



TODD COUNTY EMPLOYEE EVALUATION PLANS 2022-2023

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Todd County Schools
Certified Employee Evaluation Plan
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ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Todd County Public Schools hereby assures the Commissioner of Education that:

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

Name:	Title:
Amanda Richey	TCMS Special Education Teacher
Natassja Clark	TCCHS Teacher
Amanda Gant	NTES Teacher
Rachel Meyer	STES Teacher
David Carmichael	TCMS Principal
Bruce Voth	NTES Principal
Kim Justice	Director of Exceptional Children
Dr. Wendy Duvall	Assistant Superintendent

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 04/11/2022. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

District Evaluation Plan

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

Roles and Definitions:

1. **Administrator:** is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.
2. **Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
3. **Baseline data:** The data collected prior to interventions being implemented and signifies the student's present level of performance on a targeted skill/concept.
4. **Conference:** a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.
5. **Corrective Action Plan:** a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation or when the evaluator needs to address a specific problem in the employee's performance. Specific assistance and activities are identified, and progress monitored.
6. **Employee Assistance Team:** a team established to assist the employee in meeting the district standards.
7. **Enduring skills:** the ability to use one's knowledge effectively and readily in execution and performance, ensuring content is used beyond a single test date, is a value in other disciplines, provides relevance beyond the classroom and is worthy of embedded, course-long focus.
8. **Evaluatee:** one whose behaviors and performances are being observed, examined, appraised, or critiqued.
9. **Evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, optional peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.
10. **Evaluation committee:** consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.
11. **Evaluation plan:** includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

- 12. Evaluation procedures:** as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.
- 13. Evaluator:** one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.
- 14. Formative evaluation:** a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
- 15. Indicators:** are measurable or observable behaviors and outcomes that demonstrate performance criteria.
- 16. Job category:** a group or class of positions with closely related functions such as: principal, coordinator, or director.
- 17. M:** Met
- 18. Mid-year review:** a formal check to monitor goals, needs assessment, and overall performance during the course of the year with the instructional leaders in each building.
- 19. Monitoring:** to supervise; to check systematically or to scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teacher's lesson plans, units of study, interactions with students, parents, and each other.)
- 20. NI:** Needs Improvement
- 21. NM:** Not Met
- 22. Observation (formal):** process of gathering information in the performance of duty based on predetermined criteria in the district evaluation plan within five (5) working days.
- 23. Observation (informal):** an observation whereby the evaluator enters the classroom unannounced to observe performance. Informal observations can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.
- 24. Openly:** with full knowledge of evaluatee.
- 25. Other support staff:** any certified staff other than teacher or administrator.
- 26. Peer observer:** Observation and documentation by a trained certified school personnel.
- 27. Performance criteria:** performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.
- 28. Position:** a professional role in the school district such as teacher, principal, and supervisor of instruction.
- 29. Primary evaluator:** the evaluator who is the employee's immediate supervisor (principal, assistant principal, etc.)
- 30. Professional growth plan:** a plan whereby the person being evaluated establishes goals for enrichment and development with the assistance of the evaluator. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan. Reviewed annually, this plan is attached to the summative evaluation and placed in the individual's personnel file at the district office.
- 31. Post-conference:** a meeting between the evaluator and the certified employee to provide feedback from the evaluator. The evaluator and the certified employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of an individual professional growth plan. The post conference shall be conducted within five (5) working days after an observation.
- 32. Pre-conference:** a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the formal observation(s).

- 33. Self-reflection:** means the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- 34. Standards of performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.
- 35. Student voice:** the state-approved student perception survey, administered each year, that, provides data on specific aspects of the classroom experience and of teaching practice.
- 36. Summative evaluation:** the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.
- 37. Teacher:** any certified staff person who directly instructs students

For additional definitions and roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System

Certified Evaluation Plan Overview

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

The Kentucky Framework for Personnel Evaluation is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement. All teachers will be evaluated using the four domains from the framework and the results will be reported on district approved forms.

Other Professionals (OP) are defined as the following job assignments and will be part of this evaluation system using the OP specific district approved forms.

- Guidance Counselors
- Library Media Specialist
- Speech Language Pathologist
- Certified District Level Psychologists
- District Instructional and Educational Facilitators
 - Assistant Superintendent
 - Director of Pupil Personnel
 - Director of Special Education
 - Chief Academic Officer
 - Chief Financial Officer
 - Special Education Consultants
 - Instructional Coaches
 - Dean of Students
 - Preschool Interventionist
 - Behavioral Interventionist
 - Director of Nutritional Wellness
 - Chief Information Officer
 - Technology Integration Specialists
 - Migrant Advocate
 - EL Teacher
 - Gifted and Talented Coordinator
 - Others to be determined by the District Evaluation Plan Point of Contact

I. Kentucky Framework for Personnel Evaluation Overview

<u>Framework for Teaching</u>	<u>Frameworks for Other Professionals</u>
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Delivery of Service
Professional Responsibilities	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. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting 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 (I)**, **Developing (D)**, **Accomplished (D)**, and **Exemplary (E)**. The summative rating will be a holistic representation

of performance, combining data from multiple sources of evidence across each domain. The timelines outlined throughout the Certified Evaluation Plan document may be adjusted as necessary for extenuating circumstances.

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 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.

Sources of evidence might include, but are not limited to, the following:

- Classroom observation feedback
- Professional Growth Plan and Review Documentation
- Student Growth/Achievement
- Self-assessment and self-reflection
- Assessment data
- Surveys
- Team-developed curriculum units
- Lesson plans
- Professional Development
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Student pre, post, formative and/or summative course evaluations
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Progress monitoring data
- Membership in professional organizations
- Site Visit / Workplace Visit

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

For job category, specific sources of evidence, visit the Kentucky Department of Education website at this link .

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

Performance Measures of the Kentucky Framework for Teaching

Planning

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Classroom Environment

- 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

Instruction

- 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

Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

All Performance Measures will be considered in determining the employee's professional practicing.

Performance Measures 1 and 4 will be measured through artifacts, conferencing, and/or observations. Performance Measures 2 and 3 will be measured through observation and conferencing.

For the Kentucky Framework for Other Professionals visit KDE website with the link below:

<https://education.ky.gov/teachers/PGES/otherpages/Documents/OPGES%20crosswalk.pdf>

Assignment of Primary Evaluator

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it to the district certified evaluation plan contact. Late hires, after September 1, will have a primary evaluator assigned within the first 30 days of employment. In the event of extenuating circumstances, the primary evaluator may be subject to change by the District Certified Evaluation Contact.

Required:

- Observations may begin 30 calendar days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- District will adhere to the KTIP-approved guidelines when completing evaluations.

Professional Growth Planning

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

Reflective practices and professional growth planning are repetitive processes. The teacher:

- (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus.
- (2) collaborates with his or her primary evaluator to develop a professional growth plan and action steps.
- (3) implements the plan.
- (4) regularly reflects on the progress and impact of the plan on his or her professional practice.
- (5) modifies the plan as appropriate.
- (6) continues implementation and ongoing reflection.
- (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Required:

- All teachers and other professionals will participate in professional growth planning each year according to the schedule below. Teachers are encouraged to continuously self-reflect on their professional practice throughout the school year. See Tables 1, 2, and 3 for professional growth planning timelines.
- Multiple sources of data shall be used to develop the Professional Growth Plan and can be used throughout this entire process. Teachers with Accomplished or Exemplary overall summative evaluation cycle rating shall complete a self-directed growth plan. However, any individual measure that is rated as Ineffective on a summative evaluation shall be addressed in the PGP. See page 26 for the Professional Growth Form.
- For teachers with an overall summative evaluation cycle rating of Developing or Ineffective, a directed growth plan shall be done in consultation with the primary evaluator.

- Employees who do not fulfill their contractual obligations for completing professional development shall be placed on a corrective action plan. The primary evaluator may waive this requirement in the event of extenuating circumstances.

Table 1: Timeline for PGP for Tenured Teachers and Other Professional (OP) Employee

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school. Completes/Revises self-reflection
September-October	Collaborates with his/her primary evaluator, develops professional growth plan and action steps by October 31.
November-March Mid-Year Review	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection.
March-April 15	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted.
April 15	Primary evaluator recommends re-employment/termination to superintendent. Annual review of PGP must be completed for all tenured teachers recommended for termination. Names given to Superintendent.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 2: Timeline for PGP for Non-Tenured Teacher and OP Employees

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school. Completes self-reflection.
September-January Mid-Year Review	Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed. Optional Peer observation can be conducted anytime between the orientation and the April 1 observation date.

January-March	Continued implementation and ongoing reflection
March-April	Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator.
March 15	Primary evaluator recommends re-employment/termination to superintendent. Names given to Superintendent

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 3: Timeline for Late Hires (tenured and non-tenured)

Evaluation Plan Orientation	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year
Teachers hired after the first day of instruction	Complete PGP within 30 days of their hire date. Completes/Revises self-reflection

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observation Model for Teachers and OP Employees

The observation process is one source of evidence to determine educator effectiveness that includes primary evaluator observation for each certified teacher and other professional and an optional peer observation for a certified teacher. Peer Observers will be trained every 3 years using the P2P observation training through iDrive Digital. The district evaluation contact person will keep an updated list of trained peer observers.

The primary evaluator observation provides documentation and feedback to measure the effectiveness of professional practice. The primary evaluator observation will be used to complete the summative evaluation process. See pages 22-44 for teacher/OP formative, summative, and optional peer observation documents.

Primary evaluator will conduct two mini-observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini-observation session. The mini observation shall focus on Performance Measures 2 and 3 only. The final observation is a full formal observation consisting of one full instructional period. For some categories for other professionals, observations may look like a workplace visit to meet their confidentiality requirements. If applicable, for employees under the KTIP program, the observation model will follow the required KTIP process.

An optional peer observation will be conducted by a certified peer teacher who has been trained in peer observation techniques prior to the first observation. Optional peer observations will be mini observations of approximately 20-30 minutes each and should be for formative and feedback purposes

only. The optional peer observation results do not have to be reported to the primary evaluator but may be used as a source of evidence if requested by the teacher or other professional and would be used to inform summative ratings. Documentation of the optional peer observation will be turned in to primary evaluator on the district approved form. Peer observations of Other Professionals are not required but are optional.

All documentation completed on district approved forms and a copy provided to the evaluatee.

Observation Timeline (tenured and non-tenured) *Required:

Non-tenured:

- Non-tenured employees will have a minimum of 3 observations conducted by the primary evaluator (2 minis and 1 full/formal) and an optional peer observation. The final observation is conducted by the primary evaluator and is a full/formal observation. Each year is considered a summative evaluation cycle for non-tenured employees.
- All observations must be documented on district-approved forms.

Tenured:

- Tenured teachers will receive one full/formal observation by the supervisor and two mini-observations over the three-year summative cycle. The primary evaluator shall complete one mini-observation in the first year, one mini-observation the second year, and a full/formal being the final observation completed during the final year of the cycle. An optional peer observation will be conducted during the year of the summative observation.
- OP employees will follow a three-year cycle with a minimum of 3 primary evaluator observations. Years 1 and 2 will consist of a mini observation by the primary evaluator and Year 3 will consist of a full/formal.
- All observations must be documented on district-approved forms.

Table 4: Observation Schedule for Tenured Employees *

Year One	Year Two	Year Three
Mini observations by April 1st	Mini observations by April 1st	Full / formal observation by primary evaluator and an optional peer observation by April 1 st .

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Table 5: Observation Schedule for Non-Tenured Employees *

Every Year
Mini observations by primary evaluator by October 31st
Mini observations by primary evaluator by December 31st
OPTIONAL: Peer observation by certified peer teacher between orientation and April 1st
Full/Formal observation by primary evaluator by April 1st

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observation Timeline for Late Hires, Emergency Leaves of Absence, and Board Approved Leaves of Absence (tenured and non-tenured) *

Teachers hired during the first semester of instruction will complete all components of the observation schedule. Teachers hired during the third quarter of instruction will receive one-mini and one full/formal observation from the primary evaluator. Teachers hired during the fourth quarter of instruction will receive one-mini observation by the primary evaluator.

An evaluatee who takes a leave of absence before the completion of their evaluation cycle will have their evaluation cycle adjusted by the District Evaluation Plan Point of Contact. The primary evaluator is responsible for contacting the plan Point of Contact.

*Additional observation(s) may be conducted if deemed necessary by the primary evaluator. If the overall rating for a full/formal observation result yields an ineffective rating for any Performance Measure, a corrective action plan shall be developed, and additional observation(s) shall be required. The frequency and type of additional observation(s) will be left to the discretion of the primary evaluator and the District Evaluation Point of Contact.

Observation Conferencing

Required

Observers will adhere to the following observation conferencing requirements:

- Full/Formal – The full/formal observation will be scheduled at least 2 working days prior to the observation and the teacher notified of the pending observation. An **electronic or person-to-person** pre-conference communication will take place at least one working day prior to the observation. A **person-to-person post-observation conference** will be conducted within 5 working days after the full/formal observation.

All data will be entered onto the district-approved form. If the post-observation conference is not held within the 5 working days, another full/formal observation may be scheduled.

- Mini – An **electronic or person-to-person** pre-conference communication will take place at least one working day prior to the observation. A **person-to-person**, post-observation conference will be conducted within 5 working days after the mini-observation. If the post-observation conference is not held within the 5 working days, another mini observation may be conducted. All data will be entered onto the district-approved form.

Summative

- o The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from all mini and full/formal observations and other evidence in the cycle will be reviewed so that an overall performance rating for all Performance Measures in the Ky Framework for Teaching can be determined.
- o The summative evaluation form will be completed by April 30 of the summative evaluation year. The summative evaluation form will include an overall rating for each Performance Measure as well as an overall performance rating for the evaluation cycle.
- o The summative evaluation form shall be signed by both the primary evaluator and evaluatee. The evaluatee will also be provided a copy of the summative evaluation form. The evaluatee will be provided the opportunity, within 5 days of the summative evaluation, to submit a written statement in response to the summative rating. The response will be included in the official personnel record. The summative evaluation form shall be included in the district teacher personnel file by June 15 of each year.

Observer Certification

All administrators as a primary evaluator must complete the Initial Certified Evaluation Training provided by KDE and annual district certified/classified EILA approved (6 hours) calibration training prior to conducting observations for the purpose of evaluation.

Calibration training must include how evaluators will receive training, support, and/or resources for the following (KRS 156.557 and 704 KAR 3:370):

- Effective observation and conferencing techniques when using observation to evaluate personnel
- Providing clear and timely feedback
- Establishing and assisting with professional growth plan
- Summative decision techniques
- Ensuring consistent and reliable ratings

*Administrators who are evaluating first year teachers must also complete the current KTIP requirements, if applicable.

Formative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework. Performance is rated for each measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be sited on the formative evaluation document.

Each performance measure will be holistically scored using the Kentucky Framework for Teaching (Ky FT) and Other Professionals Framework. Primary evaluators will use Decision Rules for All Certified Educator's Evaluation Rating Chart.

Required

- Observation (mini, full formal, classroom, site visit)
- PGP
- Post Observation Document / Self Reflection
- Optional Peer observation (if required at building level)

Optional

- Additional sources of evidence from page 8 of the CEP or KDE link provided.

Summative Employee Rating

Evidence documenting professional practice is situated within one or more of the four Performance Measure of the Ky Framework for Teaching. Performance is rated for each measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be sited on the summative evaluation document.

Each Performance Measure will be holistically scored using the Kentucky Framework for Teaching.

Decision Rules for All Certified Educator's Evaluation Rating

If...	Then...
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING (cannot be Environment and Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING (cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

Required

- Formative Evaluation Results (2-mini and 1-full formal)
- PGP
- Post Observation Conference / Self-Reflection

Optional

- Additional sources of evidence from page 8 of the CEP or KDE link provided.

Table 6: Timeline for Tenured Employees

Year One	Year Two	Year Three
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment
Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator(9/1)	Assignment of Primary Evaluator(9/1)
Professional Growth Plan (10/31)	Professional Growth Plan (10/31)	Professional Growth Plan (10/31)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)
An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)
One mini—Primary evaluator(4/15)	One mini—Primary evaluator(4/15)	One formal/full observation by primary evaluator and an optional peer observation (3/15)
Primary evaluator recommends reemployment/termination to Superintendent (3/15)	Primary evaluator recommends reemployment/termination to Superintendent (3/15)	Summative Evaluation completed (3/15)
		Primary evaluator recommends reemployment/termination to Superintendent (3/15)
		Summative Evaluation Form submitted to Personnel Office (5/1)

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.

See page 22 for teacher/OP formative and summative observation documents.

Table 7: Timeline for Non-Tenured Employees

Every Year
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment. Assignment of Primary Evaluator (9/1)
Professional Growth Plan (10/31)
Two mini observations by primary evaluator (10/31 and 12/31)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini observation is completed. (Sept-January)
Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator. (April 30)
One full/formal observation by primary evaluator and an optional peer observation by peer observer (4/1)
Assignment of an overall summative rating (4/30)
Primary evaluator recommends reemployment/termination to Superintendent (4/15) Must have completed all steps of evaluations before sending recommendation to superintendent.
Summative Evaluation Report submitted to Personnel Office (5/1)

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.

Evaluation Appeals Process

The evaluation appeals panel must include:

- Two (2) members elected by certified employees
- One (1) member appointed by the board of education

An employee has the right to an evaluation appeal. The rights and procedures are:

- A right to a hearing for every appeal
- An opportunity five (5) days in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the panel
- A right to have the evaluatee's chosen representative present at the hearing

See page 67 for Appeals Process Documents

Corrective Action/Assistance Plans for Certified Employees

A corrective action plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "ineffective" on any one Domain or more from the Formative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

*Corrective action plans may be implemented at principal discretion if a pattern of “developing” ratings is received over time. Principal will consult district instructional administrator before assigning corrective action. **See Corrective Action/Assistance Plan Documents on page 71.**

Principals Evaluation Plan Overview (Principal and Assistant Principal)

The vision for the Principals Evaluation Plan (PEP) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure leader effectiveness and act as a catalyst for professional growth.

Professional Standards for Educational Leaders

The Principal Performance Standards are designed to support student achievement and professional best-practice through the following standards: Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an evaluatee’s professional practice will be situated within one or more of the ten standards. Performance will be rated for each performance measure according to the four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

See pages 55-59 for Principal Performance Standards

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. Primary evaluators will also take into account how evaluatees 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 primary evaluators the flexibility to account for a wide variety of factors related to individual evaluatee’s 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. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits / Workplace Visits

Optional

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

- Val-Ed 360°
- IMPACT KY Survey
- Other Measures of Student Learning
- Products of Practice
- Other Sources

Professional Growth Planning

Completed by Principals and Assistant Principals

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. A Principal/Assistant Principal/Dean Professional Growth Plan may be directed or self-directed.

Directed Growth Plan

Goal(s) are determined by the primary evaluator and shall focus on an area of professional practice.

Self-Directed Growth Plan

Goal(s) are set by the employee, with input from the primary evaluator.

Required

- All principals and assistant principals will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goals. Late hires must have their PGP submitted within 30 days of hire.
- Employees who do not fulfill their contractual obligations for completing professional development or ELA hours shall be placed on a corrective action plan.

Site Visit/Workplace Visit

Completed by Primary Evaluator of Principal and Assistant Principal
For this section the term “Principal” includes Assistant Principal.

Site / workplace visits are a method by which the primary evaluator may gain insight into the principal's practice in relation to the standards. During a site visit, the primary evaluator 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 Improvement.

Required

- Site visits will be conducted at least twice each year with the results reported on the district-approved forms. (Formal site-visits are not required for the assistant principal)
- A Principal hired after the start of the school year will be required to complete both site visits. Both could be conducted during the second semester if the hire date prohibited the Superintendent or designee from completing the first site visit during the first semester.
- Principals will evaluate Assistant Principals using the district-approved form.

Principal Workplace Visit Conferencing

At least 3 conferences will take place between Primary Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Collaborative Conference (Conducted by September 30.)

- Purpose of the Meeting
- Discuss reflections of data
- Discuss reflections of the PSEL
- Discuss and come to agreement on the Professional Growth Plan
- Questions/Concerns/Comments

- Set tentative date for first site visit
- All documentation completed on district approved forms and a copy provided to the evaluatee

2. 1st Site Visit Post-Conference (To be completed within 30 calendar days of first site visit.)

- Purpose of Meeting
- Discuss first observation/site visit and provide feedback
- Discuss documentation of each standard-determine if any other documentation is needed
- Questions/Concerns/Comments
- Set tentative date for second site visit
- All documentation completed on district approved forms and a copy provided to the evaluatee

3. 2nd Site Visit Post-Conference (To be completed within 30 calendar days of the second site visit.)

- Purpose of Meeting
- Discuss second observation/site visit and provide feedback
- Review connections to PSEL
- Share progress toward Professional Growth Plan
- Discuss progress of each standard-determine if any other documentation is needed
- Questions/Concerns/Comments
- Overall Performance Category determined, and Summative Evaluation completed.

A copy shall be provided to the evaluatee.

Completed by July 31	Superintendent assigns Primary Evaluator for each Principal
Completed by August 15	Primary Evaluator reviews expectations of PEP
Completed by September 30 (All documentation completed, and Primary Evaluator approval given through district approved form.)	Conference with Principal to develop their Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies.
August to November (All documentation completed, and Primary Evaluator approval given through district approved form.)	Primary Evaluator Conducts a 1st Site Visit / Workplace Visit
(Post site visit / Workplace visit conferences conducted within 30 calendar days)	1st Site Visit / Workplace Visit post-conference with Principal to review Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies.
Completed by March 30 (All documentation completed, and Primary Evaluator approval given through district approved form.)	Primary Evaluator completes 2nd Site Visit / Workplace Visit
(Post site visit / workplace visit conferences conducted within 30 calendar days)	2nd Site Visit / Workplace Visit post-conference with Principal to review their Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies. Summative Evaluation completed on District approved form.
Completed by June 15	Paperwork filed with Personnel Office

Additional Conferences may be held as deemed necessary to monitor PGP process. All dates are tentative based on the adjustment of the school calendar. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Principals shall adhere to the same evaluation timeline for evaluating their Assistant Principals.

Formative Evaluation Rating (Principals, Assistant Principals)

Evidence documenting professional practice is situated within the ten PSEL arranged in the four performance measures of Planning, Environment, Instruction, and Professionalism. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the formative evaluation document.

Each performance measure will be holistically scored using the Principal Performance Standards. Primary evaluators will be using the *Decision Rules for All Certified Educator's Evaluation Rating* to assign an overall rating for the formative evaluation.

Decision Rules for All Certified Educator's Evaluation Rating

If...	Then...
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING (cannot be Environment and Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING (cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

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

Required

- PGP
- Site / Workplace Visit
- Post Site Visit Conference Self Reflection
- Other Sources of Evidence

Summative Evaluation Rating (Principals, Assistant Principals, and Deans)

- The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from site/work place visits and other evidence in the cycle will be reviewed so that an overall performance rating for all principal performance measures can be determined.
- The summative evaluation form will be completed by June 15 of each year. The summative evaluation form will include an overall rating for each standard as well as an overall performance rating for the evaluation cycle.
- The summative evaluation form shall be signed by both primary evaluator and evaluatee. The summative evaluation form shall be included in the district personnel file by June 15 of each year. The evaluatee will also be provided a copy of the summative evaluation form.

For Principals

- The Superintendent/designee will determine the overall performance rating for each Principal on each performance measure. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the summative rating. The Superintendent/designee will adhere to the PEP Timeline.

Required

- PGP
- Formative Evaluation results

Optional

- Additional sources of evidence from page 8 of the CEP.
- Evidence provided by evaluator or evaluatee.

For Assistant Principals

- The principal will determine the overall performance measure for each Assistant Principal. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to determine the Summative rating. The principal will adhere to the PEP Timeline.

Required

- PGP
- Formative Evaluation results

Optional

- Additional sources of evidence from page 8 of the CEP.
- Evidence provided by evaluator or evaluatee.

Corrective Action/Assistance Plans for Principal/Assistant Principal

A corrective action plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “ineffective” on any one Standard on the PSEL. from the Workplace Visit Formative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

*Corrective action plans may be implemented at superintendent or superintendent designee discretion if a pattern of “developing” ratings is received over time.

See Corrective Action/Assistance Plan Documents on page 71.

District Certified Positions below the Superintendent

(Assistant Superintendent, Director of Pupil Personnel, Director of Federal Programs, Director of Exceptional Children, Instructional Supervisor, Educational Consultant)

Overview of District Certified Personnel Evaluation

Evidence documenting professional practices for District Certified Personnel below the level of Superintendent are situated within the Professional Standards for Educational Leaders (PSEL) standards arranged in the four performance measures of Planning, Environment, Instruction, and Professionalism. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be cited on the formative evaluation document.

Each performance measure will be holistically scored using the PSEL standards. Primary evaluators will be using Decision Rules for All Certified Educator’s Evaluation Rating chart to assign an overall rating.

Professional Growth Planning

Completed by District Certified Personnel below the Superintendent

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

Directed Growth Plan

Goal(s) are determined by the primary evaluator and shall focus on an area of professional practice.

Self-Directed Growth Plan

Goal(s) are set by the employee, with input from the primary evaluator.

Required

- All principals and assistant principals will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goals. Late hires must have their PGP submitted within 30 days of hire.
- Employees who do not fulfill their contractual obligations for completing professional development or EIL hours shall be placed on a corrective action plan.

Site Visit/Workplace Visit

Completed by Primary Evaluator of the District Certified Employee

Site / workplace visits are a method by which the primary evaluator may gain insight into the employee's practice in relation to the standards. During a site visit, the primary evaluator will discuss various aspects of the job with the employee and will use the employee's responses to determine issues to further explore.

Additionally, the employee may explain the successes and trials that have been experienced in relation to improvement.

Required

- Site visits will be conducted at least once a year with the results reported on the district-approved forms.

District Certified Positions Workplace Visit Conferencing

At least 2 conferences will take place between Primary Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Collaborative Conference (Conducted by September 30.)

- Purpose of the Meeting
- Discuss reflections of data
- Discuss reflections of the PSEL
- Discuss and come to agreement on the Professional Growth Plan
- Questions/Concerns/Comments
- Set tentative date for site visit
- All documentation completed on district approved forms and a copy provided to the evaluatee

2. Site Visit Post-Conference (To be completed within 30 calendar days of first site visit.)

- Purpose of Meeting
- Discuss first observation/site visit and provide feedback
- Discuss documentation of each standard-determine if any other documentation is needed
- Questions/Concerns/Comments
- All documentation completed on district approved forms and a copy provided to the evaluatee

Additional Conferences may be held as deemed necessary to monitor PGP process. All dates are tentative based on the adjustment of the school calendar. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Required:

- Site-Visit
- Conference
- Professional Growth Plan

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: PSEL Standards	1.Mission, Vision, and Core Values 9. Operations and Management 10. School Improvement	3.Equity and Cultural Responsiveness 7. Professional Community for Teachers and Staff	4. Curriculum, Instruction and Assessment (Culture & Instructional Program) 5. Community of Care and Support for Students 6. Professional Capacity of School Personnel	3. Ethic and Professional Norms 8. Meaningful Engagement of Families and Community

Corrective Action/Assistance Plan for District Certified Employees

A corrective action plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "ineffective" on any one Standard on the PSEL. from the Workplace Visit Formative Evaluation.

The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

*Corrective action plans may be implemented at superintendent or superintendent designee discretion if a pattern of "developing" ratings is received over time.

See Corrective Action/Assistance Plan Documents on page 71.

Summative Evaluation

Decision Rules for All Certified Educator's Evaluation Rating

If...	Then...
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING (cannot be Environment and Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING (cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

The summative evaluation form will be completed by June 15 of each year. The summative evaluation form will include an overall rating for each standard. The summative evaluation form shall be signed by both primary evaluator and evaluatee. The summative evaluation form shall be included in the district personnel file by June 15 of each year. The evaluatee will also be provided a copy of the summative evaluation form.

Teacher and Other Professionals Evaluation Documents

Self-Reflection and Professional Growth Goal Setting

Teacher **Formative** Evaluation Form

Teacher **Summative** Evaluation Form

Other Professional **Summative** Evaluation

Form Guidance Counselor **Formative**
Evaluation Form

Librarian **Formative** Evaluation Form School

Psychologist **Formative** Evaluation Form

Therapeutic Specialist **Formative** Evaluation Form

OPTIONAL:

Peer Observation Documentation to Evaluator

Peer Observation Post Conference

Primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.

OPTIONAL Peer Observation - Documentation to Evaluator

(Submit this ONE PAGE to primary evaluator)

Teacher/Other Professional Name:	
Observation Date:	
School:	
Grade level/Subject:	
Peer Observer:	
Date of post-conference:	

Submit this documentation form to the primary evaluator of the teacher/other professional. This form indicates that the appropriate optional peer observation was conducted for the summative year for the identified teacher/other professional.

Notes to consider: **Peer Observations are OPTIONAL**

- Peer observation was scheduled, and any requested pre-conference was completed.
- Peer observation occurred with peer looking for evidence and feedback in the area(s) the teacher/other professional specified.
- Post conference discussion was held where peer observer could provide teacher/other professional with feedback from lesson.
- Appropriate forms were signed, and both the peer and teacher/other professional have copies for their records.

Teacher/Other Professional's Signature

Date

Peer Observer's Signature

Date

Received by primary evaluator:

Evaluator's Signature

Date

OPTIONAL: Peer Observation - Post Conference

Teacher/Other Professional Name:		School:	
Observation date:		Grade level/subject:	
Peer observer:		Date of conference:	

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

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

Peer Observers Feedback for Domains 2 & 3: (for formative purposes, shared with teacher/other professional only using the Ky. Framework for Teaching)

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

*For other professionals, use appropriate Framework & Guidance

Teacher Signature: _____

Date: _____

Peer Observer Signature: _____

Date: _____

Todd County
Self-Reflection and Professional Growth Planning
 School Year 20__- 20 __

Teacher	
School	
Grade Level/Subject(s)	

**Self-Reflection - Establishing Priority Growth
Needs**

Domain Components		Self-Assessment				Rationale
Domain 1: Planning and Preparation	A. Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
	B. Demonstrating Knowledge of Students	I	D	A	E	
	C. Selecting Instructional Outcomes	I	D	A	E	
	D. Demonstrating Knowledge of Resources	I	D	A	E	
	E. Designing Coherent Instruction	I	D	A	E	
	F. Designing Student Assessment	I	D	A	E	

Domain Components		Self-Assessment				Rationale
Domain 2: Classroom Environment	A. Creating an Environment of Respect and Rapport	I	D	A	E	
	B. Establishing a Culture for Learning	I	D	A	E	
	C. Managing Classroom Procedures	I	D	A	E	
	D. Managing Student Behavior	I	D	A	E	
	E. Organizing Physical Space	I	D	A	E	

Domain Components		Self-Assessment				Rationale
Domain 3: Instruction	A. Communicating with Students	I	D	A	E	
	B. Using Questioning and Discussion	I	D	A	E	
	C. Engaging Students in Learning	I	D	A	E	
	D. Using Assessment in Instruction	I	D	A	E	
	E. Demonstrating Flexibility and Responsiveness	I	D	A	E	

Domain Components		Self-Assessment				Rationale
Domain 4: Professional Responsibilities	A. Reflecting on Teaching	I	D	A	E	
	B. Maintaining Accurate Records	I	D	A	E	
	C. Communicating with Families	I	D	A	E	
	D. Participating in a Professional Community	I	D	A	E	
	E. Growing and Developing Professionally	I	D	A	E	
	F. Demonstrating Professionalism	I	D	A	E	

Professional Learning, Growth Goal, and Action Planning

Domain	Component for Professional Growth Circle/Highlight Professional Growth Priority Components from Self Reflection						Select ONE component from those circled for focused professional growth goal development
1: Planning and Preparation	1A	1B	1C	1D	1F	1G	
2: Classroom Environment	2A	2B	2C	2D	2F		
3: Instruction	3A	3B	3C	3D	3F		
4: Professional Responsibilities	4A	4B	4C	4D	4F	4G	

**Review and Reflection Meetings - Progress Toward Professional Goal
(optional)**

Reflection Questions	Reflections
<p>*What progress are you making toward your goal?</p> <p>*What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</p>	

Date	Status of Professional Growth Goal	Revisions/Modifications	Admin initials	Teacher initials

End-of-Year Reflection Meeting - Level of Attainment for Professional Growth Goal

Reflection Questions	End-of-Year Reflection on Progress Toward Professional Goal
*To what extent did you achieve your goal?	
Next Steps/Notes for Future Professional Growth	

End-of-Year Reflection Meeting	
<u>Teacher Signature:</u>	<u>Date:</u>
<u>Administrator Signature:</u>	<u>Date:</u>

**TODD COUNTY SCHOOLS
PRE-OBSERVATION DOCUMENT**

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

**Preconference (Planning
Conference)**

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of the standard 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?	
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?	
Explain how you communicate with families other than district planned parent/teacher conference days.	

TODD COUNTY SCHOOLS
Teacher **Formative** Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating Knowledge of Content and Pedagogy 1B - Demonstrating Knowledge of Students 1C - Setting Instructional Outcomes 1D - Demonstrating Knowledge of Resources 1E - Designing Coherent Instruction 1F - Designing Student Assessments				
Sources:				
Comments:				

	I	D	A	E
Classroom Environment				
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				
Sources:				
Comments:				

	I	D	A	E
Instruction				
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				
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on Teaching 4B - Maintaining Accurate Records 4C - Communicating with Families 4D - Participating in the Professional Community 4E - Growing and Developing Professionally 4F - Showing Professionalism				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

POST-OBSERVATION DOCUMENT

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

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

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how, and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	

What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

**Evaluatee's Formative Observation
Rating:**

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

Teacher's Signature*

Date

Observer's/Evaluator's
Signature

Date

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

TODD COUNTY SCHOOLS
Teacher Employee **Summative** Evaluation Form

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation (s)	
Date of Summative Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation				
Classroom Environment				
Instruction				
Professional Responsibilities				
Overall Rating:				
Professional Growth Plan Review:				
Summary Primary Evaluator Comments:				
Summary Evaluatee Comments:				

Evaluatee (please check appropriate line): _____ I agree with this summative evaluation
 _____ I disagree with this summative evaluation

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS
Other Professional Summative Evaluation Form

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation (s)	
Date of Summative Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation				
Environment				
Instruction (Delivery of Service)				
Professional Responsibilities				
Overall Rating:				
Professional Growth Plan Review:				
Summary Primary Evaluator Comments:				
Summary Evaluatee Comments:				

Evaluatee (please check appropriate line): _____ I agree with this summative evaluation
 _____ I disagree with this summative evaluation

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS
Guidance Counselor Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge of counseling theory and techniques 1B - Demonstrating knowledge of child and adolescent development 1C - Establishing goals for the counseling program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1E - Plan in the counseling program integrated with the regular school program 1F - Developing a plan to evaluate the counseling program				
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Creating an environment of respect and rapport 2B - Establishing a culture for productive communication 2C - Managing routines and procedures 2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E - Organizing physical space				
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Instruction)				
3A - Assessing student needs 3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs 3C - Using counseling text makes an individual and classroom programs 3D - Brokering resources to meet needs 3E - Demonstrating flexibility and responsiveness				
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Maintaining records and submitting them in a timely fashion 4C - Communicating with families 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS
Guidance Counselor Summative Evaluation
Form

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation (s)	
Date of Summative Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation				
Environment				
Instruction (Delivery of Service)				
Professional Responsibilities				
Overall Rating:				
Professional Growth Plan Review:				
Summary Primary Evaluator Comments:				
Summary Evaluatee Comments:				

Evaluatee (please check appropriate line): _____ I agree with this summative evaluation
 _____ I disagree with this summative evaluation

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS
Librarian Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating Knowledge of Content Curriculum and Process 1B - Demonstrating Knowledge of Students 1C - Supporting Instructional Goals 1D - Demonstrating Knowledge and Use of Resources 1E - Demonstrating a Knowledge of Literature and Lifelong Learning 1F - Collaborating in the Design of Instructional Experiences				
Sources:				
Comments:				

	I	D	A	E
Environment				
2A- Creating an environment of respect and rapport 2B - Establishing a Culture for Learning 2C - Managing Library Procedures 2D - Managing student behavior 2E - Organizing physical space				
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Instruction)				
3A - Communicating Clearly and Accurately 3B - Using Questioning and Research Techniques 3C - Engaging Students in Learning 3D - Assessment in Instruction (whole class, one-on-one and small group) 3E - Demonstrating Flexibility and Responsiveness				
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on Practice 4B - Maintaining Accurate Records 4C - Communicating with School Staff and Community 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Collection Development and Maintenance 4G - Managing the Library Budget 4H - Managing Personnel 4I - Professional ethics				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS
School Psychologist Formative Evaluation
Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students 1B - Demonstrating knowledge of child and adolescent development and psychopathology 1C - Establishing goals for the psychology program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention 1F - Developing a plan to evaluate the psychology program				
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Establishing rapport with students 2B - Establishing a culture for positive mental health throughout the school 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the testing center 2E - Organizing physical space for testing the students and storage of materials				
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Service)				
3A - Responding to referrals consulting with teachers and administrators 3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines 3C - Chairing evaluation team 3D - Planning interventions to maximize student's likelihood of success 3E - Maintaining contact with physicians and community mental health service providers 3F - Demonstrating flexibility and responsiveness				
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Communicating with families 4C - Maintaining accurate records 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS
Therapeutic Specialist Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license 1B - Establishing goals for the therapy program appropriate to the setting and the students served 1C - Demonstrating knowledge of District state and federal regulations and guidelines 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students 1F - Developing a plan to evaluate the therapy program				
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Establishing rapport with students 2B - Organizing time effectively 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the treatment center 2E - Organizing physical space for testing of students and providing therapy				
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Instruction)				
3A - Responding to referrals and evaluating student needs 3B - Developing and implementing treatment plans to maximize students success 3C - Communicating with families 3D - Collecting information; writing reports 3E - Demonstrating flexibility and responsiveness				
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Collaborating with teachers and administrators 4C - Maintaining an effective data management system 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS
Instructional Specialist Formative Evaluation
Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teacher served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program				
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement 2C - Establishing clear procedures for teachers to gain access to the instructional support 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training				
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Service)				
3A - Collaborating with teachers in the design of instructional units and lessons 3B - Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement 3E - Demonstrating flexibility and responsiveness				
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other instructional specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity and confidentiality				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

Principal Performance Standards and Evaluation Documents

Principal Professional Growth Plan
Principal Performance Standards
Principal **Formative** Workplace Visit
Principal **Summative** Evaluation Form
District Administrator **Formative** Evaluation District
Administrator **Summative** Evaluation Form

TODD COUNTY SCHOOLS
Principal Professional Growth Plan
School Year: _____

Evaluatee's Name: _____ Employee #: _____

School Name: _____ Primary Evaluator: _____

Kentucky Framework/Performance Area:

Goal(s):

Activity (may include PD)	Date/Timeline	Training Impact / Evidence

Evaluatee's Reflection

Evaluatee Signature

Date

Primary Evaluator's Signature

Date

The employee and the supervisor shall sign this document to indicate that it has been reviewed and discussed. Keep one for your file.
An additional copy should be submitted to your supervisor.

Standard Specific Information from Formative Evaluation/Observation

*See also PSEL Guidance for Growth & Evaluation, Appendix

Standard 1: Mission, Vision, and Core Values	Standard 2: Ethics and Professional Norms	Standard 3: Equity and Cultural Responsiveness	Standard 4: Curriculum, Instruction and Assessment	Standard 5: Community of Care and Support for Students
a) Develops an educational mission for the school to promote the academic success and well-being of each student	a) Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	a) Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	a) Implements 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.	a) Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.
b) In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	b) Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	b) Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.	b) Aligns and focuses 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 a healthy sense of self.	b) Creates and sustains 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) Articulates, advocates, and cultivates 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.	c) Places children at the center of education and accepts responsibility for each student's academic success and well-being.	c) Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	c) Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	c) Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Strategically develops, implements, and evaluates actions to achieve the vision for the school.	d) Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	d) Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner.	d) Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	d) Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
e) Reviews the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.	e) Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	e) Confronts and alters 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.	e) Promotes the effective use of technology in the service of teaching and learning.	e) Cultivates and reinforces student engagement in school and positive student conduct.
f) Develops shared understanding of and commitment to mission, vision, and core values within the school and the community.	f) Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	f) Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	f) Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.	f) Infuses the school's learning environment with the cultures and languages of the school's community.
g) Models and pursues the school's mission, vision, and core values in all aspects of leadership.		g) Acts with cultural competence and responsiveness in their interactions, decision-making, and practice.	g) Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	
		h) Addresses matters of equity and cultural responsiveness in all aspects of leadership.		

Standard 6 – Professional Capacity of School Personnel	Standard 7 – Professional Community for Teachers and Staff	Standard 8 – Meaningful Engagement of Families and Communities	Standard 9 – Operations and Management	Standard 10 – School Improvement
a) Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.	a) Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.	a) Is approachable, accessible, and welcoming to families and members of the community.	a) Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.	a) Seeks to make school more effective for each student, teachers and staff, families, and the community.
b) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	b) Empowers and entrusts 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.	b) Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.	b) Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	b) Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
c) Develops 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.	c) Establishes and sustains 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.	c) Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	c) Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	c) Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.

d) Fosters continuous improvement of individual and collective instructional capacity to achieve	d) Promotes mutual accountability among teachers and other professional staff for each student's	d) Maintains a presence in the community to understand its strengths and needs,	d) Is a responsible, ethical, and accountable steward of the school's monetary and	d) Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting,
outcomes envisioned for each student.	success and the effectiveness of the school as a whole.	develops productive relationships, and engages its resources for the school.	nonmonetary resources, engaging in effective budgeting and accounting practices.	planning, implementation, and evaluation for continuous school and classroom improvement.
e) Delivers 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.	e) Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	e) Creates means for the school community to partner with families to support student learning in and out of school.	e) Protects teachers' and other staff members' work and learning from disruption.	e) Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
f) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	f) Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	f) Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.	f) Employs technology to improve the quality and efficiency of operations and management.	f) Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.
g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	g) Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.	g) Develops and provides the school as a resource for families and the community.	g) Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.	g) Develops 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) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.	h) Encourages faculty-initiated improvement of programs and practices.	h) Advocates for the school and district and for the importance of education and student needs and priorities to families and the community.	h) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.	h) Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services.
i) Tends to their own learning and effectiveness through		i) Advocates publicly for the needs and priorities of students,	i) Develops and manages relationships with feeder and	i) Manages uncertainty, risk, competing initiatives,

reflection, study, and improvement, maintaining a healthy work-life balance.		families, and the community.	connecting schools for enrollment management and curricular and instructional articulation.	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) Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.	j) Develops and manages productive relationships with the central office and the school board.	j) Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.
			k) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	
			l) Manages governance processes and internal and external politics toward achieving the school's mission and vision.	

TODD COUNTY SCHOOLS
Principal Formative Workplace Visit Form

Employee Name / Employee ID#	
School	
Duty Assignment	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning				
Standard 1 – Mission, Vision, and Core Values Standard 9 – Operations and Management Standard 10 – School Improvement				
Sources:				
Comments:				

	I	D	A	E
Environment				
Standard 3 – Equity and Cultural Responsiveness Standard 7 – Professional Community for Teachers and Staff				
Sources:				
Comments:				

	I	D	A	E
Instruction				
Standard 4 – Curriculum, Instruction and Assessment				

Standard 5 – Community of Care and Support for Students Standard 6 – Professional Capacity of School Personnel
Sources:
Comments:

	I	D	A	E
Professionalism				
Standard 2 – Ethics and Professional Norms Standard 8 – Meaningful Engagement of Families and Community				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS

Summative Evaluation FormPrincipal Evaluation Plan

Employee Name / Employee ID#	
School	
Duty Assignment	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning				
Environment				
Instruction				
Professionalism				
Overall Rating:				

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

District Administrator Evaluation Documents

TODD COUNTY SCHOOLS
District Level Certified Administrators/Directors/Educational
Facilitators Formative Evaluation Document

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation (for full evaluations only)				
1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program				
Sources:				
Comments:				

	I	D	A	E
Environment				
2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement and/or support for students 2C - Establishing clear procedures for teachers to gain access to the instructional support and/or support for care of students 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training				
Sources:				
Comments:				

	I	D	A	E
Instruction (Delivery of Services)				
3A - Collaborating with teachers and administrators in the design of instructional units and lessons and/or support services for students 3B - Engaging teachers in learning new instructional skills and/or support services for students 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement and care for students 3E - Demonstrating flexibility and responsiveness				
Sources:				
Comments:				

	I	D	A	E
Professional Responsibilities (for full evaluations only)				
4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity and confidentiality				
Sources:				
Comments:				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

TODD COUNTY SCHOOLS

District Level Certified Administrators/Directors/Educational Facilitators Summative Evaluation

Employee Name / Employee ID#	
Cycle	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each Performance Measure: Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Planning and Preparation				
Environment				
Instruction (Delivery of Services)				
Professional Responsibilities				

Additional Comments:

Professional Growth Plan Review:
Summary Primary Evaluator Comments:
Summary Evaluatee Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

Appeals Process Statute and Forms

2022-2023 Appeals Committee

District Certified (appointed by the board)

Certified person (voted by certified employees)

Certified person (voted by certified employees)

Appeals Process

POLICY STATEMENT ON LOCAL APPEALS PANEL
AS REQUIRED BY KRS 156.557(9) and 704 KAR 3:370(17)

INTRODUCTION

The State Legislature amended KRS 156.101 (11) to read as follows:

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

LENGTH OF TERM

The beginning date shall be July 1 and the ending date shall be June 30. If an appeal is pending at the end of a panel term, said appeal shall be completed by that panel.

ELECTION OF APPEALS PANEL MEMBERS

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. The Superintendent or designee shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of September the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed, and ballots counted by the election officers on or before September 15th of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. The chairperson of the panel shall be the certified employee appointed by the Board.

APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

PROCEDURES FOR APPEAL AND TIMELINES

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

The panel shall present their findings within 15 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee or appealing employee would have the

burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based.

Mere claims would not be sufficient; the evaluator/appealing employee must submit compelling proof that the evaluation is not factually based. The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action. A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

PERSONNEL

Certified Personnel Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairman of the panel within fifteen (15) working days of the receipt of your summative evaluation.

Date of your summative evaluation: _____

Date Appeal received by Panel: _____

Employee's Name: _____ Employee ID Number: _____

Home Address: _____

City, State, Zip Code: _____

Title: _____ School/Work Location: _____ Grade or Department: _____

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

Name of evaluator: _____

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Please check one: _____ I desire a hearing before the Appeals Panel

_____ I do not desire a hearing before the Appeal Panel

Employee's Signature

Date

Certified Employee Corrective Action/Assistance Plan

EMPLOYEE ASSISTANCE/CORRECTIVE ACTION PLAN

The performance of all certified personnel is to be evaluated annually for all non-tenured personnel and administrators and once every three years for tenured personnel. When unsatisfactory behavior is noted the following process will be used by the evaluator to aid the evaluatee in improving performance:

1. Evaluation contacts become more frequent and formal.
2. The primary evaluator notifies the evaluatee that his or her performance is not meeting District standards.
3. Specific data is shared with the evaluatee that identifies the deficiencies and verifies the situation.
4. An Individualized Corrective Action Plan is developed by the evaluator and evaluatee. This plan shall address the performance area, goals and activities that achieve the desired performance and target dates.
5. If necessary, an Intensive Assistance Team supplements the work of the primary evaluator. The Intensive Assistance is a team effort to supply skills, knowledge and time of several supervisory personnel. An example of an Intensive Assistance Team may consist of:
 - Primary Evaluator
 - Instructional Supervisor
 - Personnel Director
 - Others as agreed upon by all team members
6. Evaluatee is given help to improve.
7. Evaluatee is given time to improve.
8. Evaluatee is given progress reports.
9. Evaluator stresses job expectations.
10. Evaluator discusses further action if evaluatee fails to comply.
11. Evaluations are to be in narrative style.
12. The deficiency evaluation process should begin in sufficient time to be completed and appropriate forms submitted by April 15.

Instructions for Completing the Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "ineffective" on one or more component from the Ky. Framework for Teaching from the Formative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives, procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Component Number

Identify the specific Component(s) from the Formative Evaluation Form that has a "Ineffective" rating assigned.

2. Present Professional Development Stage

Select the stage of professional development that best reflects the evaluatee's level:

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

3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as “Ineffective” on the Formative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

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

5. Appraisal Method and Target Dates

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

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

INDIVIDUAL CORRECTIVE ACTION PLAN FOR:

Employee Name

Date: _____

Work Site: _____

Standard	PG Stage	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (Including support personnel)	Appraisal Method and Target Dates

Evaluatee's Comments:

Evaluator's Comments:

Plan Developed:		Review of goals: <u> </u> Achieved <u> </u> Revised <u> </u> Continued	
_____ Employee's Signature	_____ Date	_____ Employee's Signature	_____ Date
_____ Supervisor's Signature	_____ Date	_____ Supervisor's Signature	_____ Date

***Professional Growth Plan Stages:**

I = Ineffective

D = Developing

A = Accomplished

E = Exemplary

ASSISTANCE TEAM LOG OF ACTIVITIES

(To be completed for every assistance activity)

TEACHER:

DATE OF

CONTACT/OBSERVATION:

PERSONS PRESENT:

SUMMARY OF ACTIVITIES:

RECOMMENDATIONS:

NEXT MEETING:

<div><div></div><div>Employee's Signature</div></div> <div><div></div><div>Date</div></div>	<div><div></div><div>Contact's Signature</div></div> <div><div></div><div>Date</div></div>
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