

Hopkins County Schools

2022-2023

CERTIFIED EVALUATION PLAN

For

Principals / Assistant Principals

District Administrators

Certified Coordinators

Certified Evaluation Plan for Principals/Assistant Principals, District Administrators, and Certified Coordinators

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Wendy Eaves	Administrator	West Broadway Elementary
Eric Stone	Administrator	West Hopkins School
Alaina Lancaster	Administrator	Central Office
Wendy Mitchell	Administrator	Central Office
Tonia Griffey	Administrator	Central Office
Dr. Andrew Belcher	Administrator	Central Office
Dr. Ann Elkins	Administrator	Central Office
Rachel Sandberg	Admin Guidance Counselor	Earlington Elementary
Amy Belcher	Teacher	James Madison Middle School
Lindsey Rogers	Teacher	Hanson Elementary
Alan Hall	Teacher	Hopkins County Day Treatment
Stacey Burns	Teacher	Pride Elementary
Tina Peyton	Teacher	Madisonville North Hopkins HS
Ashton Walls	Teacher	Southside Elementary
Barbara Stoltz	Teacher	Grapevine Elementary
Ashlee Zimmer	Teacher	Jesse Stuart Elementary
Veronica Buckner	Teacher	Hopkins County Central HS/Academy
Eric Anderson	Teacher	Hopkins County Career and Tech

Place Holder for Assurances Page

Certified Evaluation Plan
Principals/Assistant Principals, District Administrators, and Certified Coordinators

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Roles and Definitions

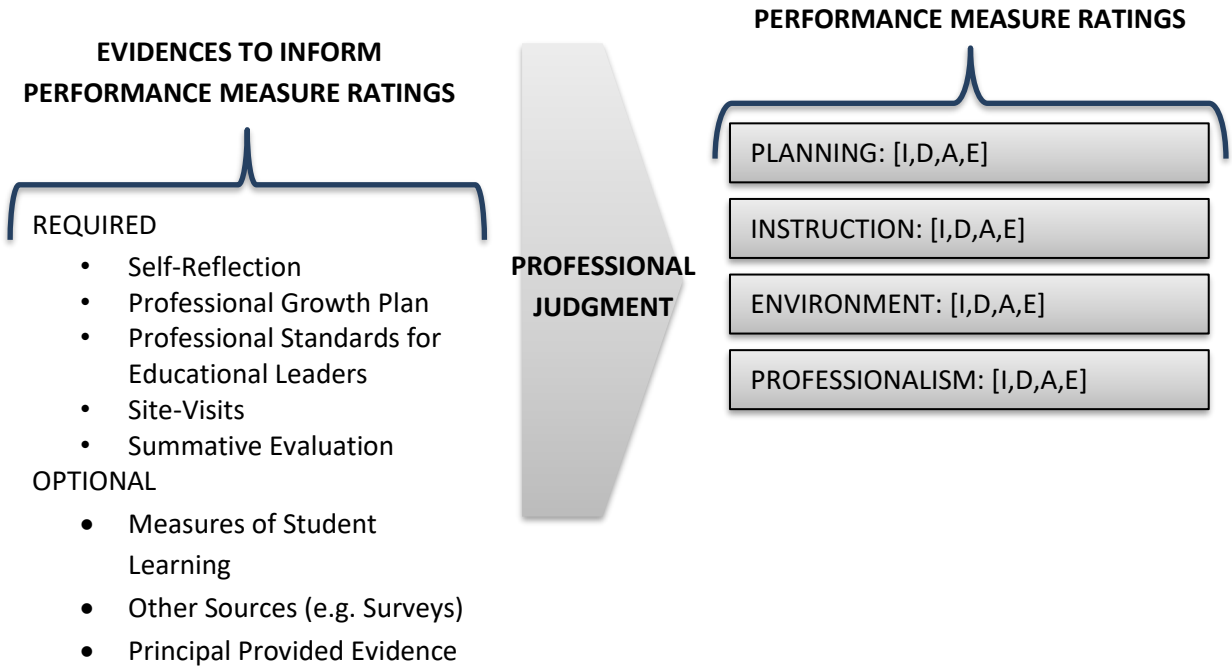
1. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
3. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
4. **Certified School Personnel:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. C**onference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation committee**: means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** The successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.
13. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by EPSB pursuant to Title 16 KAR.
15. **Peer observation:** The observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).

17. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified plan. Ratings include exemplary, accomplished, developing, and ineffective.
19. **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
20. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
21. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
22. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
23. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

Principal & Assistant Principal Summative Evaluation Plan Components

Overview and Summative Model

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



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment to determine the rating on Principal Performance Standards aligned with the Performance Measures of Planning, Environment, Instruction, and Professionalism. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. The professional judgment must be grounded in the Principal Performance Standards aligned with the Performance Measures, site visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how principals respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Training to Evaluate

The Superintendent or designee shall be trained annually in the district's Certified Plan for Principals, District Administrators, and Certified Coordinators to evaluate individuals in these categories. Principals shall be trained to evaluate assistant principals. Evaluators shall be provided with district support, resources, and EILA-approved training. The district will ensure that all evaluators complete Initial Certified Evaluation training and thereafter have an annual 6 hour, EILA approved update training on evaluation

per 704 KAR 3:370, Section 6 (d). Evaluators shall meet the state and district CEP requirements prior to conducting evaluations.

Timeline for Late Hires

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

Performance Measures to Determine Ratings

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the standards aligned with the Performance Measures:

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

Included in the Professional Standards for Educational Leaders are performance indicators that provide examples of observable, tangible behaviors for evidence of each standard. The Professional Standards provide the structure for feedback for continuous improvement for the Performance Measures through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Each Professional Standard is aligned with the Performance Measures and will be rated according to four ratings in combination with professional judgment.

The Performance Levels are:

- Exemplary--consistently exceeds expectations for effective performance.
- Accomplished--consistently meets expectations for effective performance.
- Developing--inconsistently meets expectations for effective performance.
- Ineffective--consistently fails to meet expectations for effective performance.

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

- Professional Growth Planning
- Self-Reflection
- Site-Visits

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

Products of Practice/Other Sources of Evidence

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the measures. Principals/assistant principals may include items from the following list:

Table 1: Products of Practice/Other Sources of Evidence

SBDM Minutes	EILA/Professional Learning experience documentation
Faculty Meeting Agendas and Minutes	Surveys, such as TELL KY
Department/Grade Level Agendas and Minutes	Professional Organization memberships
PLC Agendas and Minutes	Parent/Community engagement surveys
Leadership Team Agendas and Minutes	Parent/Community engagement events documentation
Instructional Round/Walk-through documentation	School schedules, web pages, and school/district plans
Budgets	Student performance data
	Other sources of evidence

Self-Reflection & Professional Growth Planning

Completed by principals and assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student 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 achievement. The principal shall complete the Professional Growth Plan for collaboration and approval by the Superintendent/Designee, and the assistant principal shall follow the same protocol for collaboration and approval by the principal.

Required:

- **All principals will participate in self-reflection and professional growth planning each year.**
- **All assistant principals will participate in self-reflection and professional growth planning each year.**
- **All principals and assistant principals will document self-reflection and PGP in the state-approved technology platform.**

- **Table 1: Principal/Assistant Principal Summative and PGP Timeline**

By August 1	Superintendent or designee will review expectations of CEP
By September 30	Principal/Assistant Principal collaboratively develop Professional Growth Plan
By January 15	Superintendent or designee will conduct first Site Visit and conference with principal/assistant principal to review/reflect upon all plans and modify any strategies as needed
By April 15	If necessary, Superintendent or designee will conduct second Site Visit
By June 15	Superintendent or designee will conference with principal/assistant principal to review all goals, modify any strategies, and communicate Summative Rating for Professional Practice.

- ***Additional conferences and/or site visits may be held as deemed necessary to monitor PGP progress**
- ***All dates are tentative based on the adjustment of the school calendar**
- ***Principal/Assistant Principals hired October 1 to March 1 will have 30 calendar days from hire to develop a Professional Growth Plan based on self-reflection and conference with superintendent/designee.**

***At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.**

Principal Site-Visits

Completed by supervisor of principal

Site visits are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the Principal Performance Standards aligned with the Performance Measures of: Planning, Environment, Instruction, and Professionalism. Site visits may begin after the principal has participated in evaluation training, which must occur within 30 calendar days of reporting for employment. The required number of site visits is the minimum requirement. Additional site visits may be conducted. If necessary, the second site visit will take place prior to April 15. During the follow-up conference with the principal, the superintendent or designee will review all Principal Performance Measures and give feedback using the site visit form about each measure on the district-approved platform or form.

Required:

- **Conducted at least once each year prior to January 15.**
- **Evidences from site visit may be recorded using either the district-approved technology platform or a district approved form/document.**
- **Review and record evidence from site visit aligned with the Principal Performance Measures and Site Visit Document**

Assistant Principal Site-Visit

Completed by principal

Site visits with assistant principals should occur by January 15 and should be documented within the district-approved technology platform or on a district-approved document. If necessary, the second site visit will take place prior to April 15. Conferencing should address measures and provide feedback for professional growth planning.

Required:

- **Conducted at least once per year by January 15.**
- **Evidences from site visit may be recorded using either the district-approved technology platform or a district approved form/document.**
- **Review and record evidence from site visit aligned with the Principal Performance Measures and Site Visit Document.**

Principal Process for Determining the Summative Rating

A summative conference shall occur, annually, at the end of the evaluation cycle to determine an overall summative rating for principals and assistant principals. Superintendents are responsible for determining the summative rating for principals and principals are responsible for determining assistant principal ratings. The process will consist of a review of the evidence provided at site visits and progression in the Principal Performance Standards aligned with the four Performance Measures to assign a summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 2) to determine the overall Summative Rating. Summative ratings for assistant principals shall be completed by May 15th or no later than 90 days before the first student attendance day, whichever comes first. Summative ratings for principals shall be completed no later than June 15. The principal/assistant principal must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee's personnel file.

Table 2: Performance Measure Criteria for a Summative Rating

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

Corresponding Professional Standards for Educational Leaders for Matrix:

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

District Certified Personnel Evaluation for District Administrators, Directors, & Certified Coordinators

District certified personnel shall be evaluated annually utilizing the *Summative Rating of Professional Practice Document for District Administrators, Directors, and Certified Coordinators and the Professional Growth Plan for District Administrators, Directors, and Certified Coordinators* (see the appendix). The Professional Standards for Educational Leaders are aligned with the four Performance Measures: Planning, Environment, Instruction, and Professionalism to determine an overall summative rating. Included in the Professional Standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard, which allows for continuous improvement and professional growth. Performance will be rated for each standard according to four performance measures in combination with professional judgment.

Professional Standards for Educational Leaders and Performance Measure alignment include:

- STANDARD 1—Mission, Vision, and Core Values aligns with the Performance Measure of Planning
- STANDARD 2—Ethics and Professional Norms aligns with the Performance Measure of Professionalism
- STANDARD 3—Equity and Cultural Responsiveness aligns with the Performance Measure of Environment
- STANDARD 4—Curriculum, Instruction, and Assessment aligns with the Performance Measure of Instruction
- STANDARD 5—Community of Care and Support for Students aligns with the Performance Measure of Instruction
- STANDARD 6—Professional Capacity of School Personnel aligns with the Performance Measure of Instruction
- Standard 7—Professional Community for Teachers and Staff aligns with the Performance Measure of Environment
- Standard 8—Meaningful Engagement of Families and Community aligns with the Performance Measure of Professionalism
- Standard 9—Operations and Management aligns with the Performance Measure of Planning
- Standard 10—School Improvement aligns with the Performance Measure of Planning

The Performance Levels are:

- Exemplary--consistently exceeds expectations for effective performance.
- Accomplished--consistently meets expectations for effective performance.
- Developing--inconsistently meets expectations for effective performance.
- Ineffective--consistently fails to meet expectations for effective performance.

- **Table 2: District Administrators, Directors, and Certified Coordinators Summative and PGP Timeline**

By August 1	Superintendent or designee will review expectations of CEP
By September 30	District Administrators, Directors, and Certified Coordinators collaboratively develop Professional Growth Plan
By January 15	Superintendent or designee will conduct first Site Visit and conference with District Administrator, Director, or Certified Coordinator to review/reflect upon all plans and modify any strategies as needed
By April 15	If necessary, Superintendent or designee will conduct second Site Visit
By June 15	Superintendent or designee will conference with District Administrator, Director, or Certified Coordinator to review all goals, modify any strategies, and communicate Summative Rating for Professional Practice.

Self-Reflection

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

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

Professional Growth Plan

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. Collaborates with the supervisor to develop a PGP and identify action steps
3. Implements the plan
4. Regularly reflects on the progress and impact of the plan on professional practice
5. Shows evidence of modification of the plan as appropriate
6. Continues implementation and reflection

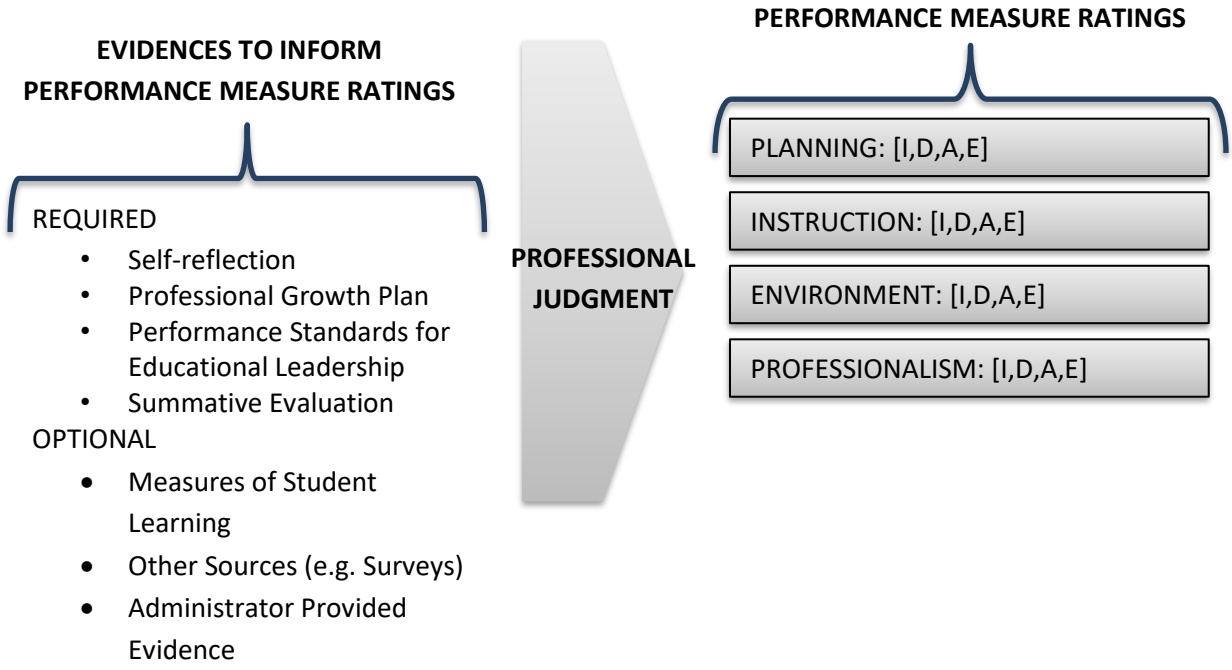
The district employee should meet with the primary evaluator to develop and receive feedback on the PGP.

Professional growth plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Plans will be documented using district determined forms or methods.

District Administrator, Directors, & Certified Coordinator Summative Evaluation Components



A summative conference shall occur annually at the end of the evaluation cycle to determine an overall summative rating for district administrators and certified coordinators. The primary evaluator is assigned by the Superintendent within 30 days after the start of school. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the Professional Standards for Educational Leaders aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign an overall summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 3) to determine the overall Summative Rating. Summative ratings for District Administrators, Directors, and Certified Coordinators shall be completed no later than June 15th. The employee must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee's personnel file.

Table 3: Performance Measure Criteria for Determining a Summative Rating

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

Corresponding Professional Standards for Educational Leaders for Matrix:

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

Appeals

Required

- **Districts shall have an appeals process established.**

According to 156.557 Section 9,
Section 9.

(1) 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.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel (“LEAP”).

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees’ summative evaluations. Two (2) members of the LEAP shall be elected for a three-year term by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of the election year. The election shall be conducted by a district contact person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/One vote

- All certified employees are given the opportunity to vote

The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.

2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:

   - If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
   - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
   - If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
   - The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
   - If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.

4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.

2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.

3. The hearing will adhere to the following format:

- Reading of the written appeal by the LEAP Chairperson.
- Questioning of the evaluatee and/or evaluator by the panel.
- Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
- Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
- Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
- Dismissal of hearing.

4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.

5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

- Rule in favor of the appellant, either in whole or in part;
- Uphold the evaluation; or
- Call for a second evaluation by a trained evaluator.

7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

9. The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.

2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

- Rule in favor of the appellant, either in whole or in part;
- Uphold the evaluation; or
- Call for a second evaluation by a trained evaluator.

4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Hopkins County Schools

2022-2023

Certified Evaluation Plan

For

Principals, Assistant Principals,

District Admins, & Certified Coordinators

Appendix

Self-Reflection for Principals-Assistant Principals

Name: Click here to enter text.	**Title:** Click here to enter text.
Location: Click here to enter text.	**School Year:** Click here to enter text.
Evaluator Name: Click here to enter text.	**Date:** Click here to enter text.

Directions: Select the overall rating for each of the performance measures listed below. Indicate your strengths and areas for growth for each.

Performance Measures	Performance Rating	Self-reflection on strengths and areas of growth
STANDARD 1. MISSION, VISION, AND CORE VALUES Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. a) Develop an educational mission for the school to promote the academic success and well-being of each student. b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 2. ETHICS AND PROFESSIONAL NORMS a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c) Place children at the center of education and accept responsibility for each student's academic success and well-being.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.		
STANDARD 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. g) Act with cultural competence and responsiveness in their interactions, decision making, and practice. h) Address matters of equity and cultural responsiveness in all aspects of leadership.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. e) Promote the effective use of technology in the service of teaching and learning. f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.		
STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. e) Cultivate and reinforce student engagement in school and positive student conduct. f) Infuse the school's learning environment with the cultures and languages of the school's community.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

understanding of professional and adult learning and development. d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff. i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.		
STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. f) Design and implement job-embedded and other opportunities for professional	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

learning collaboratively with faculty and staff. g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. h) Encourage faculty-initiated improvement of programs and practices.		
PERFORMANCE MEASURE ENVIRONMENT **STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. a) Are approachable, accessible, and welcoming to families and members of the community. b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. e) Create means for the school community to partner with families to support student learning in and out of school. f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. g) Develop and provide the school as a resource for families and the community. h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. i) Advocate publicly for the needs and priorities of students, families, and the community. j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 9. OPERATIONS AND MANAGEMENT **Effective educational leaders manage school operations and resources to promote each student's academic success and well-being** a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.		
STANDARD 10. SCHOOL IMPROVEMENT **Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being** **a**) Seek to make school more effective for each student, teachers and staff, families, and the community. b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement. d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

Professional Growth Plan (PGP) for Principals/Assistant Principals

Directions: Complete the following professional growth plan. Utilize your self-reflection on the standards, relevant data, and other professional needs as sources of information for goal and action step development.

Name: Click here to enter text. **Date:** Click to enter a date. **School:** Click here to enter text.

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #1: Click here to enter text.

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #1: Click here to enter text.

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #1: Click here to enter text.

Targeted Completion Date: Click to enter a date.

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #2: Click here to enter text.

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #2: Click here to enter text.

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #2: Click here to enter text.

Targeted Completion Date: Click to enter a date.

Principal/Asst Principal Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

Professional Growth Plan Results, Reflection, and Next Steps for Principals/Assistant Principals

Principal/Asst Principal Name: Click here to enter text.	**School:** Click here to enter text.
Evaluator Name: Click here to enter text.	**Date:** Click to enter a date.

Step One: Complete this section at the end of the year to describe the level of attainment for each professional growth goal.

PGP Goal #1 End-of-Year Results: Click here to enter text.	**PGP Goal #1 Reflection:** Click here to enter text.
	PGP Goal #1 Next Steps: Click here to enter text.
PGP Goal #2 End-of-Year Results: Click here to enter text.	**PGP Goal #2 Reflection:** **Click here to enter text.**
	PGP Goal #2 Next Steps: Click here to enter text.

Principal/Asst Principal Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

Site Visit Form
for Principals/Assistant Principals

Principal/Assistant Principal Name: Click here to enter text.

Date: Click to enter a date.

Evaluator Signature: _____

Principal/
Assistant Principal Signature: _____

1. Mission, Vision, and Core Values

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

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

2. Ethics and Professional Norms

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal. Indicate contributor with an (E) or (P).
Click here to enter text.

Evaluator's Feedback: Click here to enter text.

3. Equity and Cultural Responsiveness

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal. Indicate contributor with an (E) or (P).
Click here to enter text.

Evaluator's Feedback: Click here to enter text.

4. Curriculum, Instruction, and Assessment

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal. Indicate contributor with an (E) or (P).
Click here to enter text.

Evaluator's Feedback: Click here to enter text.

5. Community of Care and Support for Students

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

Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extra-curricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

6. Professional Capacity of School Personnel

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal. Indicate contributor with an (E) or (P).
Click here to enter text.

Evaluator's Feedback: Click here to enter text.

7. Professional Community for Teachers and Staff

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

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning

h) Encourage faculty-initiated improvement of programs and practices.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal. Indicate contributor with an (E) or (P).
Click here to enter text.

Evaluator's Feedback: Click here to enter text.

9. Operations and Management

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

Effective leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

10. School Improvement

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

Effective leaders:

a) Seek to make school more effective for each student, teachers and staff, families and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

Summative Rating of Professional Practice for Principals/Assistant Principals

Principal/Asst. Principal Name: Click here to enter text.	**School:** Click here to enter text.
Evaluator Name: Click here to enter text.	**Date:** Click to enter a date.

THE EVALUATOR SHOULD HIGHLIGHT THE SELECTED RATING TO COMPLETE THIS SECTION.

Standard	Evaluator Rating			
Standard 1: Mission, Vision, and Core Values ***(Planning)*** *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*	I	D	A	E
Standard 2: Ethics and Professional Norms ***(Professionalism)*** *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*	I	D	A	E
Standard 3: Equity and Cultural Responsiveness **(*Environment)*** *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*	I	D	A	E
Standard 4: Curriculum, Instruction, and Assessment ***(Instruction)*** *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*	I	D	A	E
Standard 5: Community of Care and Support for Students ***(Instruction)*** *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*	I	D	A	E
Standard 6: Professional Capacity of School Personnel ***(Instruction)*** *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*	I	D	A	E
Standard 7: Professional Community for Teachers and Staff ***(Environment)*** *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*	I	D	A	E
Standard 8: Meaningful Engagement of Families and Community ***(Professionalism)*** *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and*	I	D	A	E
Standard 9: Operations and Management ***(Planning)*** *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E
Standard 10: School Improvement ***(Planning)*** *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E

(I=Ineffective; D=Developing; A=Accomplished; E=Exemplary

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

Overall Performance Rating: Click here to enter text.

Evaluator Comments: Click or tap here to enter text.

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

Principal/Asst. Principal Signature:	**Date:**
Superintendent's Signature:	**Date:**

Self-Reflection for District Administrators, Directors, and Coordinators

Name: Click here to enter text.	**Title:** Click here to enter text.
Location: Click here to enter text.	**School Year:** Click here to enter text.
Evaluator Name: Click here to enter text.	**Date:** Click here to enter text.

Directions: Select the overall rating for each of the performance measures listed below. Indicate your strengths and areas for growth for each.

Performance Measures	Performance Rating	Self-reflection on strengths and areas of growth
STANDARD 1. MISSION, VISION, AND CORE VALUES Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. a) Develop an educational mission for the school to promote the academic success and well-being of each student. b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 2. ETHICS AND PROFESSIONAL NORMS a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership. b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c) Place children at the center of education and accept responsibility for each student's academic success and well-being.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.		
STANDARD 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. g) Act with cultural competence and responsiveness in their interactions, decision making, and practice. h) Address matters of equity and cultural responsiveness in all aspects of leadership.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. e) Promote the effective use of technology in the service of teaching and learning. f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.		
STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. e) Cultivate and reinforce student engagement in school and positive student conduct. f) Infuse the school's learning environment with the cultures and languages of the school's community.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

understanding of professional and adult learning and development. d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff. i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.		
STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school. c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement. d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice. f) Design and implement job-embedded and other opportunities for professional	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

learning collaboratively with faculty and staff. g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. h) Encourage faculty-initiated improvement of programs and practices.		
PERFORMANCE MEASURE ENVIRONMENT **STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. a) Are approachable, accessible, and welcoming to families and members of the community. b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. e) Create means for the school community to partner with families to support student learning in and out of school. f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. g) Develop and provide the school as a resource for families and the community. h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. i) Advocate publicly for the needs and priorities of students, families, and the community. j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.
STANDARD 9. OPERATIONS AND MANAGEMENT **Effective educational leaders manage school operations and resources to promote each student's academic success and well-being** a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.		
STANDARD 10. SCHOOL IMPROVEMENT **Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being** **a**) Seek to make school more effective for each student, teachers and staff, families, and the community. b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement. d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement. e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement. g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation. h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts. j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary	Click here to enter text.

Professional Growth Plan (PGP) for District Administrators, Directors, and Coordinators

Directions: Complete the following professional growth plan. Utilize your self-reflection on the standards, relevant data, and other professional needs as sources of information for goal and action step development.

Name: Click here to enter text. **Date:** Click to enter a date. **School:** Click here to enter text.

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #1: Click here to enter text.

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #1: Click here to enter text.

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #1: Click here to enter text.

Targeted Completion Date: Click to enter a date.

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #2: Click here to enter text.

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #2: Click here to enter text.

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #2: Click here to enter text.

Targeted Completion Date: Click to enter a date.

Administrator Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Professional Growth Plan Results, Reflection, and Next Steps for District Administrators, Directors, and Coordinators

Administrator Name: Click here to enter text.	**School:** Click here to enter text.
Evaluator Name: Click here to enter text.	**Date:** Click to enter a date.

Step One: Complete this section at the end of the year to describe the level of attainment for each professional growth goal.

PGP Goal #1 End-of-Year Results: Click here to enter text.	**PGP Goal #1 Reflection:** Click here to enter text.
	PGP Goal #1 Next Steps: Click here to enter text.
PGP Goal #2 End-of-Year Results: Click here to enter text.	**PGP Goal #2 Reflection:** **Click here to enter text.**
	PGP Goal #2 Next Steps: Click here to enter text.

Administrator Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Site Visit Form

for District Administrators, Directors, and Coordinators

Director/Coordinator Name: Click here to enter text.

Date: Click to enter a date.

Evaluator Signature: _____

Administrator Signature: _____

1. Mission, Vision, and Core Values

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

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

2. Ethics and Professional Norms

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal. Indicate contributor with an (E) or (P).
Click here to enter text.

Evaluator's Feedback: Click here to enter text.

3. Equity and Cultural Responsiveness

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

Effective leaders:

i) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

j) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

k) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

l) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

m) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

n) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

o) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

p) Address matters of equity and cultural responsiveness in all aspects of leadership.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

4. Curriculum, Instruction, and Assessment

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

Effective leaders:

h) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

i) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

j) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

k) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths and is differentiated and personalized.

l) Promote the effective use of technology in the service of teaching and learning.

m) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

n) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

5. Community of Care and Support for Students

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

Effective leaders:

g) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

h) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

i) Provide coherent systems of academic and social supports, services, extra-curricular activities, and accommodations to meet the range of learning needs of each student.

j) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

k) Cultivate and reinforce student engagement in school and positive student conduct.

l) Infuse the school's learning environment with the cultures and languages of the school's community.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

6. Professional Capacity of School Personnel

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

Effective leaders:

j) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

k) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel

l) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning development.

m) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

n) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.

o) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

p) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

q) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

r) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

7. Professional Community for Teachers and Staff

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

Effective leaders:

i) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

j) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

k) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

l) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

m) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

n) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

o) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning

p) Encourage faculty-initiated improvement of programs and practices.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and

Effective leaders:

j) Are approachable, accessible, and welcoming to families and members of the community.

k) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

l) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

m) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

n) Create means for the school community to partner with families to support student learning in and out of school.

o) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

p) Develop and provide the school as a resource for families and the community.

q) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

r) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

9. Operations and Management

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

Effective leaders:

m) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

n) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

o) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

p) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

q) Protect teachers' and other staff members' work and learning from disruption.

r) Employ technology to improve the quality and efficiency of operations and management.

s) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

t) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

u) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

v) Develop and manage productive relationships with the central office and school board.

w) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

x) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

10. School Improvement

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

Effective leaders:

k) Seek to make school more effective for each student, teachers and staff, families and the community.

l) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

m) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

n) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

o) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

p) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

q) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

r) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

s) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

t) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

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

Click here to enter text.

Evaluator's Feedback: Click here to enter text.

Summative Rating of Professional Practice for District Administrators, Directors, and Coordinators

Administrator Name: Click here to enter text.	**School:** Click here to enter text.
Evaluator Name: Click here to enter text.	**Date:** Click to enter a date.

THE EVALUATOR SHOULD HIGHLIGHT THE SELECTED RATING TO COMPLETE THIS SECTION.

Standard	**Evaluator Rating**			
Standard 1: Mission, Vision, and Core Values ***(Planning)*** *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*	I	D	A	E
Standard 2: Ethics and Professional Norms ***(Professionalism)*** *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*	I	D	A	E
Standard 3: Equity and Cultural Responsiveness **(*Environment)*** *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*	I	D	A	E
Standard 4: Curriculum, Instruction, and Assessment ***(Instruction)*** *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*	I	D	A	E
Standard 5: Community of Care and Support for Students ***(Instruction)*** *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*	I	D	A	E
Standard 6: Professional Capacity of School Personnel ***(Instruction)*** *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*	I	D	A	E
Standard 7: Professional Community for Teachers and Staff ***(Environment)*** *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*	I	D	A	E
Standard 8: Meaningful Engagement of Families and Community ***(Professionalism)*** *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and*	I	D	A	E
Standard 9: Operations and Management ***(Planning)*** *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E
Standard 10: School Improvement ***(Planning)*** *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E

(I=Ineffective; D=Developing; A=Accomplished; E=Exemplary

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

Overall Performance Rating: Click here to enter text.

Evaluator Comments: Click or tap here to enter text.

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

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

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

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

PURPOSE

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

FREQUENCY OF SUMMATIVE EVALUATIONS

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

REPORTING

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

NOTIFICATION

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

CONFIDENTIALITY

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

REVIEW

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

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

APPEAL PANEL

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

ELECTION

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

TERMS

All terms of panel members and alternates shall be for three (3) years. Panel members will assume their responsibilities October 1. Members may be reappointed or reelected.

Evaluation

CHAIRPERSON

The chairperson of the panel shall be appointed annually by the Superintendent.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation.

LETTER OF APPEAL

The appeal shall be in letter form to the chairperson of the appeals panel and shall include in detail the rationale and suggested resolution for the appeal. The letter shall be signed and a copy given to the evaluator.

CONFLICTS OF INTEREST

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

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

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

BURDEN OF PROOF

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

HEARING PANEL

The panel may hold necessary hearings. The panel shall issue a recommendation to the District.

RECOMMENDATIONS

A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days from the date an appeal is filed.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

HEARING PROCEDURES

The Superintendent shall develop necessary procedures for the implementation of this policy.

Evaluation

REVISIONS

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

REFERENCES:

[1]KRS 156.557; 704 KAR 003:370
703 KAR 005:225
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 02.14, 03.16

Adopted/Amended: 6/19/2017
Order #: 109

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

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

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
    a. Upholding all parts of the original evaluation.
    b. Voiding the original evaluation or parts of it.
    c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:2/22/2011