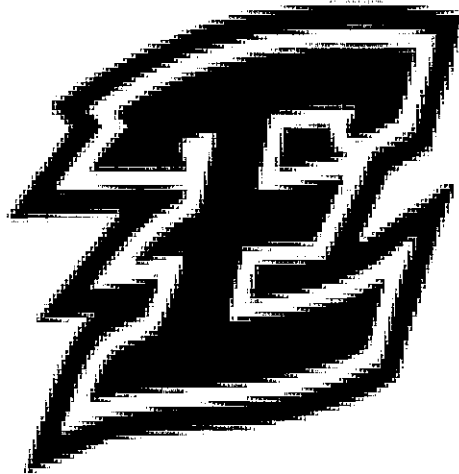


Professional Growth and Certified Personnel Evaluation Plan



Estill County Schools
June 2020

Certified Personnel Evaluation Plan

Estill County Schools

253 Main Street

Irvine, KY 40336

(606)723-2181

Mr. Jeffery Saylor – Superintendent

Tonya Isaacs – Assistant Superintendent/District Evaluation Point of Contact

Personnel Evaluation Committee		
Name	Title	Building
Banks, Andrea	Teacher	Estill County Middle
Campbell, Beth	Teacher	South Irvine Early Learning Center
Durham, Katelyn	Teacher	West Irvine Intermediate
Farmer, Amy	Teacher	Estill County High
Isaacs, Tonya	Assistant Superintendent	Central Office
Mullins, Jessica	Principal	Estill Springs Elementary
Snowden, Margaret	Director of Special Education	Central Office
Yost, Josh	Principal	Estill County High
Williams, Andrea	Principal	Estill County Middle
Morgan Worrell	Teacher	Estill Springs Elementary

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ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Estill County Board of Education hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Name:	Title:
Banks, Andrea	Teacher
Campbell, Beth	Teacher
Durham, Katelyn	Teacher
Farmer, Amy	Teacher
Isaacs, Tonya	Assistant Superintendent
Mullins, Jessica	Principal
Snowden, Margaret	Director of Special Education
Yost, Josh	Principal
Williams, Andrea	Principal
Worrell, Morgan	Teacher

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

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

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

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

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

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

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

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

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

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Estill County Schools

Certified Evaluation Plan

INTRODUCTION

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities.

The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years.

Administrators and other certified staff will be evaluated annually by the superintendent or by the superintendent's designee.

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

Teacher Evaluation

Effective teaching depends on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The vision for Estill County Schools 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 and continuous improvement.

Professional Code of Ethics

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

Certified Personnel in the Commonwealth

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

To students

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

To parents

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

To the education profession

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

Certified Teacher Evaluation

KTIP, Non-Tenured, Tenured, Special Educator

Certified Teacher Evaluation

Professional Growth Planning and Self-Reflection

Reflective practices and professional growth planning are iterative processes. Teachers will follow these steps:

1. Reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
2. Collaborate with his or her administrator to develop a professional growth plan and action steps
3. Implement the plan
4. Regularly reflect on the progress and impact of the plan on his or her professional practice
5. Modify the plan as appropriate
6. Continue implementation and ongoing reflection
7. Conduct a summative reflection on the degree of goal attainment and the implications for next steps

Self-reflections can be completed within a PLC if all teachers and other professionals in the PLC have a common goal.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources 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.

Teachers will participate in self-reflection and professional growth planning each year. Teachers will document self-reflection and professional growth planning in the district approved platform. Teachers complete their self-reflection and professional growth plan and submit to evaluator for approval within the first 30 days of school. Late hire full-time teachers, and full-time certified employees with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

DEVELOPMENT AND APPROVAL OF SELF-REFLECTION AND PGP

- All teachers must complete and submit their final Self-Reflection and PGP in the district approved platform no later than September 30th of each school year or within 30 days of hire date after September 1st. This may be completed prior to school starting.
- All teachers will utilize their Self-Reflection information in the development of their PGP.
- The PGP must be developed in collaboration with the administrator/designee.
- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.

The Kentucky Framework for Teaching

The KY Framework for Teaching will be utilized for teachers (**KTIP, non-tenured, tenured, and special educator**) and is designed to support student achievement and professional practice through the domains of:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. **A link to the Framework is located at the end of this document.**

Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Performance Measures

The performance measures (areas, skills, outcomes) on which certified teachers are evaluated consist of:

- Planning
- Environment
- Instruction
- Professionalism

Forms for the process of teacher evaluation are at the end of this section.

Sources of Evidence for Teachers

Teachers will provide evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the performance measures. All evidence must be products of an educator's work that demonstrate knowledge and skills of the educator. In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning.

Framework for Teaching	Performance Measures	Planning	Environment	Instruction	Professionalism
	Domain	Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Required Sources of Evidence	Supervisor Observation	Pre and Post Conferences	Observation		Pre and Post Conferences
	Professional Growth Plan	Professional Growth Plan & Self Reflection			
	Self-Reflection				
	Professional Learning Communities	PLC Participation (Agendas & Minutes)			
	Teacher Communication	Communication with Stakeholders (Parent contacts, teacher-to-teacher, etc.)			
Optional Sources of Evidence Can include, but are not limited to:					
Optional Sources of Evidence	<ul style="list-style-type: none">• Team Developed Curriculum Units/Documents• Lesson Planning Documents• Student Formative and/or Summative Assessments• Assessment Data including, but not limited to: (Measures of Academic Progress (MAP), CERT, Common assessments, KOSSA, End of Course, SNAP, Fountas & Pinnell (F & P), Brigance, Reading Running Records)• Student Work• Discipline Data• Walkthroughs• Other evidence provided by teacher in support of the standards				

All components and sources of evidence related supporting an educator's professional practice will be completed and recorded in the district approved platform.

Teacher Observation

The observation process is one source of evidence to determine teachers' effectiveness for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's practice. The supervisor observation will be used to inform and calculate a summative rating.

Observation Models

1-Year-Summative (Non-Tenured)

- All non-tenured certified personnel will be evaluated annually by utilizing the 1-Year-Summative of **1 full observation and 2 mini observations** in each year. One full observation and two mini observations will be completed by the evaluator.
- The first observation must occur in the first semester.
- Additional observations may be held at the discretion of the administrator prior to the final, full observation.
- Two mini observations will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation is a formal (full) observation conducted by the administrator/designee consisting of a full class or lesson observation completed by the supervisor prior to April 22nd.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

1 st Semester Before December 31st	2 nd Semester After January 1st
<ul style="list-style-type: none"> • 1 Mini observation by Supervisor 	<ul style="list-style-type: none"> • 1 Mini observation by Supervisor • 1 Final full observation completed by Supervisor
<i>*All non-tenured teachers will have three observations each year (2 mini observations and 1 full observation)</i>	

Procedures for 1-Year Summative (Non-Tenured)

- (a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (b) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (c) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (d) Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- (e) The immediate supervisor of the certified employee shall be designated as the primary evaluator. However, the primary evaluator may assign another certified evaluator to the certified teacher. The assigned evaluator shall be incorporated into the formative process for evaluation of the teacher.
- (f) All monitoring (formal and informal) of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher.

- (g) Unannounced (informal) visits to the classroom are not precluded.
- (h) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (i) Any person has the right to appeal their summative evaluation.
- (j) An Intern Teacher will be evaluated using the Kentucky Teacher Internship Program (KTIP) according to state law and regulation. In the event KTIP is suspended or eliminated, the Intern Teacher will be evaluated the same as all non-tenured teachers.
- (k) The immediate supervisor or designee shall document observations into the district approved format and platform.
- (l) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- (m) The summative evaluation conference shall be held at the end of the evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- (n) An opportunity for written response shall be included in the official personnel record.

3-Year- Summative Model (Tenured)

- All tenured teachers will have a summative evaluation a minimum of once every three years. The length of the summative cycle shall be determined by the Professional Growth and Summative Cycle Matrix.
- A certified teacher that has received a successful evaluation and is on the three year cycle shall be observed on the following schedule. **A total of four observations** will take place throughout the summative cycle. **One mini observation** by the evaluator will occur during the **first year** of the summative cycle. **One mini observation** will occur by the evaluator during the **second year** of the summative cycle. **One mini observation and one final full observation** by the evaluator will be conducted in the **third year** of the summative cycle.
- Additional observations may be held at the discretion of the administrator. When observation results yield an ineffective determination, the evaluator shall conduct additional observations and develop a Corrective Action Plan. All observations will be completed by April 22nd.
- Additional observations may be held at the discretion of the administrator prior to the final, full observation.
- Three mini observations will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation is a formal (full) observation conducted by the administrator/designee consisting of a full class or lesson observation completed by the supervisor prior to April 22nd.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

Summative Cycle Matrix

<i>Year 1</i>	<i>Year 2</i>	<i>Year3</i>
<i>1 mini- by supervisor</i>	<i>1 mini- by supervisor</i>	<i>1 mini- by supervisor 1 final full observation completed by the supervisor</i>

Procedures for 3-Year Summative Model (Tenured)

- (o) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (p) Observations may begin after the evaluation training takes place within 30 calendar days of employment.

- (q) When observation results yield an ineffective determination, the evaluator shall conduct additional observations and develop a Corrective Action Plan. All observation will be completed by **April 22nd**.
- (r) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (s) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (t) The summative form of Three Year Summative certified personnel shall be completed by **April 30th** by the evaluator and documented in the district approved format and platform.
- (u) The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- (v) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- (w) An opportunity for written response shall be included in the official personnel record.
- (x) If a certified school employee is hired after the 60th day of the school year, an observation may be eliminated.
- (y) If a certified school employee misses 60 or more consecutive days of the school year, an observation may be eliminated.
- (z) Any person has the right to appeal their summative evaluation.

Professional Practice

Observation Window

The following is an outline of the district's observation window:

Observation Window Begins	Observation Window Ends
Observations may begin after the evaluation training takes place within 30 calendar days of employment	Prior to April 22 nd for all certified teachers

Observer Training

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

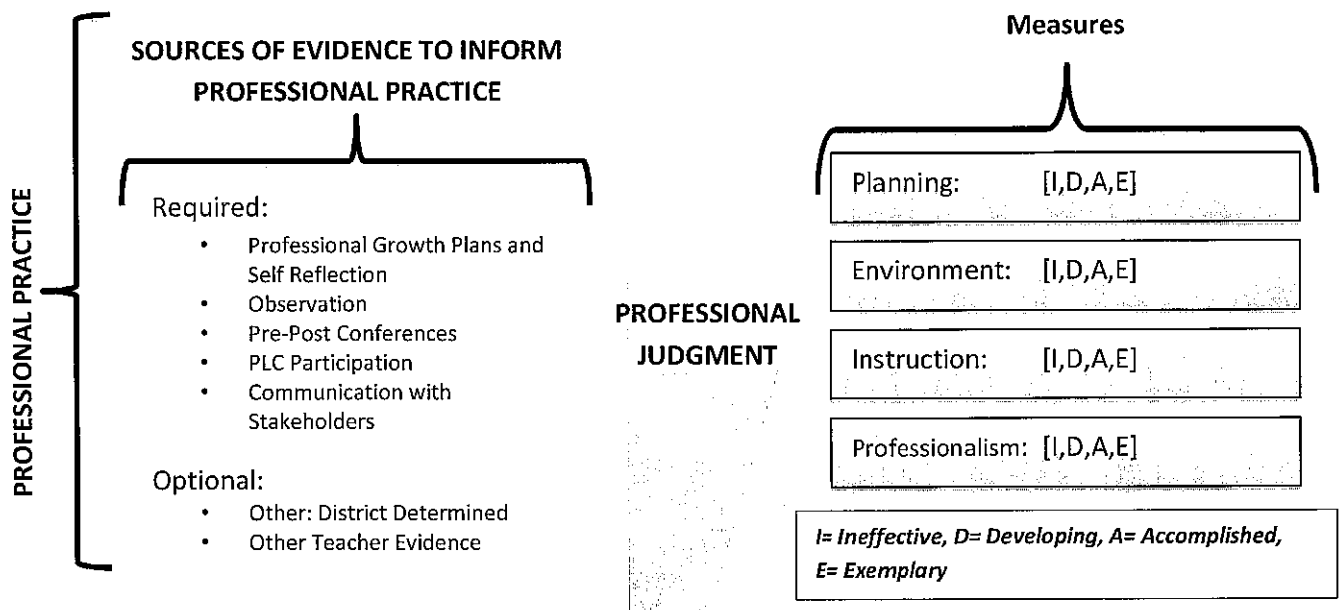
Determining Overall Performance for Teachers

Evaluators are responsible for determining an Overall Performance Rating for each teacher at the conclusion of their summative evaluation cycle. The Overall Performance Rating is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance on the four performance measures.

Rating Professional Practice

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

Evaluators and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to the performance rating for each of the four measures, *planning, environment, instruction, and professionalism* and professional judgement. All ratings must be recorded in the district approved platform.



The performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgement. Evaluator must rate the performance measures prior to applying the decision rules. The performance level rating for each measure will then be combined to provide a summative rating using the following decision rules.

Decision Rules

IF....	THEN.....
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The professional practice rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The professional practice rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated Exemplary	The professional practice rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The professional practice rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall professional practice rating, products of practice and other sources of evidence, the type of Professional Growth Plan and length of the summative cycle will be determined using the chart below.

Professional Practice Rating	Type and Length of Educator Plan for Tenured Teachers	
Exemplary	Three Year Self Directed Cycle <ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative Review annually Summative occurs at the end of year 3 	
Accomplished	Three Year Self Directed Cycle <ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative Review annually Summative occurs at the end of year 3 	
Developing	Three Year Self Directed Cycle <ul style="list-style-type: none"> Goals set by educator with evaluator input; one must address low performance or outcomes. Plan activities designed by educator with evaluator input. Formative Review annually. 	
Ineffective	Up to 12 Month Improvement Plan <ul style="list-style-type: none"> Goal Determined by evaluator Focus on low performance area (s) Summative at end of plan 	One Year Directed Growth Plan <ul style="list-style-type: none"> Goal determined by evaluator Goals focus on low performance/outcome area(s) Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan
Ineffective Rating	Teachers who score ineffective will require a Corrective Action Plan.	

Estill County Schools

Reflective Practice

Professional Growth Planning For Teachers

Name	
Title	
Location	
School Year	

Part A: Reflection on the KY Framework for Teaching & Performance Measures

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. Discuss at least one strength and one area for growth.

Performance Measures & Domains	Self-Assessment				Strength	Growth
Planning						
Domain 1- Planning & Preparation	I	D	A	E		
Environment						
Domain 2- Classroom Environment	I	D	A	E		
Instruction						
Domain 3- Instruction	I	D	A	E		
Professionalism						
Domain 4- Professionalism	I	D	A	E		

Part B: Connection of Priority Needs to Professional Growth Planning

1. Based on the areas of growth identified in Self-Reflection part a, write 1-2 Professional Growth Goals. Some questions to think about...

- What do I want to change about my practice 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?

Domain	Measurable Professional Growth Goal(s)

2. After review of professional growth goal(s), the administrator will approve the goal(s) or send back to the teacher for revisions. **Once approved, the administrator will electronically sign and date and the teacher will electronically sign and date.**

Administrator: _____

Date: _____

Teacher: _____

Date: _____

3. Complete this section at the end of the year to describe the level of attainment for the Professional Growth Goal(s).

Date: _____	1. End of Year Professional Growth Goal Reflection:
Date: _____	2. End of Year Professional Growth Goal Reflection:

4. Based on your Professional Growth this year, what are your next steps?

Next Steps:

Professional Growth Plan Signature Page

5. After review of steps 3 and 4, the Teacher will print this page ONLY, Teacher and Principal will print, sign and date. Teacher will scan and upload this signed page to the district-approved platform.

Print Teacher's Name	Date:
Teacher's Signature	
Print Administrator's Name	Date:
Administrator's Signature	

- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.



PRE-OBSERVATION DISCUSSION AND PLANNING

Teacher: _____

School: _____

Grade Level/Subject: _____

Date of Conference: _____

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



Estill County Schools Observation Form for Teachers

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Teacher: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Mini Observation _____

Full Observation _____

Component:	Rating:				Evidence/Comments:
	I	D	A	E	
1A - Demonstrating knowledge of Content and Pedagogy					
1B - Demonstrating knowledge of students					
1C - Selecting instructional outcomes					
1D - Demonstrating knowledge of resources					
1E - Designing coherent instruction					
1F - Designing student assessment					
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					
4A - Reflecting on teaching					
4B - Maintaining accurate records					

4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Growing and developing professionally	I	D	A	E	
4F - Demonstrating professionalism	I	D	A	E	
Administrator Comments:					

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

Estill County Schools
SUMMATIVE EVALUATION for Certified Teachers

Evaluatee: _____ Position: _____

Location: _____ Date: _____

Evaluator: _____ Position: _____

Performance Measures	Ratings			
	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Ineffective</i>
Planning				
Domain 1- Planning & Preparation				
Environment				
Domain 2- Classroom Environment				
Instruction				
Domain 3- Instruction				
Professionalism				
Domain 4- Professional Responsibilities				
OVERALL PERFORMANCE RATING				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: _____
 (Does NOT meet requires Corrective Action Plan)

Evaluatees's Comments: _____

Evaluator's Comments:

Evaluatee: _____ Date: _____

Evaluator: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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

INDIVIDUAL CORRECTIVE ACTION PLAN

The individual Corrective Action plan is developed when an evaluatee receives an ineffective rating(s) on the Summative Evaluation or when immediate change is required in teacher behavior.

Individual Corrective Action Plan for

Date _____ Worksite _____

Domain	Rating	Growth Objective/Goal(s) (describe desired outcome)	Procedures & Activities for Achieving Goals & Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:		Status: <u> Achieved </u> <u> Revised </u> <u> Continued </u>	
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)

ESTILL COUNTY SCHOOLS
ASSISTANCE TEAM RECORD

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1 st Assistance Team Meeting				
2 nd Assistance Team Meeting				
3 rd Assistance Team Meeting				
4 th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor _____

Team Members:

ESTILL COUNTY SCHOOLS
ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher: _____

Date of Meeting: _____

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting: _____

Other Professionals Certified Evaluation

**Guidance Counselor, Instructional Specialist, Library Media Specialist,
Speech Language Pathologist, District/School Psychologist**

OTHER PROFESSIONALS CERTIFIED EVALUATION

Professional Growth Planning and Self-Reflection

Reflective practices and professional growth planning are iterative processes. Other professionals will follow these steps:

1. Reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
2. Collaborate with his or her administrator to develop a professional growth plan and action steps
3. Implement the plan
4. Regularly reflect on the progress and impact of the plan on his or her professional practice
5. Modify the plan as appropriate
6. Continue implementation and ongoing reflection
7. Conduct a summative reflection on the degree of goal attainment and the implications for next steps

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

Other professionals will participate in self-reflection and professional growth planning each year. Other professionals will document self-reflection and professional growth planning in the district approved platform. Other professionals complete their self-reflection and professional growth plan and submit to evaluator for approval within the first 30 days of school. Late hire full-time other professionals, and full-time certified employees with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

DEVELOPMENT AND APPROVAL OF SELF-REFLECTION AND PGP

- All other professionals must complete and submit their final Self-Reflection and PGP in the district approved platform no later than September 30th of each school year or within 30 days of hire date after September 1st. This may be completed prior to school starting.
- All other professionals will utilize their Self-Reflection information in the development of their PGP.
- The PGP must be developed in collaboration with the administrator/designee.
- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.

The Kentucky Specialist Frameworks

The KY Specialist Frameworks, will be utilized for other school based professionals (**guidance counselor, instructional specialist, library media specialist, speech language pathologist, school/district psychologist**), are designed for the unique professional responsibilities of these specialists. Each framework consists of research-based sets of components of practice through the domains of:

- Planning & Preparation
- The Environment
- Delivery of Service
- Professional Responsibilities

Evidence supporting other certified professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain. **A link to specialist frameworks is at the end of this document.**

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Performance Measures

The performance measures (areas, skills, outcomes) on which other professionals are evaluated consist of:

- Planning
- Environment
- Instruction
- Professionalism

Forms for the process of other professionals evaluation are at the end of this section.

Sources of Evidence

Other professionals will provide evidences to support assessment of their own professional practice. These evidences should yield information related to the specialist practice within the performance measures. All evidence must be products of a specialist work that demonstrate knowledge and skills of the specialist. In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning.

Kentucky Framework for Teaching: Specialists Frameworks	Performance Measures	Planning	Environment	Instruction	Professionalism
	Domain	Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Required Sources of Evidence	Supervisor Observation/Site Visit	Pre and Post Conferences	Observation/Site Visit		Pre and Post Conferences
	Professional Growth Plan	Professional Growth Plan & Self Reflection			
	Self-Reflection				
	Professional Learning Communities	PLC Participation (Agendas & Minutes)			
	Communication	Communication with Stakeholders (Parent contacts, teacher-to-teacher, etc.)			
Optional Sources of Evidence Can include, but are not limited to:					
Optional Sources of Evidence	<ul style="list-style-type: none">Optional samples of evidence for Guidance Counselor, Instructional Specialist, Library Media Specialist, Speech Language Pathologist, and School Based Psychologist can be located in the Kentucky Framework for Teaching: Specialist Frameworks.Other evidence provided by other professionals in support of the standards				

All components and sources of evidence related supporting other professionals' practice will be completed and recorded in the district approved platform.

Other Professionals Observation/Site Visit

The observation/site visit process is one source of evidence to determine an other professional's effectiveness. The supervisor observation/site visit will provide *documentation and feedback* to measure the effectiveness of professional practice. The rationale for each type of observation/site visit is to encourage continued professional learning in teaching and learning through critical reflection.

Other Certified Professionals	Professional Effectiveness Process
Guidance counselors	Site Visit
Instructional specialist	Observation
Library media specialist	Site Visit
Speech language pathologist	Observation
District/School psychologist	Site Visit

Guidance Counselors

1-Year-Summative (Guidance Counselors)

- Guidance Counselors with a continuing contract will receive, ***at a minimum 1 full work site visit and 1 mini-work site visit each year*** completed by the evaluator.
- The first work site visit must occur in the first semester.
- Additional work site visits may be held at the discretion of the administrator prior to the final, full site visit.
- One mini site visit will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final work site visit is formal (full), conducted by the administrator/designee. This shall be completed by the supervisor prior to April 22nd.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

Procedures for 1-year Summative (Guidance Counselors)

- (a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (b) Site visits may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- (c) The immediate supervisor of the certified employee shall be designated as the primary evaluator. However, the primary evaluator may assign another certified evaluator to the guidance counselor. The assigned evaluator shall be incorporated into the formative process for evaluation of the counselor.
- (d) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (e) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (f) All monitoring (formal and informal) of performance of a certified employee shall be conducted openly and with the full knowledge of the counselor.
- (g) Unannounced (informal) visits to the counselor are not precluded.
- (h) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (i) Any person has the right to appeal their summative evaluation.
- (j) The immediate supervisor or designee shall document observations/Site Visits into the district approved format and platform.
- (k) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.

Summative Cycle Matrix-Guidance Counselors

First Semester Before December 31 st	Second Semester After January 1 st
• 1 Mini Work Site Visit by the supervisor	• 1 Full Work Site Visit by the supervisor

All other certified professionals will follow the observation/site visit models below with the exception of Guidance Counselors detailed above.

Observation/Site Visit Models for Other Professionals

All Other Professionals EXCEPT Counselors

1-Year-Summative (Non-Tenured)

- All non-tenured certified personnel will be evaluated annually by utilizing the 1-Year-Summative of **1 full observation and 2 mini observations** in each year. One full observation/site visit and two mini observations/site visits will be completed by the evaluator.
- The first observation/site visit must occur in the first semester.
- Additional observations/site visits may be held at the discretion of the administrator prior to the final, full observation.
- Two mini observations/site visits will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation/site visit is a formal (full), conducted by the administrator/designee consisting of a full class, lesson observation, work site visit completed by the supervisor prior to April 22nd.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

Summative Cycle Matrix-1 Year

1 st Semester Before December 31st	2 nd Semester After January 1st
<ul style="list-style-type: none">• 1 Mini observation/site visit by Supervisor	<ul style="list-style-type: none">• 1 Mini observation/site visit by Supervisor• 1 Final full observation/site visit completed by Supervisor

Procedures for 1-Year Summative (Non-Tenured)

- (a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (b) Observations/site visits may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- (c) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (d) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (e) The immediate supervisor of the certified employee shall be designated as the primary evaluator. However, the primary evaluator may assign another certified evaluator to the certified teacher. The assigned evaluator shall be incorporated into the formative process for evaluation of the teacher.
- (f) All monitoring (formal and informal) of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher.
- (g) Unannounced (informal) visits to the classroom/work site are not precluded.
- (h) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (i) Any person has the right to appeal their summative evaluation.
- (j) The immediate supervisor or designee shall document observations into the district approved format and platform.
- (k) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.

3-Year- Summative Model (Tenured)

- All tenured certified personnel will have a summative evaluation a minimum of once every three years. The length of the summative cycle shall be determined by the Professional Growth and Summative Cycle.
- A certified personnel that has received a successful evaluation and is on the three year cycle shall be observed/visited on the following schedule. **A total of four observations/site visits** will take place throughout the summative cycle. **One mini observation/site visit** by the evaluator will occur during the **first year** of the summative cycle. **One mini observation/site visit** will occur by the evaluator during the **second year** of the summative cycle. **One mini observation/site visit and one final full observation/site visit** by the evaluator will be conducted in the **third year** of the summative cycle.
- Additional observations/site visits may be held at the discretion of the administrator. When observation/site visit results yield an ineffective determination, the evaluator shall conduct additional observations/site visits and develop a Corrective Action Plan. All observations/site visits will be completed by April 22nd.
- Additional observations/site visits may be held at the discretion of the administrator prior to the final, full observation/site visit.
- Three mini observations/site visits will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation/site visit is a formal (full) observation/site visit conducted by the administrator/designee consisting of a full class, lesson observation, work site visit completed by the supervisor prior to April 22nd.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated.

Summative Cycle Matrix-3 Year

Year 1	Year 2	Year3
1 mini observation/site visit conducted by supervisor	1 mini observation/site visit conducted by supervisor 1 mini- by supervisor	1 mini- by supervisor 1 final full observation completed by the supervisor

Procedures for 3-Year Summative Model (Tenured)

- a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- b) Observations may begin after the evaluation training takes place within 30 calendar days of employment.
- c) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- d) When observation/site visit results yield an ineffective determination, the evaluator shall conduct additional observations and develop a Corrective Action Plan. All observation/site visit will be completed by **April 22nd**.
- e) An individual pre-observation/site visit conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation/site visit.
- f) A face to face post-observation/site visit conference shall be completed following each observation/site visit within five (5) working days.
- g) The summative form of Three Year Summative certified personnel shall be completed by **April 30th** by the evaluator and documented in the district approved format and platform.

- h) The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- i) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- j) An opportunity for written response shall be included in the official personnel record.
- k) If a certified school employee is hired after the 60th day of the school year, an observation/site visit may be eliminated.
- l) If a certified school employee misses 60 or more consecutive days of the school year, an observation/site visit may be eliminated.
- m) Any person has the right to appeal their summative evaluation.

Professional Practice

Observation Window

The following is an outline of the district's observation window:

Observation Window Begins	Observation Window Ends
Observations may begin after the evaluation training takes place within 30 calendar days of employment	Prior to April 22 nd for all certified teachers

Observer Training

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

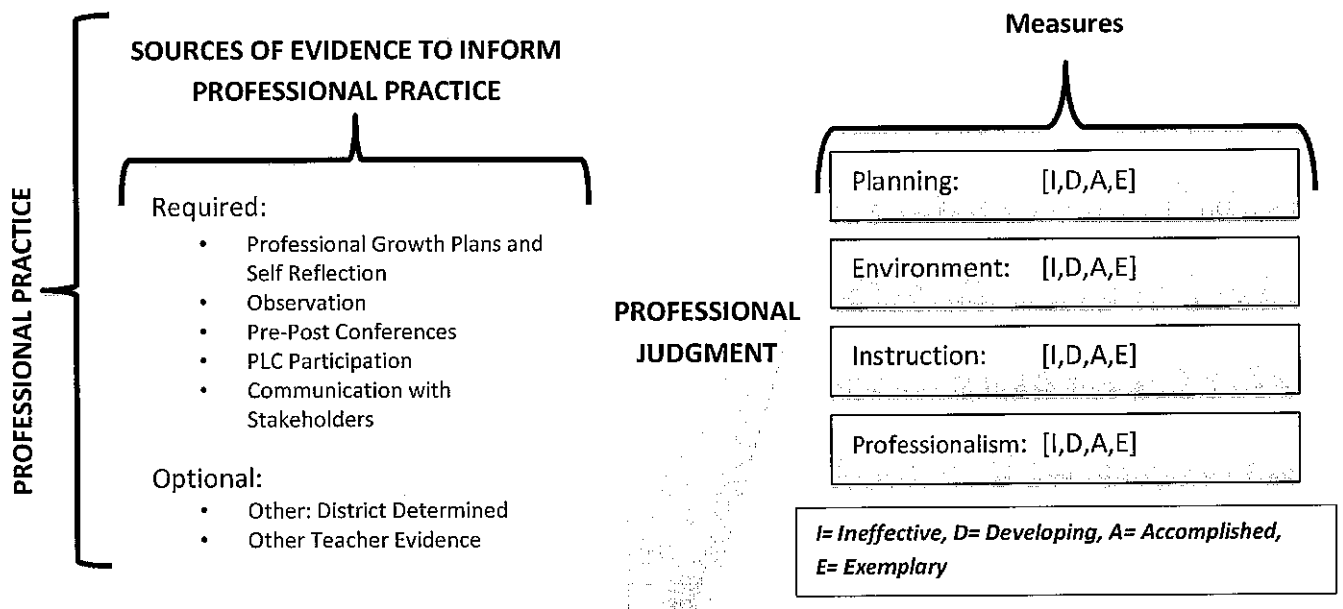
Determining Overall Performance for Other Professionals

Evaluators are responsible for determining an Overall Performance Rating for each certified professional at the conclusion of their summative evaluation cycle. The Overall Performance Rating is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance on the four performance measures.

Rating Professional Practice

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

Evaluators and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to the performance rating for each of the four measures, *planning, environment, instruction, and professionalism* and professional judgement. All ratings must be recorded in the district approved platform.



The performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgement. Evaluator must rate the performance measures prior to applying the decision rules. The performance level rating for each measure will then be combined to provide a summative rating using the following decision rules.

Decision Rules

IF....	THEN.....
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The professional practice rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The professional practice rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated Exemplary	The professional practice rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The professional practice rating shall be EXEMPLARY

Section 3: Professional Growth Plan and Summative Cycle

Based on the overall professional practice rating, products of practice and other sources of evidence, the type of Professional Growth Plan and length of the summative cycle will be determined using the chart below.

Professional Practice Rating	Type and Length of Educator Plan for Tenured Certified Professionals	
Exemplary	Three Year Self Directed Cycle <ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative Review annually Summative occurs at the end of year 3 	
Accomplished	Three Year Self Directed Cycle <ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed and implemented with colleagues. Formative Review annually Summative occurs at the end of year 3 	
Developing	Three Year Self Directed Cycle <ul style="list-style-type: none"> Goals set by educator with evaluator input; one must address low performance or outcomes. Plan activities designed by educator with evaluator input. Formative Review annually. 	
Ineffective	Up to 12 Month Improvement Plan <ul style="list-style-type: none"> Goal Determined by evaluator Focus on low performance area (s) Summative at end of plan 	One Year Directed Growth Plan <ul style="list-style-type: none"> Goal determined by evaluator Goals focus on low performance/outcome area(s) Plan activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan
Ineffective Rating	Other certified professionals who score ineffective will require a Corrective Action Plan.	

Estill County Schools
Reflective Practice
Professional Growth Planning For Other Professionals

Name	
Title	
Location	
School Year	

Part A: Reflection on the KY Specialist Framework & Performance Measures

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. Discuss at least one strength and one area for growth.

Performance Measures & Domains	Self-Assessment				Strength	Growth
Planning						
Domain 1- Planning & Preparation	I	D	A	E		
Environment						
Domain 2- The Environment	I	D	A	E		
Instruction						
Domain 3- Delivery of Service	I	D	A	E		
Professionalism						
Domain 4- Professional Responsibilities	I	D	A	E		

Part B: Connection of Priority Needs to Professional Growth Planning

1. *Based on the areas of growth identified in Self-Reflection part a, write 1-2 Professional Growth Goals. Some questions to think about....*

- *What do I want to change about my practice 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?*

Domain	Measurable Professional Growth Goal(s)

2. After review of professional growth goal(s), the administrator will approve the goal(s) or send back to the other professional for revisions. **Once approved, the administrator will electronically sign and date and the other professional will electronically sign and date.**

Administrator: _____

Date: _____

Other Professional: _____

Date: _____

3. Complete this section at the end of the year to describe the level of attainment for the Professional Growth Goal(s).

Date: _____	1. End of Year Professional Growth Goal Reflection: _____
Date: _____	2. End of Year Professional Growth Goal Reflection: _____

4. Based on your Professional Growth this year, what are your next steps?

Next Steps: _____

Professional Growth Plan Signature Page

5. After review of steps 3 and 4, the Other Professional will print this page ONLY. The Other Professional and Principal will print, sign and date. The Other Professional will scan and upload this signed page to the district-approved platform.

Print Professional's Name	Date:
Professional's Signature	
Print Administrator's Name	Date:
Administrator's Signature	

- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.



Estill County Schools

Observation/Site Visit Form for Other Professionals

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Other Professional: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

Mini _____

Full _____

Component:	Rating:				Evidence/Comments:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - <i>Sharing expertise with staff</i>	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	

4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	
Administrator Comments: <i>See 4B, 4C, 4D, 4E, 4F for comments</i>					

 Evaluatee Signature

 Date

 Evaluator Signature

 Date

Estill County Schools
SUMMATIVE EVALUATION For OTHER CERTIFIED PROFESSIONALS

Evaluatee: _____ Position: _____

Location: _____ Date: _____

Evaluator: _____ Position: _____

Performance Measures	Ratings			
	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Ineffective</i>
Planning				
Domain 1- Planning & Preparation				
Environment				
Domain 2- The Environment				
Instruction				
Domain 3- Delivery of Service				
Professionalism				
Domain 4- Professional Responsibilities				
OVERALL PERFORMANCE RATING				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: _____
 (Does NOT meet requires Corrective Action Plan)

Evaluatees's Comments: _____

Evaluator's Comments:

Evaluatee: _____ Date: _____

Evaluator: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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

INDIVIDUAL CORRECTIVE ACTION PLAN

The individual Corrective Action plan is developed when an evaluatee receives an ineffective rating(s) on the Summative Evaluation or when immediate change is required in teacher behavior.

**Individual Corrective Action Plan
for**

Date _____ **Worksite** _____

Domain	Rating	Growth Objective/Goal(s) (describe desired outcome)	Procedures & Activities for Achieving Goals & Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:		Status: <u>Achieved</u> <u>Revised</u> <u>Continued</u>		
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)	
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)	

ESTILL COUNTY SCHOOLS
ASSISTANCE TEAM RECORD

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1 st Assistance Team Meeting				
2 nd Assistance Team Meeting				
3 rd Assistance Team Meeting				
4 th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor _____

Team Members:

ESTILL COUNTY SCHOOLS
ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher: _____

Date of Meeting: _____

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting: _____

Principal Certified Evaluation

Principal and Assistant Principal

PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION

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

The principal will be evaluated by the superintendent or his/her designee. The assistant principal(s) will be evaluated by the principal of their school. The superintendent will ensure that both the evaluator and the evaluatee have been oriented to this plan.

- a. All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- b. The immediate supervisor of the certified employee shall be designated as the primary evaluator.
- c. The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- d. Any person has the right to appeal their summative evaluation.
- e. A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- f. The summative evaluation conference shall be held at the end of the evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- g. An opportunity for written response shall be included in the official personnel record.

Overview and Summative Model

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Professional Standards for Educational Leaders 2015.

Sources of Evidence

Professional Standards for Educational Leaders	Performance Measures	Planning	Environment	Instruction	Professionalism
	Domain	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support of Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
Required Sources of Evidence	Site Visits	Observation; District Identified Evidence (Conferences)	Observation		District Identified Evidence (Conferences)
	Professional Growth Plan	Professional Growth Plan & Self Reflection			
	Self-Reflection				
	Professional Learning Communities	PLC Participation (Agendas & Minutes)			
	Working Conditions	Kentucky Working Conditions Survey & Other District Identified Feedback			
Optional Sources of Evidence Can include, but are not limited to:					
Optional Sources of Evidence	<ul style="list-style-type: none">• SBDM Minutes• Faculty Meeting Agendas and Minutes• Leadership Team Agendas and Minutes• Instructional Rounds/Walk-through documentation• Budgets• EILA/Professional Learning experience documentation• Surveys• Professional Organization memberships• Parent/Community engagement events documentation• School Schedules• Student academic interim assessment measures such as, MAP, F&P, SNAP, and CERT.• Student growth• Other evidence provided by the principal in support of the standards				

Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders (PSEL) are designed with a strong, clear emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well educated and prepared for the 21st Century. PSEL are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular

realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of the elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard. PSEL 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 10 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will *live in Accomplished but occasionally visit Exemplary*. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard combined to determine an overall summative rating for the **four performance measures of Planning, Environment, Instruction and Professionalism**.

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

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 site-visit conferences, professional growth needs identified through self-assessment and reflection. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Observer Training

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

Forms for the process of principal evaluation are at the end of this section.

Reflective practices and professional growth planning are iterative processes. The principal:

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 supervisor to develop a professional growth plan and action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on his or her professional practice
5. modifies the plan as appropriate
6. continues implementation and ongoing reflection
7. conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

All principals and assistant principals will participate in self-reflection and professional growth planning each year. **The self-reflection and professional growth planning will be completed by October 30th of the school year.** Late hire of principals and assistant principals and those with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

Self-Reflection and Professional Growth Plans will be developed, approved, and monitored by the Superintendent or designee utilizing the district approved platform.

Site-Visits

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. Site visits are conducted by the superintendent or designee.

- Site visits will be conducted **at least once each year**. The first site visit by the superintendent or designee should occur at the mid-point of the school year.
- Site visits are not required for assistant principals.
- Site visits should have a minimum duration of one hour with a recommended half to full day.
- A conference between the superintendent and/ or designee and the principal will occur within 5 working days of each site visit. The feedback should include reference to the principal performance standards to find examples of behaviors that, when documented using Site Visit Form, support a degree of effectiveness for that standard.
- In the event of a late hire or extended absences of principal, the first site visit will occur within 30 days of employment.

Working Conditions Goal

Connecting KY Working Conditions data to principal performance involves building the capacity for principals and their superintendents to interpret and use KY Working Conditions data to set a target goal for working conditions improvement that connects to the Professional Standards for Educational Leaders and impacts the working conditions within their building. Setting goals—not just any goals, but goals based on whole staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent KY Working Conditions Survey.

- Upon receiving the results of the KY Working Conditions Survey, the principal shall review the data with the superintendent or designee.
- The Principal shall then develop, in collaboration with the superintendent, a minimum of one, 2-year Working Conditions Goal(s) based on need(s) revealed in the analysis of the KY Working Conditions Survey.
- The formative data **will be reviewed** with the superintendent or designee **at the mid-point review**.
- The Assistant Principal will inherit the Principal's goal.

Determining Overall Performance for Principals

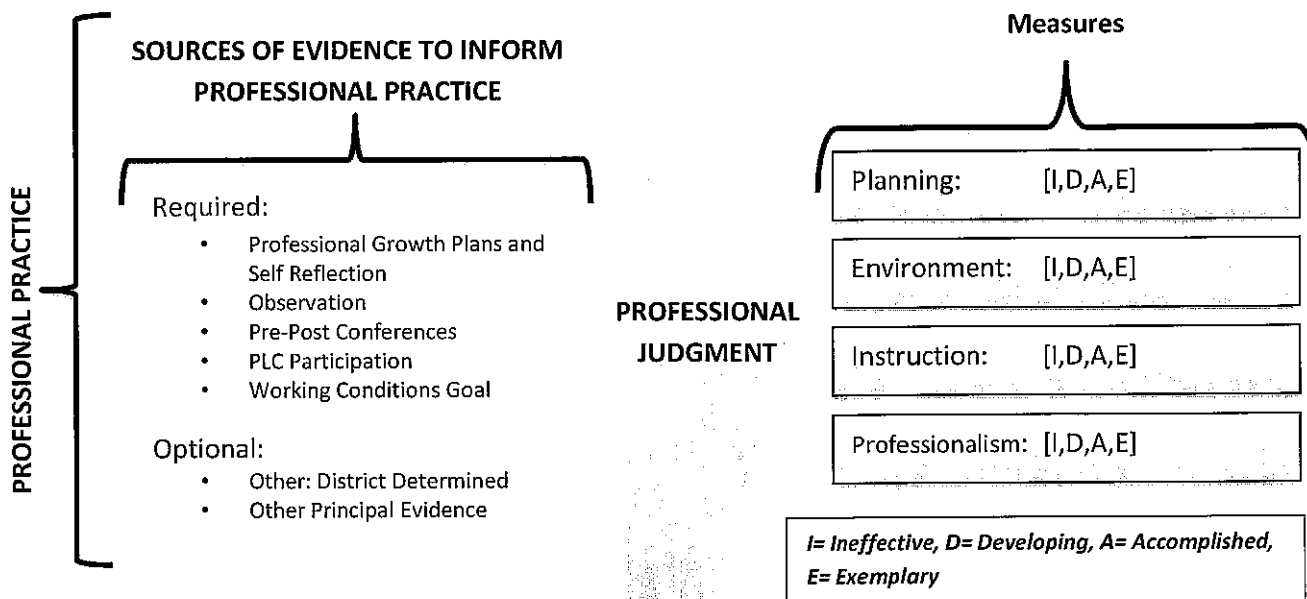
Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the principal's ratings on professional practice, products of practice, and other sources of evidence.

Rating Professional Practice

The Professional Standards for Educational Leaders stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation.

Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. Each standard may be scored in the district approved format by the superintendent or designee by **June 30th of each year** or the deadline set by the state whichever is earlier.



A principal's Overall Performance Rating is determined by the evaluator based on the principal's ratings on each measure using the sources of evidence for principals/assistant principals. Evaluators will use professional judgment to determine a rating for each measure. Evaluator must rate the performance measures prior to applying the decision rules. Next, the evaluator will use the following decision rules for determining the Professional Practice Category and record it on the Summative Evaluation for Principals:

Decision Rules

IF....	THEN.....
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The professional practice rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The professional practice rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated Exemplary	The professional practice rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The professional practice rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Professional Practice Rating	Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth
Exemplary	"Shall" have a minimum of a Self-Directed growth plan
Accomplished	"Shall" have a minimum of a Self-Directed growth plan
Developing	"Shall" have a minimum of a Self-Directed growth plan
Ineffective	"Shall" have a minimum of Corrective Action Plan (Evaluator Directed)

**Reflective Practice, KY Working Conditions and
Professional Growth Planning For Principals
and Other Certified District Personnel**

Name	
Title	
Location	
School Year	

Part A: Reflection on the Professional Standards for Educational Leaders & Performance Measures

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.

Performance Measure & Standards	Self-Assessment				Strengths and areas for growth
Planning					
1. Mission, Vision and Core Values <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
9. Operations and Management <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
10. School Improvement <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	
Environment					
3. Equity and Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
Instruction					
4. Curriculum, Instruction and Assessment <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	
6. Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being</i>	I	D	A	E	

Professionalism					
2. Ethics and Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
8. Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	I	D	A	E	

Part B: Kentucky Working Conditions Goal

Working Conditions Goal Action Plan			
Working Conditions	Strategies/Actions	Resources/Support	Completion Date
<i>What do I want to change about my leadership or role that will effectively impact working conditions in my school and/or district and an impact on student learning?</i>	<i>What will I need to do? How will I apply what I have learned? How will I accomplish my goal?</i>	<i>What resources will I need to complete my plan? What support will I need?</i>	
Measurable Working Conditions Growth Goal Statement <i>The WC goal statement should be specific to the principal/other district certified personnel and should identify the specific growth that the administrator plans to accomplish in the 2-year cycle of Kentucky Working Conditions Survey.</i>			

Part C: Data Reflection

Other types of data on which to reflect

Data Selected	Results

Part D: Connection of Priority Needs to Professional Growth Planning

1. Based on the areas of growth identified in Self-Reflection parts a,b, and c, write a Professional Growth Goal.

Questions to think about?	Measurable Professional Growth Goal
<ul style="list-style-type: none"> What do I want to change about my practice 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? 	

2. After review of working conditions and professional growth goals, the superintendent will approve the goals or send back to the administrator for revisions. **Once approved, the superintendent will electronically sign and date and the administrator will electronically sign and date.**

Superintendent: _____

Date: _____

Administrator: _____

Date: _____

3. Complete this section at the end of the year to describe the level of attainment for the Working Conditions Goal and the Professional Growth Goal.

Date: _____	End of Year KY Working Conditions Growth Reflection: _____
Date: _____	End of Year Professional Growth Goal Reflection: _____

4. Based on your Professional Growth this year, what are your next steps?

Next Steps: _____

Professional Growth Plan Signature Page

5. After review of steps 3 and 4, school administrator will print this page ONLY. The school administrator and superintendent will print, sign and date. The school administrator will scan and upload this signed page to the district-approved platform.

Print Administrator's Name	Date:
Administrator Signature	
Print Superintendent's Name	Date:
Superintendent Signature	



Estill County Schools

PRINCIPAL SITE VISITS

Site

Administrator: _____

Visit

Location: _____

Form

Superintendent: _____

School Year: _____

This form may be used by the evaluator in conducting the site visits for Principals and Other Certified District Personnel

PSEL Standard 1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Evidence

Evaluator's Feedback:

PSEL Standard 2. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Evidence

Evaluator's Feedback:

PSEL Standard 3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Evidence

Evaluator's Feedback:

PSEL Standard 4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Evidence

Evaluator's Feedback:

PSEL Standard 5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

Evidence

Evaluator's Feedback:

PSEL Standard 6. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Evidence

Evaluator's Feedback:

PSEL Standard 7. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Evidence

Evaluator's Feedback:

PSEL Standard 8. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Evidence

Evaluator's Feedback:

PSEL Standard 9. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Evidence

Evaluator's Feedback:

PSEL Standard 10. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Evidence

Evaluator's Feedback:

Estill County Schools
SUMMATIVE EVALUATION PRINCIPALS
& OTHER CERTIFIED DISTRICT PERSONNEL

Evaluatee: _____ **Position:** _____

Location: _____ **Date:** _____

Evaluator: _____ **Position:** _____

Performance Measures	Ratings			
	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Ineffective</i>
Planning				
Standard 1-Mission, vision, Core Values Standard 9-Operations and Management Standard 10-School Improvement				
Environment				
Standard 3-Equity and Cultural Responsiveness Standard 7-Prof. Com. for Teachers and Staff				
Instruction				
Standard 4-Curriculum, Instruction & Assess. Standard 5-Community of care and support for students Standard 6-Prof. Capacity of School Personnel				
Professionalism				
Standard 2-Ethics and Professional Norms Standard 8-Meaningful engagement of Families & Community				
OVERALL PERFORMANCE RATING				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: _____
 (Does NOT meet requires Corrective Action Plan)

Evaluatees's Comments: _____

Evaluator's Comments:

Evaluatee: _____ **Date:** _____

Evaluator: _____ **Date:** _____

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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

Other Certified District Personnel Evaluation

**Assistant Superintendent, Instructional Supervisor, Director of Special Education, Director of Pupil
Personnel, District Assessment Coordinator, District Technology Coordinator,
Gifted and Talented Coordinator**

Other Certified District Personnel

The vision for the Estill County Schools is to have the district led by an effective leadership team. The goal is to create a fair and equitable system to measure district administrator effectiveness and act as a catalyst for professional growth. Effective leadership means more than simply knowing what to do. Effective leaders understand how to push for change while at the same time, protecting aspects of culture, values, and norms worth preserving. Certified district personnel must know which policies, practices, resources, and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change and how to tailor their leadership strategies accordingly. They understand and value the people in the organization. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed. Certified district personnel will be able to chart a course for professional growth and development, command the respect of colleagues, and lead the school system to ever greater accomplishments.

Overview and Summative Model

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 certified district personnel. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Professional Standards for Educational Leaders.

- a. All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- b. The immediate supervisor of the certified employee shall be designated as the primary evaluator.
- c. The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- d. Any person has the right to appeal their summative evaluation.
- e. A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- f. The summative evaluation conference shall be held at the end of the evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.

Sources of Evidence

Professional Standards for Educational Leaders	Performance Measures	Planning	Environment	Instruction	Professionalism
	Domain	Standard 1 Mission, Vision, and Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction & Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community
Required Sources of Evidence	Site Visits	Observation; District Identified Evidence (Conferences)	Observation		District Identified Evidence (Conferences)
	Professional Growth Plan	Professional Growth Plan & Self Reflection			
	Self-Reflection				
	Professional Learning Communities	PLC Participation (Agendas & Minutes)			
	Working Conditions	District Kentucky Working Conditions & Other District Identified Feedback			
Optional Sources of Evidence Can include, but are not limited to:					
Optional Sources of Evidence	<ul style="list-style-type: none">• District Administration Minutes/Agendas• Leadership Team Agendas and Minutes• Instructional Rounds/Walk-through documentation• Budgets• ELLA/Professional Learning experience documentation• Surveys• Professional Organization memberships• Community engagement events documentation• Personal Work Schedule• Student academic interim assessment measures such as, MAP, F&P, SNAP, and CERT.• Student growth• Other evidence provided by the district certified personnel in support of the standards				

Certified District Personnel Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders (PSEL) will be utilized to evaluate all district certified personnel. The PSEL inform the work of central office administrative leaders. PSEL communicate what is important about leadership both at the school and district levels. PSEL serve as a guide for central office leaders to develop systems of development, support, and accountability for school-level leadership, ensuring the central office functions to serve the needs of schools in ways that are beneficial to students. The PSEL provides the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting professional practice will be situated within one or more of the 10 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that district administrators will *live in Accomplished but occasionally visit Exemplary*. The summative rating will be a holistic

representation of performance, combining data from multiple sources of evidence across each standard combined to determine an overall summative rating for the **four performance measures of Planning, Environment, Instruction and Professionalism.**

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 district personnel 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 district office personnel performance. These factors may include school/district specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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 site-visit conferences, professional growth needs identified through self-assessment and reflection. In collaboration with the Superintendent, district office personnel will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Self-reflection improves district personnel practice through ongoing, careful consideration of the impact of leadership practice on district student growth and achievement.

Reflective practices and professional growth planning are iterative processes. District Personnel shall:

1. reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
2. collaborate with the Superintendent 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. modify the plan as appropriate
6. continue implementation and ongoing reflection
7. conduct a summative reflection on the degree of goal attainment and the implications for next steps.

Self-reflection improves district personnel practice through ongoing, careful consideration of the impact of leadership practice on district student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

All district office personnel will participate in self-reflection and professional growth planning each year. **The self-reflection and professional growth planning will be completed by October 30th of the school year.** Late hire of district personnel and those with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

Self-Reflection and Professional Growth Plans will be developed, approved, and monitored by the Superintendent or designee utilizing the district approved platform.

Observer Training

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

Forms for the process of district administrator evaluation are at the end of this section.

Site-Visits

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

- Site visits will be conducted **at least once each year**. The first site visit by the superintendent or designee should occur at the mid-year point of the school year.
- Site visits should have a minimum duration of one hour.
- A conference between the superintendent and/ or designee and the principal will occur within 5 working days of each site visit. The feedback should include reference to the principal performance standards to find examples of behaviors that, when documented using Site Visit Form, support a degree of effectiveness for that standard.
- In the event of a late hire or extended absences, the first site visit will occur within 30 days of employment.

Working Conditions Goal

Connecting District Kentucky working conditions data to district personnel performance involves building the capacity for all district and school administrators to interpret and use Kentucky working conditions data to set a target goal for Working Conditions improvement that connects to the Professional Standards for Educational Leaders and impacts the working conditions within the district. Setting goals—not just any goals, but goals based on entire district staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact district/school culture and student success. District personnel are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent Kentucky Working Conditions Survey.

- Upon receiving the results of the Kentucky Working Conditions Survey, district personnel shall review the data with the superintendent or designee.
- District personnel shall then develop, in collaboration with the superintendent, a minimum of one, 2-year Working Conditions Goal(s) based on need(s) revealed in the analysis of the District KY Working Conditions Survey.
- The formative data **will be reviewed** with the superintendent or designee **at the mid-point review**.
- District personnel may all have the same working conditions goal.

Determining Overall Performance for District Personnel

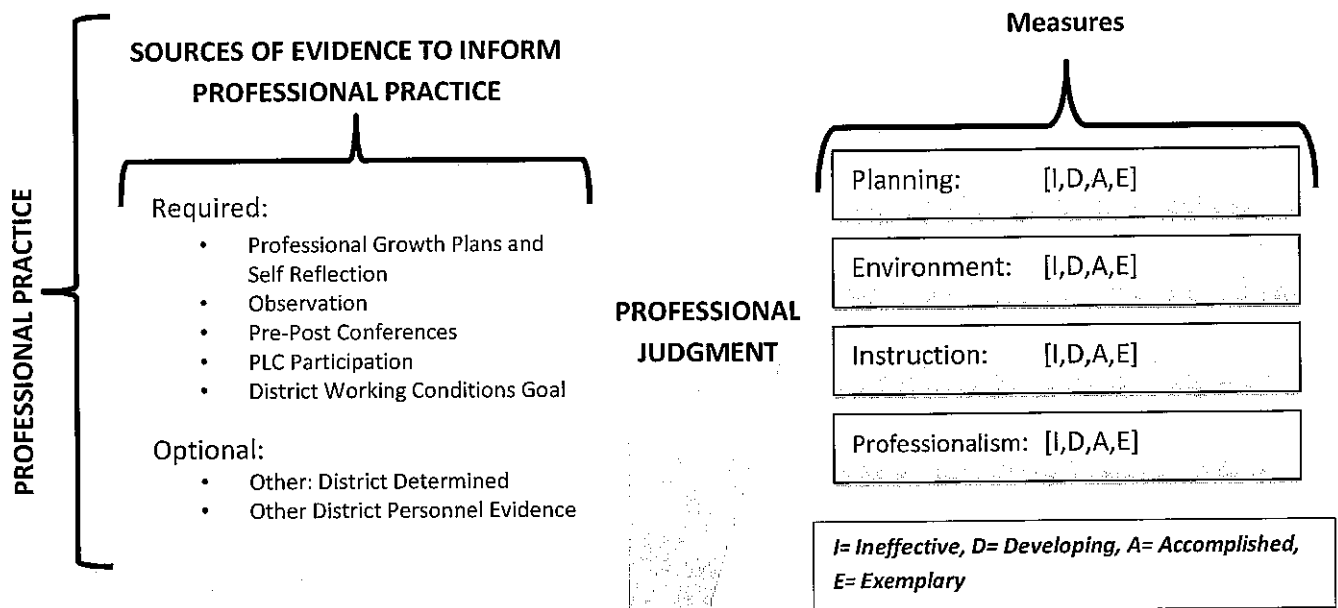
Superintendents are responsible for determining an Overall Performance Category for each district personnel at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the ratings on professional practice, products of practice, and other sources of evidence.

Rating Professional Practice

The Professional Standards for Educational Leaders stand as the critical rubric for providing concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation.

Evaluators will organize and analyze evidence for each individual central office administrator based on these concrete descriptions of practice.

Evaluators and certified personnel will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. Each standard may be scored in the district approved format by the superintendent or designee by **June 30th of each year** or the deadline set by the state whichever is earlier.



Certified district personnel Overall Performance Rating is determined by the evaluator based on the individual's ratings on each measure using the sources of evidence. Evaluators will use professional judgment to determine a rating for each measure. Evaluator must rate the performance measures prior to applying the decision rules. Next, the evaluator will use the following decision rules for determining the Professional Practice Rating and record it on the Summative Evaluation for Other Certified District Personnel:

Decision Rules

IF.....	THEN.....
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The professional practice rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The professional practice rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated Exemplary	The professional practice rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The professional practice rating shall be EXEMPLARY

Professional Growth Plan and Summative Cycle

Professional Practice Rating	Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth
Exemplary	"Shall" have a minimum of a Self-Directed growth plan
Accomplished	"Shall" have a minimum of a Self-Directed growth plan
Developing	"Shall" have a minimum of a Self-Directed growth plan
Ineffective	"Shall" have a minimum of Corrective Action Plan (Evaluator Directed)

Reflective Practice, KY Working Conditions and Professional Growth Planning For Other Certified District Personnel AND Principals

Name	
Title	
Location	
School Year	

Part A: Reflection on the Professional Standards for Educational Leaders

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.

Performance Measure & Standards	Self-Assessment				Strengths and areas for growth
Planning					
1. Mission, Vision and Core Values <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
9. Operations and Management <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
10. School Improvement <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	
Environment					
3. Equity and Cultural Responsiveness <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
7. Professional Community for Teachers and Staff <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>	I	D	A	E	
Instruction					
4. Curriculum, Instruction and Assessment <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.</i>	I	D	A	E	
5. Community of Care and Support for Students <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	

6. Professional Capacity of School Personnel <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being</i>	I	D	A	E	
Professionalism					
2. Ethics and Professional Norms <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
8. Meaningful Engagement of Families and Community <i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>	I	D	A	E	

Part B: Kentucky Working Conditions Goal

Working Conditions Goal Action Plan			
Working Conditions	Strategies/Actions	Resources/Support	Completion Date
What do I want to change about my leadership or role that will effectively impact working conditions in my school and/or district and an impact on student learning?	What will I need to do? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	
Measurable Working Conditions Growth Goal Statement <i>The WC goal statement should be specific to the principal/other district certified personnel and should identify the specific growth that the administrator plans to accomplish in the 2-year cycle of Kentucky Working Conditions Survey.</i>			

Part C: Data Reflection

Other types of data on which to reflect

Data Selected	Results

Part D: Connection of Priority Needs to Professional Growth Planning

1. Based on the areas of growth identified in Self-Reflection parts a,b, and c, write a Professional Growth Goal.

Questions to think about?	Measurable Professional Growth Goal
<ul style="list-style-type: none"> What do I want to change about my practice 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? 	

2. After review of working conditions and professional growth goals, the superintendent will approve the goals or send back to the administrator for revisions. **Once approved, the superintendent will electronically sign and date and the administrator will electronically sign and date.**

Superintendent: _____

Date: _____

Administrator: _____

Date: _____

3. Complete this section at the end of the year to describe the level of attainment for the Working Conditions Goal and the Professional Growth Goal.

Date:	End of Year KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Goal Reflection:

Professional Growth Plan Signature Page

5. After review of steps 3 and 4, the district administrator will print this page ONLY. The district administrator and superintendent will print, sign and date. The district administrator will scan and upload this signed page to the district-approved platform.

Print Professional's Name	Date:
Professional's Signature	
Print Administrator's Name	Date:
Administrator's Signature	



Estill County Schools

DISTRICT SITE VISITS

Site

Administrator: _____

Visit

Location: _____

Form

Superintendent: _____

School Year: _____

This form may be used by the evaluator in conducting the site visits for Principals and Other Certified District Personnel

PSEL Standard 1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

Evidence

Evaluator's Feedback:

PSEL Standard 2. Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Evidence

Evaluator's Feedback:

PSEL Standard 3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Evidence

Evaluator's Feedback:

PSEL Standard 4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Evidence

Evaluator's Feedback:

PSEL Standard 5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

Evidence

Evaluator's Feedback:

PSEL Standard 6. Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Evidence

Evaluator's Feedback:

PSEL Standard 7. Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Evidence

Evaluator's Feedback:

PSEL Standard 8. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Evidence

Evaluator's Feedback:

PSEL Standard 9. Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Evidence

Evaluator's Feedback:

PSEL Standard 10. Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Evidence

Evaluator's Feedback:

Estill County Schools
SUMMATIVE EVALUATION FOR OTHER CERTIFIED DISTRICT PERSONNEL
& PRINCIPALS

Evaluatee: _____ Position: _____

Location: _____ Date: _____

Evaluator: _____ Position: _____

Performance Measures	Ratings			
	Exemplary	Accomplished	Developing	Ineffective
Planning				
Standard 1-Mission, vision, Core Values Standard 9-Operations and Management Standard 10-School Improvement				
Environment				
Standard 3-Equity and Cultural Responsiveness Standard 7-Prof. Com. for Teachers and Staff				
Instruction				
Standard 4-Curriculum, Instruction & Assess. Standard 5-Community of care and support for students Standard 6-Prof. Capacity of School Personnel				
Professionalism				
Standard 2-Ethics and Professional Norms Standard 8-Meaningful engagement of Families & Community				
OVERALL PERFORMANCE RATING				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: _____
 (Does NOT meet requires Corrective Action Plan)

Evaluatees's Comments: _____

Evaluator's Comments:

Evaluatee: _____ Date: _____

Evaluator: _____ Date: _____

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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

APPEALS PROCEDURE

Appeals Procedure

State Appeals Procedure According to 156.557 Section 7,

Section 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 the personnel evaluations.

Local Appeals Procedure According to board policy 03.18:

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 003:370. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

MEMBERSHIP

- 1) The Board shall establish an evaluation appeals panel for certified personnel that consist of three (3) members.
 - A. Certified employees shall elect two (2) members and two (2) alternates to serve on the panel.
 - B. Each school and the Central Office shall have the opportunity to nominate two (2) certified employees willing to serve as panel members.
 - C. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
 - D. Ballots shall be collected by the building Principal and shall be forwarded from each school to the District Central Office. Ballots shall be kept on file for two (2) school years.
 - E. Two (2) certified employees shall be designated by the Superintendent to total the votes. Tally sheets shall be kept on file for two (2) school years.
 - F. The two (2) candidates receiving the most votes shall be named as members of the appeal panel.
 - G. The candidates receiving the third and fourth largest number of votes shall be named as alternate members of the appeal panel.
 - H. Alternative members of the evaluation appeal panel shall serve on the panel when an elected panel member meets the following conditions:
 - a. They were the evaluator.
 - b. They are a member of the evaluatee's immediate family.
 - c. They are working within the same school as the evaluatee.
 - I. Under the conditions described in "H" above, an alternate shall fill that vacancy.
 - J. The Board shall appoint a certified employee and alternate to serve on the panel.
 - K. The committee shall select their chairperson.
- 2) Terms shall be for two (2) years and run from July 1 through June 30.

3) Members may be re-elected or re-appointed.

APPEALS PROCEDURE

1. Certified employees who believe they were unfairly evaluated may appeal following a summative evaluation and must do so in writing to any member of the District evaluation appeal Panel within five (5) working days of receipt of the summative evaluation.
2. The Panel shall present its decision to the Superintendent within fifteen (15) working days from the date of filing the appeal.
3. In the event the Superintendent was the evaluator; the decision of the Panel shall go directly to the Board.
4. On receipt of the Panel's decision, the Superintendent shall file the Panel's decision in the employee's personnel file with the original evaluation form.
5. Should the Panel order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
6. Any certified employee who feels that the 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.

CONDITIONS

1. The burden of proof rests with the employee appealing to the Panel.
2. The evaluatee may present relevant evidence in support of the appeal.
3. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present evidence in support of the summative evaluation.
4. Both parties have the right to review documentation presented to the appeals Panel before the hearing.
5. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
6. Both parties have the right to the presence of a chosen representative.
7. The Panel shall have the authority to interview both the appealing employee and the evaluator.
8. After sufficiently reviewing all evidence, the decision of the panel may include, but not be limited to the following:
 - A. Uphold the original evaluation
 - B. Modify the original evaluation
 - C. Order a new evaluation by a second certified employee who shall be a trained evaluator
7. The chairperson of the appeals panel shall present the decision of the Panel to the Superintendent within three (3) days of the review.
8. The Superintendent may take appropriate action consistent with the Panel's decision.

Evaluation Appeals Hearing Request Form

I _____ have been evaluated
by _____ during this current school year evaluation cycle. My disagreement with the
findings of the summative evaluation has been thoroughly discussed with my evaluator.

I respectfully request the _____ School District
Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance and procedure

The date of the summative conference was _____

The date the evaluator was notified of intent to appeal was _____

The performance criteria rating on the summative evaluation with which I disagree are Standard(s)
_____. The specific reason(s) that I have are as follows:

Signature _____ Date _____

**This form shall be presented in person or by mail to any member of the District Evaluation Appeals
Panel within five (5) working days of receipt of the summative evaluation.**

Resource Links

Links To Frameworks

KY Framework for Teaching

<https://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

KY Specialist Frameworks for Other Professionals

<https://education.ky.gov/teachers/PGES/otherpages/Documents/Kentucky%20Adapted%20Danielson%20Framework%20for%20Teaching%20with%20PGES%20frameworks.pdf>