** Click here to enter text.

Evaluatee's Signature _____

Evaluator's Name: Click here to enter text.   **Date:** Click here to enter text.

Evaluator's Signature _____

Mercer County Schools
Principal / Assistant Principal Mid-Year Performance Review

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the "Evident" or "Not Evident" boxes provided under each standard to assist with documenting the evaluatee's progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the evaluatee held within appropriate timelines.

PLANNING

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.

☐ Evident ☐ Not Evident

Comments: Click here to enter text.

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.

☐ Evident   ☐ Not Evident

Comments: Click here to enter text.

ENVIRONMENT

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.

☐ Evident   ☐ Not Evident

Comments: Click here to enter text.

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.

☐   Evident   ☐   Not Evident

Comments: Click here to enter text.

INSTRUCTION

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., mentoring, coaching, study groups, learning teams).

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

☐   Evident   ☐   Not Evident

Comments: Click here to enter text.

PROFESSIONALISM

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 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. ☐ Evident   ☐ Not Evident **Comments:** Click here to enter text.

Strengths:

Click here to enter text.

Areas of Improvement:

Click here to enter text.

Evaluatee's Name: Click here to enter text.   **Date:** Click here to enter text.

Evaluatee's Signature _____

Evaluator's Name: Click here to enter text.   **Date:** Click here to enter text.

Evaluator's Signature _____

MERCER COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION SUMMATIVE FORM – TEACHER

Evaluatee: Click here to enter text. **Content Area:** Click here to enter text. **Grade(s):** Click here to enter text.
Evaluator: Click here to enter text. **Position:** Click here to enter text. **School:** Click here to enter text.
Date of Observation #1: Click here to enter text. **Date of Conference #1:** Click here to enter text.
Date of Observation #2: Click here to enter text. **Date of Conference #2:** Click here to enter text.
Evaluatee Status: ☐**Non-Tenured** ☐**Tenured**

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

I- Ineffective   *D- Developing*   *A- Accomplished*   *E- Exemplary*

PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE

OVERALL RATING

☐ *EXEMPLARY*
☐ *ACCOMPLISHED*
☐ *DEVELOPING*
☐ *INEFFECTIVE*

Evaluatee Comments:	**Evaluator Comments**: Click here to enter text.

Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

_____   _____   _____   _____
                Evaluatee Signature   Date   Evaluator Signature   Date

Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.
Criteria may be evidenced by documentation provided by staff.
Only one (1) rating may be checked.

_____

Employment Recommendation: ☐   **Meets** Teacher Standards for Re-employment
                                        ☐   Does **Not Meet** Teacher Standards for Re-Employment
                                        ☐   **Meets** Teacher Standards for Re-employment; **Not Recommended** for Re-employment

MERCER COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION SUMMATIVE FORM – MEDIA SPECIALIST

Evaluatee: Click here to enter text.

Evaluator: Click here to enter text.

Date of Conference: Click here to enter text.   **School:** Click here to enter text.

Evaluatee Status: ☐**Non-Tenured**   ☐**Tenured**

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

4H – Managing Personnel	☐ I	☐D	☐A	☐E	Click here to enter text.
4I – Professional Ethics	☐ I	☐D	☐A	☐E	Click here to enter text.

I- *Ineffective*   **D**- *Developing*   **A**- *Accomplished*   **E**- *Exemplary*

PLANNING	**ENVIRONMENT**	**INSTRUCTION**	**PROFESSIONALISM**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE

OVERALL RATING

☐ *EXEMPLARY*
☐ *ACCOMPLISHED*
☐ *DEVELOPING*
☐ *INEFFECTIVE*

Evaluatee Comments:	**Evaluator Comments**:
	Click here to enter text.

Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

_____   _____   _____   _____
       Evaluatee Signature   Date   Evaluator Signature   Date

Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.
Criteria may be evidenced by documentation provided by staff.
Only one (1) rating may be checked.

Employment Recommendation: ☐   **Meets** Standards for Re-employment
                                       ☐   Does **Not Meet** Standards for Re-Employment
                                       ☐   **Meets** Standards for Re-employment; **Not**
                                              Recommended for Re-employment

MERCER COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION SUMMATIVE FORM – SCHOOL COUNSELOR

Evaluatee: Click here to enter text.

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

Date of Conference: Click here to enter text.   **School:** Click here to enter text.

Evaluatee Status: ☐**Non-Tenured**   ☐**Tenured**

Component:	Rating:				Conference Notes
1A - Demonstrating knowledge of counseling theory and techniques	☐ I	☐D	☐A	☐E	Click here to enter text.
1B - Demonstrating knowledge of child and adolescent development	☐ I	☐D	☐A	☐E	Click here to enter text.
1C - Establishing goals for the counseling program appropriate to the setting and the students served	☐ I	☐D	☐A	☐E	Click here to enter text.
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	☐ I	☐D	☐A	☐E	Click here to enter text.
1E - Plan in the counseling program integrated with the regular school program	☐ I	☐D	☐A	☐E	Click here to enter text.
1F - Developing a plan to evaluate the counseling program	☐ I	☐D	☐A	☐E	Click here to enter text.
2A - Creating an environment of respect and rapport	☐ I	☐D	☐A	☐ E	Click here to enter text.
2B - Establishing a culture for productive communication	☐ I	☐D	☐A	☐E	Click here to enter text.
2C - Managing routines and procedures	☐ I	☐D	☐A	☐E	Click here to enter text.
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	☐ I	☐D	☐A	☐E	Click here to enter text.
2E - Organizing physical space	☐ I	☐D	☐ A	☐E	Click here to enter text.
3A - Assessing student needs	☐ I	☐D	☐A	☐E	Click here to enter text.
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	Click here to enter text.
3C - Using counseling techniques	☐ I	☐D	☐A	☐E	Click here to enter text.
3D - Brokering resources to meet needs	☐ I	☐D	☐A	☐E	Click here to enter text.
3E - Demonstrating flexibility and responsiveness	☐ I	☐D	☐A	☐E	Click here to enter text.
4A - Reflecting on practice	☐ I	☐D	☐A	☐E	Click here to enter text.
4B - Maintaining records and submitting them in a timely fashion	☐ I	☐D	☐A	☐E	Click here to enter text.
4C - Communicating with families	☐ I	☐D	☐A	☐E	Click here to enter text.
4D - Participating in a professional community	☐ I	☐D	☐A	☐E	Click here to enter text.
4E - Engaging in professional development	☐ I	☐D	☐A	☐E	Click here to enter text.

4F - Showing professionalism	☐ I	☐ D	☐ A	☐ E	Click here to enter text.

<div align="center">

I- Ineffective   **_D- Developing_**   **_A- Accomplished_**   **_E- Exemplary_**

</div>

PLANNING	**ENVIRONMENT**	**INSTRUCTION**	**PROFESSIONALISM**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE

OVERALL RATING

☐ EXEMPLARY
☐ ACCOMPLISHED
☐ DEVELOPING
☐ INEFFECTIVE

Evaluatee Comments:	**Evaluator Comments**:
	Click here to enter text.

Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

_____   _____   _____   _____
          Evaluatee Signature   Date   Evaluator Signature   Date

Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.
Criteria may be evidenced by documentation provided by staff.
Only one (1) rating may be checked.

_ _

Employment Recommendation: ☐   **Meets** Standards for Re-employment
                                       ☐   Does **Not Meet** Standards for Re-Employment
                                       ☐   **Meets** Standards for Re-employment; **Not Recommended** for Re-employment

MERCER COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION SUMMATIVE FORM – THERAPEUTIC SPECIALIST

Evaluatee: Click here to enter text.

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

Date of Conference: Click here to enter text.   **School:** Click here to enter text.

Evaluatee Status: ☐ **Non-Tenured**   ☐ **Tenured**

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

4F - Showing professionalism including integrity advocacy and maintaining confidentiality	☐ I	☐ D	☐ A	☐ E	Click here to enter text.

I- Ineffective   *D- Developing*   *A- Accomplished*   *E- Exemplary*

PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE

OVERALL RATING

☐ *EXEMPLARY*
☐ *ACCOMPLISHED*
☐ *DEVELOPING*
☐ *INEFFECTIVE*

Evaluatee Comments:	**Evaluator Comments**:
	Click here to enter text.

Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

_____   _____   _____   _____
Evaluatee Signature   Date   Evaluator Signature   Date

Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.
Criteria may be evidenced by documentation provided by staff.
Only one (1) rating may be checked.

_____

Employment Recommendation: ☐   **Meets** Standards for Re-employment
                                        ☐   Does **Not Meet** Standards for Re-Employment
                                        ☐   **Meets** Standards for Re-employment; **Not**
                                                   Recommended for Re-employment

MERCER COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION SUMMATIVE FORM – SCHOOL PSYCHOLOGIST

Evaluatee: Click here to enter text.

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

Date of Conference: Click here to enter text.   **School:** Click here to enter text.

Evaluatee Status: ☐**Non-Tenured**   ☐**Tenured**

Component:	Rating:				Conference Notes
1A - Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	☐ I	☐ D	☐A	☐E	Click here to enter text.
1B - Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	☐ I	☐ D	☐A	☐E	Click here to enter text.
1C- Establishing Goals for the Psychology Program	☐ I	☐ D	☐A	☐E	Click here to enter text.
1D - Demonstrating Knowledge of State and Federal Regulations and Resources within and beyond district	☐ I	☐ D	☐A	☐E	Click here to enter text.
1E- Planning the Psychology Program Integrated with the Regular School Program to Meet the Individual Needs of Students and Including Prevention	☐ I	☐ D	☐A	☐E	Click here to enter text.
1F - Developing an Evaluation of the Psychology Program	☐ I	☐ D	☐A	☐E	Click here to enter text.
2A – Establishing rapport with students	☐ I	☐ D	☐A	☐E	Click here to enter text.
2B - Establishing a Culture for Positive Mental Health	☐ I	☐ D	☐A	☐E	Click here to enter text.
2C - Establishing and maintaining clear procedures for referrals	☐ I	☐ D	☐A	☐E	Click here to enter text.
2D - Establishing standards of conduct in the testing center	☐ I	☐ D	☐A	☐E	Click here to enter text.
2E - Organizing physical space for testing of students / storing materials	☐ I	☐ D	☐A	☐E	Click here to enter text.
3A - Responding to referrals and consulting with teachers and administrators	☐ I	☐ D	☐A	☐E	Click here to enter text.
3B - Evaluating Student Needs and Compliance with NASP Guidelines	☐ I	☐ D	☐A	☐E	Click here to enter text.
3C - Chairing Evaluation Team	☐ I	☐ D	☐A	☐E	Click here to enter text.
3D - Planning Interventions to Maximize Student Success	☐ I	☐ D	☐A	☐E	Click here to enter text.
3E - Maintaining Contact with Physicians and Community Health Service Providers	☐ I	☐ D	☐A	☐E	Click here to enter text.
3F - Demonstrating Flexibility and Responsiveness	☐ I	☐ D	☐A	☐E	Click here to enter text.
4A - Reflecting on practice	☐ I	☐ D	☐A	☐E	Click here to enter text.
4B - Communicating with Families	☐ I	☐ D	☐A	☐E	Click here to enter text.
4C - Maintaining Accurate Records	☐ I	☐ D	☐A	☐E	Click here to enter text.
4D - Participating in a professional community	☐ I	☐ D	☐A	☐E	Click here to enter text.

4E - Engaging in professional development	☐ I	☐ D	☐A	☐E	Click here to enter text.
4F - Showing professionalism including maintaining confidentiality	☐ I	☐ D	☐A	☐E	Click here to enter text.

_I_- Ineffective   **_D_- Developing**   **_A_- Accomplished**   **_E_- Exemplary**

PLANNING	**ENVIRONMENT**	**INSTRUCTION**	**PROFESSIONALISM**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE

OVERALL RATING

☐ EXEMPLARY
☐ ACCOMPLISHED
☐ DEVELOPING
☐ INEFFECTIVE

Evaluatee Comments:	**Evaluator Comments**:
	Click here to enter text.

Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

_____   _____   _____   _____

Evaluatee Signature   Date   Evaluator Signature   Date

Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.
Criteria may be evidenced by documentation provided by staff.
Only one (1) rating may be checked.

_____

Employment Recommendation: ☐   **Meets** Standards for Re-employment
                                        ☐   Does **Not Meet** Standards for Re-Employment
                                        ☐   **Meets** Standards for Re-employment; **Not Recommended** for Re-employment

MERCER COUNTY SCHOOLS
CERTIFIED PERSONNEL EVALUATION SUMMATIVE FORM – INSTRUCTIONAL SPECIALIST

Evaluatee: Click here to enter text.

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

Date of Conference: Click here to enter text.　　**School:** Click here to enter text.

Evaluatee Status: ☐**Non-Tenured**　　　☐**Tenured**

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

| 4F - Showing professionalism including integrity and confidentiality | ☐ I | ☐ D | ☐A | ☐E | Click here to enter text. |

I- Ineffective　　　　**_D- Developing_**　　　　**_A- Accomplished_**　　　　**_E- Exemplary_**

PLANNING	**ENVIRONMENT**	**INSTRUCTION**	**PROFESSIONALISM**
☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY	☐ EXEMPLARY
☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED	☐ ACCOMPLISHED
☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING	☐ DEVELOPING
☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE	☐ INEFFECTIVE

OVERALL RATING

☐ *EXEMPLARY*
☐ *ACCOMPLISHED*
☐ *DEVELOPING*
☐ *INEFFECTIVE*

Evaluatee Comments:	**Evaluator Comments**:
	Click here to enter text.

Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

_____   _____   _____   _____
　　　Evaluatee Signature　　　　　　　　Date　　　　　　　　Evaluator Signature　　　　　　　　Date

Signature and date denotes that summative conference form has been discussed by evaluatee and evaluator.
Criteria may be evidenced by documentation provided by staff.
Only one (1) rating may be checked.

Employment Recommendation:　　　　☐　　**Meets** Standards for Re-employment
　　　　　　　　　　　　　　　　　　　☐　　Does **Not Meet** Standards for Re-Employment
　　　　　　　　　　　　　　　　　　　☐　　**Meets** Standards for Re-employment; **Not Recommended** for Re-employment

Mercer County Schools
Other District Certified Summative Performance Report

Directions: Evaluators use this form to provide the principal with an assessment of performance. The evaluatee should be given a copy of the form at the end of each evaluation cycle.

Evaluatee Click here to enter text.   **School Year(s):** Click here to enter text.

Assignment   Click here to enter text.

Performance Standard 1: Planning

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

Performance Standard 2: Environment

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

Performance Standard 3: Instruction

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The district administrator actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The district administrator 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 district improvement.	The district administrator l inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and district improvement.	The district administrator rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and district improvement.
☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.

Performance Standard 4: Professionalism

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

Evaluation Summary

☐ Recommended for continued employment

☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective.)

☐ Recommended for Dismissal/Non-Renewal (The evaluatee has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the district's mission and goals.)

Commendations: Click here to enter text.

Areas Noted for Improvement: Click here to enter text.

Improvement Goals: Click here to enter text.

Overall Evaluation Summary

Overall Evaluation Summary Criteria
☐ Exemplary   ☐ Accomplished   ☐ Developing   ☐ Ineffective
_____   _____
Employee's Signature/Date   Administrator's Signature/Date

Evaluator's Name: Click here to enter text.   **Evaluatee's Name:** Click here to enter text.

Evaluator's Signature: _____   **Evaluatee's Signature:** _____

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

Date: _____   **Date:** _____

Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Site-Visits
- Working Conditions Goal
- Other district determined evidence sources

Mercer County Schools
Principal / Assistant Principal Summative Performance Report

Directions: Evaluators use this form to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Evaluatee Click here to enter text.   **School Year(s):** Click here to enter text.

School   Click here to enter text.

Performance Standard 1: Planning (Key Standard in BOLD)

Exemplary In addition to meeting the requirements for Accomplished…	**Accomplished** is the expected level of performance.	**Developing**	**Ineffective**
The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	**The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.**	**The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.**	**The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.**
☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.
The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal **inconsistently** assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal **inadequately** assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.
☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.
STANDARD RATING: ☐	STANDARD RATING: ☐	STANDARD RATING: ☐	STANDARD RATING: ☐

Performance Standard 2: Environment (Key Standard in BOLD)

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

In addition to meeting the requirements for Accomplished...	is the expected level of performance.		
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal **inconsistently** communicates and/or **infrequently** collaborates with stakeholders.	The principal demonstrates **inadequate** and/or detrimental communication or collaboration with stakeholders.
☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.
STANDARD RATING: ☐	STANDARD RATING: ☐	STANDARD RATING: ☐	STANDARD RATING: ☐

Performance Standard 3: Instruction

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.	☐ Comments Click here to enter text.

Performance Standard 4: Professionalism

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

Evaluation Summary

☐ Recommended for continued employment
☐ Recommended for placement on a Corrective Action Plan (Two or more standards are ineffective.)
☐ Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)
Commendations: Click here to enter text.

Areas Noted for Improvement: Click here to enter text.

Improvement Goals: Click here to enter text.

Overall Evaluation Summary

Overall Evaluation Summary Criteria
☐Exemplary   ☐Accomplished   ☐Developing   ☐Ineffective
_____   _____ Employee's Signature/Date   Administrator's Signature/Date

Evaluator's Name: Click here to enter text.   **Evaluatee's Name:** Click here to enter text.

Evaluator's Signature: _____   **Evaluatee's Signature:** _____

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

Date: _____   **Date: _____**

Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:
- Professional Growth and Self Reflection
- Site-Visits
- Working Conditions Goal
- Other district determined evidence sources

MERCER COUNTY SCHOOLS
APPEAL FORM

INSTRUCTIONS

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

Employee's Name _____

Home Address_____

Job Title	Building	Grade or Department
_____	_____	_____

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

_____

_____
_____
_____
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_____
_____
_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation_____

Name of Evaluator _____

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

_____   _____

Employee's Signature   Date

RELATED PROCEDURES:

    03.18 AP.11, 03.18 AP.12

                                        Reviewed/Revised: 06/18/2015

MERCER COUNTY SCHOOLS

CERTIFIED STAFF REACTION FORM

EVALUATEE _____ **EVALUATION PERIOD**_____

EVALUATOR _____ **BEGINNING DATE** _____

SCHOOL _____ **ENDING DATE** _____

Completed form must be returned within ten working days from the date of the conference.

Comments:

I am reacting to the evaluation results recorded in the formative/summative report dated _____.

_____ _____

       Evaluatee Signature   **Date**

             (Evaluator: Attach this form to the appropriate report.)

_____ _____

         Received by   **Date**

MERCER COUNTY SCHOOLS

INDIVIDUAL CORRECTIVE ACTION PLAN

EVALUATEE:_____ POSITION:_____

DATE:_____

INDIVIDUAL CORRECTIVE ACTION PLAN: (LIST STANDARD(S) NOT MET)

_____

_____

_____

I.   DIAGNOSIS (Problem Statement)

_____

_____

_____

_____

_____

II.   SPECIFIC OBJECTIVES FOR IMPROVEMENT

1. _____

_____

2. _____

_____

3._____

_____

III.   PROCEDURES AND/OR RESOURCES FOR ACHIEVING OBJECTIVES

1. _____

_____

_____

_____

2._____

_____

_____

_____

3._____

_____

_____

_____

IV.   APPRAISAL METHOD AND TARGET DATE FOR ACHIEVEMENT

_____

_____

_____

_____

Review Dates _____

_____

_____

Target Date   _____

_____   _____

EVALUATOR   Date

_____   _____

EVALUATEE   Date

MERCER COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN
LOG OF ACTIVITIES

EVALUATEE: _____ POSITION:_____

DATE:_____

Persons Present:

_____   _____

_____   _____

_____   _____

Summary of Meeting:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Recommendations:

_____
_____
_____
_____
_____
_____

Next Meeting: _____

MERCER COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN PROFESSIONAL GROWTH PLAN
UTILIZED BY ICAP TEAM

_____School Year   _____ Corrective Action

_____   _____   _____
Evaluatee   **Date**   **Position/Work Site**

1.   STANDARD(S) NOT MET:

_____

_____

_____

2.   PERFORMANCE CRITERIA:

3.   GROWTH OBJECTIVE(S) Describe desired outcome:

4.   PRESENT STAGE OF DEVELOPMENT: Awareness_____ Preparation_____

5.   PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVES (S):

6.   APPRAISAL METHOD AND TARGET DATES:

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

This assistive professional growth plan is aligned with the school's consolidated plan.

Individual Growth Plan Developed   **Achieved/Revised/Continued**

_____   _____
Evaluatee/Date   **Evaluatee/Date**

_____   _____
Evaluator/Date   **Evaluator/Date**

MERCER COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN
FINAL REPORT

EVALUATEE: _____ POSITION: _____

Primary Evaluator: _____ Date: _____

Second Evaluator: _____

Summarize the Problem:

_____

_____

_____

_____

ICAP Team Members: _____ Evaluatee

_____ Evaluator

_____ Resource Administrator

_____ Teacher Mentor

Dates of Plan Initiation _____

Dates of Plan Completion _____

Summary of Evaluation:

<u>Dates of Observations</u>   <u>Observer</u>:

_____   _____

_____   _____

_____   _____

_____   _____

Final Outcome: (Documentation Attached)

_____

_____

_____

_____

MERCER COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN
FINAL REPORT

EVALUATEE: _____ POSITION: _____

Primary Evaluator: _____ Date: _____

Second Evaluator: _____

Summarize the Problem:

_____

_____

_____

_____

ICAP Team Members: _____ Evaluatee

_____ Evaluator

_____ Resource Administrator

_____ Teacher Mentor

Dates of Plan Initiation _____

Dates of Plan Completion _____

Summary of Evaluation:

<u>Dates of Observations</u>   <u>Observer</u>:

_____   _____

_____   _____

_____   _____

_____   _____

Final Outcome: (Documentation Attached)

_____

_____

_____

_____

Kentucky Revised Statutes, Kentucky Administrative Regulations,
and Mercer County Schools Board Policy

156.557 Definitions -- Statewide framework for teaching -- District personnel

evaluation system -- Summative evaluations -- Appeals – Prohibition against disclosure of confidential information -- Limits on reporting of evaluation results.

(1) As used in this section:

    (a) "Formative evaluation" means a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance; and

    (b) "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data that:

        1. Occur at the end of an evaluation cycle; and

        2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.

(2) The Kentucky Department of Education, in consultation with the Kentucky teacher and principal steering committees and other groups deemed appropriate by the commissioner of education, shall develop a statewide framework for teaching that shall promote the continuous professional growth and development of skills needed to be a highly effective teacher or a highly effective administrator in a school or district.

(3) Each district shall develop and implement a personnel evaluation system aligned with the statewide framework for teaching established in subsection (2) of this section that shall:

    (a) Use multiple measures of effectiveness;

    (b) Include both formative and summative evaluation components;

    (c) Measure professional effectiveness;

    (d) Support professional growth;

    (e) Have at least four (4) performance levels;

    (f) Be used to inform personnel decisions;

    (g) Be considerate of the time requirements of evaluators at the local level and shall not require that all certified school personnel have a formal summative evaluation each year; and

    (h) Rate teachers or administrators by multiple measures instead of a single measure.

(4) The performance criteria by which teachers and administrators shall be evaluated shall include but not be limited to:

    (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;

    (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;

    (b) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;

    (c) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;

    (d) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;

    (e) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;

(g) Demonstration of the effective use of resources, including technology;

(h) Demonstration of professional growth;

(i) Adherence to the professional code of ethics; and

(j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(5) The following provisions shall apply to each school district's personnel evaluation system:

(a) Certified school personnel, below the level of superintendent, shall be evaluated;

(b) The evaluation system shall include formative evaluation and summative evaluation components; and

(c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in implementing the personnel evaluation system and shall require the following:

1. All evaluations of certified school personnel below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;

2. The immediate supervisor of the certified school personnel member shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;

3. All monitoring or observation of performance of a certified school personnel member shall be conducted openly and with full knowledge of the personnel member;

4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school personnel. Evaluators shall receive support and resources necessary to ensure consistent and reliable ratings;

5. The personnel evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment;

6. The system shall require annual summative evaluations for each teacher or other professional who has not attained continuing service status under KRS 161.740 or continuing status under KRS 156.800(7). The system shall require summative evaluations at least once every three (3) years for a teacher or other professional who has attained continuing service status under KRS 161.740 or continuing status under KRS 156.800(7), principals, assistant principals, and other certified administrators; and

7. The training requirement for evaluators contained in subparagraph 4 of this paragraph shall not apply to district board of education members.

(6) (a) Each superintendent shall be evaluated according to a policy and procedures developed by the local board of education and approved by the department.

(b) The summative evaluation of the superintendent shall be in writing, discussed and adopted in an open meeting of the board and reflected in the minutes, and made available to the public upon request.

(c) Any preliminary discussions relating to the evaluation of the superintendent by the

board or between the board and the superintendent prior to the summative evaluation shall be conducted in closed session.

(7) The Kentucky Board of Education shall establish an appeals procedure for certified school personnel who believe that the local school district failed to properly implement the evaluation system. The appeals procedure shall not involve requests from individual certified school personnel members for review of the judgmental conclusions of their personnel evaluations.

(8) The local board of education shall establish an evaluation appeals panel for certified school personnel that shall consist of two (2) members elected by the certified employees of the local district and one (1) member appointed by the board of education who is a certified employee of the local board of education. Certified school personnel who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

(9) The Kentucky Department of Education may annually provide for on-site visits by trained personnel to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of the evaluation system.

(10) The disclosure, pursuant to KRS Chapter 61, of any data or information, including student growth data, that local school districts or the Department of Education collect on individual classroom teachers under this section is prohibited.

(11) The results of evaluations conducted under this section shall not be included in the accountability system described in KRS 158.6455 and no reporting requirements related to these results shall be imposed upon the local school districts by the Department of Education.

Effective: April 10, 2017

History: Amended 2017 Ky. Acts ch. 156, sec. 1, effective April 10, 2017. -- Amended 2013 Ky. Acts ch. 55, sec. 1, effective June 25, 2013. -- Amended 2010 Ky. Acts ch. 157, sec. 1, effective July 15, 2010. -- Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

Legislative Research Commission Note (7/15/2010). The internal numbering of subsection (4) of this statute has been modified by the Reviser of Statutes from the way it appeared in 2010 Ky. Acts ch. 157, sec. 1, under the authority of KRS 7.136(1).

704 KAR 3:370. Kentucky Framework for Personnel Evaluation.

RELATES TO: KRS 156.557, 156.800(7), 161.740
STATUTORY AUTHORITY: KRS 156.070, 156.557(2), (5)(c), (7)
NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(2) and (5)(c), and (7) require the Kentucky Board of Education to promulgate administrative regulations to establish a statewide framework for the purposes of supporting and improving the performance of all certified school personnel, to develop written guidelines for local school districts to follow in implementing a system of evaluation for certified school personnel, and to establish an appeals procedure for certified school personnel. This administrative regulation establishes a statewide framework to support and improve the performance of all certified school personnel as well as an appeals procedure for certified school personnel.

Section 1. Definitions. (1) "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(2) "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(3) "Certified evaluation plan" means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.

(4) "Certified school personnel" means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

(5) "Conference" means a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

(6) "Evaluatee" means the certified school personnel who is being evaluated.

(7) "Evaluation committee" means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).

(8) "Evaluator" means the primary evaluator pursuant to KRS 156.557(5)(c)2.

(9) "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

(10) "Formative evaluation" is defined by KRS 156.557(1)(a).

(11) "Job category" means a group or class of certified school personnel positions with closely related functions.

(12) "Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified school personnel evaluation system.

(13) "Observation" means a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

(14) "Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(15) "Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).

(16) "Performance measure" means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.

(17) "Performance rating" means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

(18) "Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.

(19) "Principal" means 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 Title 16 KAR.

(20) "Sources of evidence" or "source of evidence" means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.

(21) "Summative evaluation" is defined by KRS 156.557(1)(d).

(22) "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

(23) "Teacher" means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

Section 2. District Evaluation Procedures and Forms. (1) An evaluation committee, as defined in this administrative regulation, shall develop the certified evaluation plan for the evaluation of certified school personnel below the level of superintendent. The evaluation committee shall submit the certified evaluation plan to the local board of education for review and approval.

(2) The local board of education shall review and approve the certified evaluation plan that meets the requirements of KRS 156.557 (5)(c) and this administrative regulation.

(a) The district certified evaluation plan may require the use of additional trained administrative personnel to observe and provide information to the evaluator.

(b) The district certified evaluation plan shall establish uniform requirements for the length, frequency, and nature of observations conducted by an evaluator for the purpose of evaluation. The district certified evaluation plan shall require a conference between the evaluator and the evaluatee within five (5) working days following each observation.

(c) The district certified evaluation plan shall require the summative evaluation to include all applicable system data and be held at the end of the evaluation cycle pursuant to KRS 156.557.

(d) The district certified evaluation plan shall require a summative evaluation to occur annually for each certified school personnel below the level of superintendent who has not attained continuing service status pursuant to KRS 161.740 or continuing status pursuant to KRS 156.800(7) and shall incorporate the formative data collected during the Kentucky Teacher Internship Program, pursuant to 16 KAR 7:010, in the summative evaluation of a teacher intern.

(e) The district certified evaluation plan shall require a summative evaluation at least once every three (3) years for a teacher, other professional, principal, or assistant principal who has attained continuing service status pursuant to KRS 161.740 or continuing status pursuant to KRS 156.800(7).

(f) 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.

(g) The district certified evaluation plan shall require a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record.

(h) All evidence used to produce certified school personnel's overall performance rating shall be included in the documentation of the summative evaluation.

(i) The district certified evaluation plan shall provide an opportunity for the evaluatee to submit a written statement in response to the summative rating and require the response to be included in the official personnel record.

Section 3. District Personnel Evaluation Policies. (1) Each local school district shall establish a written policy for implementing the certified evaluation plan for all certified school personnel below the level of superintendent in the district, consistent with the requirements of KRS 156.557 and this administrative regulation. The local board of education shall develop, adopt, and submit to the department for approval a policy and procedure for evaluation of the district superintendent.

Section 4. Department Approval of District Personnel Evaluation Plan. The department shall review each local school district's certified evaluation plan and approve a certified evaluation plan that is consistent with the requirements of KRS 156.557 and this administrative regulation.

Section 5. Revisions to Previously Approved District Evaluation Plan. (1) 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.

(2) 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.

Section 6. Training and Testing of Evaluators. (1) The district shall include evaluator certification and observation training in the district's certified evaluation plan submitted to the department for approval pursuant to Section 3 of this administrative regulation.

(2) The district shall ensure an evaluator meets the requirements in the district's evaluation plan prior to conducting a formative or summative evaluation.

(3) An evaluator shall be trained, tested, and approved according to this administrative regulation and the district's certified evaluation plan.

(4) Evaluator training shall include:

(a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department;

(b) Training on KRS 156.557 and the requirements of this administrative regulation;

(c) Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and

(d) A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

Section 7. Performance Measure. (1) The district's certified evaluation plan shall utilize the Kentucky Framework for Personnel Evaluation pursuant to KRS 156.557 and the requirements of this administrative regulation and shall include the following performance measures:

(a) Planning;

(b) Environment;

(c) Instruction; and

(d) Professionalism.

(2) The district's certified evaluation plan shall define criteria for each performance measure from the Kentucky Framework for Teaching, the Kentucky Framework for Teaching: Specialist Frameworks, and the Principal and Assistant Principal Performance Standards that characterize effective practice and apply to the evaluatee.

(3) The evaluator shall use sources of evidence, in combination with professional judgment, to inform the teacher's or other professional's rating on each of the four (4) performance measures listed in subsection (1) of this section.

(a) The evaluator shall use the following ratings:

1. "Exemplary" shall be the rating for performance that consistently exceeds expectations for effective performance;

2. "Accomplished" shall be the rating for performance that consistently meets expectations for effective performance;

3. "Developing" shall be the rating for performance that inconsistently meets expectations for effective performance; and

4. "Ineffective" shall be the rating for performance that consistently fails to meet expectations for effective performance. Because individual education program (IEP) goals are student-specific, IEP goals may inform, but shall not be used as a single source of evidence for any performance measure.

Section 8. Summative Rating of Teachers, Other Professionals, Principals, and Assistant Principals. (1) The overall performance category for teachers or other professionals, principals, and assistant principals shall be a district-determined rating by combining the four (4) performance measures provided in Section 8.

Section 9. Evaluation of Certified School Personnel Assigned to the District Level for Purposes of Evaluation. (1) The district's certified evaluation plan for certified school personnel assigned to the district level for purposes of evaluation shall:

(a) Utilize the performance criteria established in KRS 156.557(4), comply with KRS 156.557 and the requirements of this administrative regulation; and

(b) List the performance criteria applicable to the evaluatee that characterizes professional effectiveness.

(2) The district certified evaluation plan for certified personnel assigned to the district level for purposes of evaluation shall be specific to the evaluatee's job category.

Section 10. District Evaluation Appeals Panel. The district shall provide the following in its system plan for an appeal to the district evaluation appeals panel:

(1) A right to a hearing as to every appeal;

(2) An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the district evaluation appeals panel; and

(3) A right to have the evaluatee's chosen representative present at the hearing.

Section 11. 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 judgment 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) calendar 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 the request.

(c) A brief, written statement or other document that a party wishes 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.

Section 12. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Kentucky Framework for Teaching", February 2014;

(b) "Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals", June 2015; and

(c) "Principal and Assistant Principal Performance Standards", May 2014.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Department of Education, Office of Teaching and Learning, 300 Sower Blvd, 5th Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the Kentucky Board of Education, as required by KRS 156.070(5). (40 Ky.R. 2651; 41 Ky.R. 61; 264; eff. 8-11-2014; 41 Ky.R. 2342; 42 Ky.R. 38; 287; 672; eff. 8-10-2015; 44 Ky.R. 1139, 1575, 1847; eff. 3-9-2018.)

PERSONNEL 03.18

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval by the Board and the Kentucky Department of Education a personnel evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with and which shall be implemented consistent with applicable statute and regulation.[1]

PURPOSE

The purpose of the personnel evaluation system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur annually for each teacher or other professional who has not attained continuing service status. Summative evaluations shall occur at least once every three (3) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators.

REPORTING

Results of evaluations shall not be included in the accountability system under KRS 158.6455.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the evaluatee's first thirty (30) calendar days of the school year as provided in regulation.

CONFIDENTIALITY

Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to submit a written response to be included in the certified employee's personnel record. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.[2]

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.

PERSONNEL 03.18 (Continued)

Evaluation

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 re-elected.

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, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

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

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

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

SUPERINTENDENT

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

PERSONNEL 03.18

(Continued)

Evaluation

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; 704 KAR 003:370
703 KAR 005:225
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 03.16, 02.14

Adopted/Amended: 7/20/2017
Order #:   17.272E