SOUTHGATE INDEPENDENT SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN

Mr. Greg Duty, Superintendent

BOARD OF EDUCATION MEMBERS
Diane Hatfield, Chair
Jim Specht, Vice Chair
Larry Long
Jeff Paul
William Shockney

Southgate Independent Schools
6 William F. Blatt Avenue
Southgate, KY 41071
(859) 441-0743

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

Assurances

The Southgate Independent Public School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators. The evaluation plan is in compliance with KRS 156.557 and 704 KAR 003.370.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 003:370. The PGP will be reviewed annually.

All administrators, including the superintendent and non-tenured teachers, will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures annually.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on August 8, 2024.

_____   _____
Signature of the Superintendent of Schools   Signature of the Chairperson of the Board of Education

Members of <mark>2024-2025</mark> CEP Evaluation Committee

Administrators	Teachers
Greg Duty Superintendent	**Ryan Egan** Middle Grades Teacher
Shannon Hansman Principal	**Brian Tolle** Middle Grades Teacher
	Deanna Landrum Library Media Specialist

CERTIFIED EVALUATION PLAN OVERVIEW

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

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an Evaluation Committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation. The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Southgate Board of Education and the Kentucky Department of Education.

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel within the first (30) days of reporting for employment for each school year.

Purpose
According to board policy 03.18, purposes of the evaluation system shall be to:

- Improve Instruction
- Provide a measure of performance accountability
- Foster professional growth
- Support individual personnel decision

Notification
The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel within the first 30 days of employment. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

Observer Certification
To ensure consistency of observations, observers must complete Proficiency Observation Training approved by the district.

Evaluator Certification
- All District evaluators of certified personnel must complete initial Evaluator Training (two days) offered by KDE or a KDE approved provider such as KASA, etc. as well as successfully completing training on the Kentucky Teaching Framework from an approved trainer or vendor. Annually, all certified district evaluators must receive 6 hours of EILA approved evaluation training to maintain certification.

- The primary evaluator is the immediate supervisor for all evaluations. Each evaluator must meet CEP requirements prior to conducting an evaluation.

- District personnel that have successfully completed training in the Kentucky Teaching Framework from an approved trainer or vendor, may oversee the training of other district personnel in conducting observations for formative feedback.

Certified Employees

Evaluators shall review the evaluation process and instruments within the end of the first month of reporting for employment for each school year.

All evaluations will be completed on board-approved forms, and in district or state approved technology platform where appropriate and will become part of the official personnel file of the employee.

The evaluatee will be given the opportunity to respond to the evaluation in writing. Any such documentation shall be included in the official personnel record.

Each evaluatee will be provided with a written copy of his/her evaluation for his/her personal records.

Specific Procedure for Conducting Evaluations

All monitoring or observation of the performance of a certified school employee shall be conducted openly. The employee will be informed of data collected through observation or other techniques. All evaluations must be on forms approved by the Board of Education (included in this manual).

Corrective Action Plan

A plan developed by either the certified staff member and/or the supervisor for changes in behavior either during the summative conference or when an immediate change in behavior by the certified staff member is needed.

It is important to note that the Corrective Action Plan may be initiated by the evaluator or supervisor at any point when a change in behavior is required, even if the certified staff member is not currently in the evaluation cycle.

A Corrective Action Plan must be developed whenever the evaluatee receives an "Ineffective" on the Summative Evaluation. All Corrective Action Plans become a part of the employee's personnel records.

Appeals/Hearings

Evaluation Appeals Panel
An Evaluation Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345.

Panel Members and Alternates
Under procedures developed by the evaluation committee, a three (3) member panel shall be established to hear certified staff appeals from summative evaluations as required by law.

The duty of the evaluation appeals panel shall be limited to reviewing the summative evaluation of any certified employee who receives an "Ineffective" on a majority of the performance standards.

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. All regular panel members and alternates shall be certified employees of the district at the time of appointment or election and during their term of office.

Panel members and their alternates shall serve without compensation. The terms of panel members and their alternates shall be for three (3) years and run from July 1 to June 30. Members may be reappointed or re-elected. The chairperson of the panel shall be elected by the three (3) panel members at the first meeting of the panel. Should it become necessary for the chairperson to be represented by an alternate, the three (3) panel members shall elect a temporary chairperson to serve until the regular chairperson is eligible to resume that role.

Alternates shall serve when:

1. a panel member is ill
2. a panel member is appealing to the panel
3. a member of the panel member's immediate family (defined as father, mother, brother, sister, husband, wife, son daughter, uncle, aunt, nephew, niece, grandparent and corresponding in-laws) is appealing to the panel
4. a panel member was the evaluator of the appellant.

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 within five (5) working days of receipt of the summative evaluation. Appeals submitted after the 5-day deadline shall be considered untimely and shall not be reviewed.

Appeals shall be conducted 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. Both parties shall be provided with an opportunity to review all documentation five (5) days prior to the hearing. The members of the Appeals Panel will be the only people 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 shall not be carried away from the established meeting by either party involved or the panel members.
2. Arrangements shall be made for the panel to meet to review pertinent documents after the regular school day. The panel shall be permitted to use school facilities and equipment needed to implement its duties.
3. 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.
4. 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.
5. A chosen representative may be present during the hearing to represent either or both parties.
6. For official records, the hearing will be audiotaped, and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and a chosen representative will be present at the hearing.
8. Witnesses may be presented but will be called one at a time and will not be allowed to observe the proceedings.

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, followed by the evaluator.
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the panel will make closing remarks.
7. 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
   d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file
8. The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator and the Superintendent within ten (10) working days from the date an appeal is received. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Superintendent or Board decision, as applicable, the Panel's recommendation 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.
11. The Panel's decision may be appealed to the Kentucky Department of Education.
12. Neither a panel member nor an alternate may hear an appeal filed by his/her immediate supervisor. Except when no other panel members are eligible to serve, a panel member shall not hear an appeal filed by his/her immediate supervisor.

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

Accessibility

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent and other District level administrative staff members, as designated by the Superintendent
3. The Board, if the majority of Board members vote to request such access. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent
4. Records may be subpoenaed in cases where litigation occurs

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.

2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB pursuant to Title 16 KAR Chap 3.

3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB pursuant to Title 16 1 KAR Chap 3.

4. **Certified School Personnel:** A certified 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 EPSB pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

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

6. **Evaluatee:** the certified school personnel who is being evaluated.

7. **Evaluator:** the immediate supervisor/designee of certified personnel, who has satisfactorily completed all required evaluation training, and if evaluating teachers, observation certification training.

8. **Formative Evaluation/Observation:** On going feedback provided throughout the year, including district administrative team walkthroughs.

9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.

10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated overall ineffective.
    b. Principals and District Certified Personnel who are rated overall ineffective.

11. **Individual Corrective Action Plan:** A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as "Ineffective."

12. **Mini Observation –** an observation that is conducted during a partial class period.

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. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

15. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.

16. **Performance Measure:** The areas, skills, or outcomes on which certified school personnel are evaluated.

17. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.

18. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

19. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths,

evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

20. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

21. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.

Pursuant to KRS.157.577, only certified administrative and supervisory personnel trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system shall evaluate certified personnel. Video recording shall be done at the mutual consent of both parties. Additional administrative personnel may be used to observe and provide information to the primary evaluator. The Superintendent may designate additional trained administrative personnel to provide evaluations, or to review any evaluation.

SECTION 1 - TEACHER

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

The Kentucky Framework for Teaching
The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework.

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional

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

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

Required Sources of Evidence
- Professional Growth Planning
- Self-Reflection
- Observation
- All components and sources of evidence related supporting an educators' professional practice will be completed and recorded in the state/district approved platform.

Teacher Evaluation Timeline	
Evaluation Activity	**Timeline**
Certified Evaluation Orientation	**Must occur within the first thirty (30) calendar days of each school year.**
Self-Reflection Professional Growth Plan	• All teachers reflect on his/her current growth needs based on multiple sources of data and identify an area or areas for focus. • **On or before September 30th:** All teachers complete the self-reflection process and professional growth goal in the state/district approved platform.
Pre-Observation Conference	• If applicable, within 5 days prior to observation. • This conference could take place face-to-face or electronically.
First Observation Window (First Semester)	**Begins the day after the evaluation process has been explained to certified personnel and concludes the end of first semester** • Non-Tenured Teacher: One mini observation may be completed by evaluator during this window. • Tenured Teacher: In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.
Second Observation Window (Second Semester)	**Beginning of Second Semester and concludes May 9th** • Non-Tenured Teacher: One mini observation may occur during the second window and one full observation will be completed by evaluator during this window. • Tenured Teacher: In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.
Post-Observation Conference	• Within 5 working days of the observation.
End of Year Reflection	• On or before Teacher Closing Day.
Summative Ratings	• Due by May 16th for non-tenured and tenured.
Summative Evaluation Appeal	• Within 5 working days of the summative conference
Corrective Action Plan	**As Needed Throughout the Process**

❖ Non-Tenured Teachers shall receive at least two observations annually, a mini observation in the first or second window and a full observation in the first or second window

Professional Practice

Professional Growth Planning and Self-Reflection

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

Reflective practices and professional growth planning are iterative processes.   The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps. All teachers will participate in self-reflection and professional growth planning each year.

- All teachers will document self-reflection in the state/district approved platform on or before September 30th.
- All certified staff hired after the first day of school, will have 30 calendar days from their start date to complete their professional growth plan and self-reflection.
- Professional growth plans shall be completed in the state/district approved platform on or before September 30th of each school year and approved annually by the primary evaluator. Professional growth plans shall be aligned with the school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a teacher's summative conference or by May 9th if the teacher is not in their summative year.

Professional Practice

Self-Reflection and Professional Growth Planning (For Teachers and Other Professionals)
- All teachers and other professionals will participate in on going self-reflection and professional growth planning each year. At minimum, teachers and other professionals will complete an initial self-reflection covering all components and domains and a reflection on the components and domains determined by the evaluator and evaluatee following each observation.
- All teachers and other professionals will complete the self-reflection process in the district approved technology platform prior to the end of the first quarter.
- Professional Growth Goals in the district-approved technology platform shall be completed, in collaboration with the teacher's supervisor, on or before the end of the first quarter of the school year.

- All teachers and other professionals, in collaboration with the primary evaluator, will create a professional growth goal and student growth goal in the district approved technology platform prior to the end of the first quarter.

Observation

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

- Observations will be documented in the state/district approved platform.
- Observations will take place for tenured teachers in their summative cycle every three years unless professional practice ratings dictate otherwise.
- Observations for non-tenured teachers shall occur every year.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine an appropriate observation schedule.

Observation Model

1st Window-Immediately after evaluation orientation process has occurred through end of first semester

2nd Window- Beginning of the 2nd semester through May 9th

Teacher Observation Model and Schedule	
Tenured (Summative Year, or Professional Practice Rating Warrants Summative)	**Non-Tenured**
Within a three-year period, three observations by the administrator. In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.	Annually, the administrator must conduct a total of two observations, one being a mini observation during the first observation window. A full observation must be conducted in the second window.

- If a non-tenured teacher misses sixty or more consecutive school days within a single school year, a minimum of one full observation will be completed.
- If a tenured teacher misses sixty or more consecutive school days within a single school year, the observation requirements will remain the same as for any other tenured teacher.
- The administrator's full observation of a non-tenured teacher shall occur within the first observation window.

- The administrator's full observation of a tenured teacher can occur within the first or second observation window.
- Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

Observation Conferencing
Observers will adhere to the following observation conferencing requirements:
- Conduct observation conference within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Pre-Conferences
- A pre-conference shall take place before a full observation. This pre-conference may be face to face, through email, or some other electronic format. For a full observation, the teacher will submit a lesson plan and the pre-conference question form prior to the observation.
- Pre-conferences are not required in any format for other observations unless requested by the teacher and/or evaluator.

Post-Conferences
- Post Conferences for observations must occur within 5 working days after the day of the observation. All post conferences will be face to face.

Observer Certification
- Initial certification must be done face-to-face via approved Initial Certified Evaluation training provider (KASA)
- Six-hour update annually (two options)
    - In district annual certified evaluation update
    - Face-to-face (KASA)

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. Ratings will be: 1. Ineffective; 2. Developing; 3. Accomplished; 4. Exemplary.

Performance Measures				
Performance Criteria	**Planning**	**Environment**	**Instruction**	**Professionalism**
Teacher *KY Framework for Teaching*	**Domain 1** *Planning and Preparation*	**Domain 2** *Classroom Environment*	**Domain 3** *Instruction*	**Domain 4** *Professional Responsibilities*
Other Professional *The KY Frameworks for Teaching-Specialists*	**Domain 1** *Planning and Preparation*	**Domain 2** *The Environment*	**Domain 3** *Delivery of Services*	**Domain 4** *Professional Responsibilities*

Performance Measures	District Decision Rules	Measure Rating
Measure 1 Planning	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**
Measure 2 Environment	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**
Measure 3 Instruction	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**
Measure 4 Professionalism	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**

An educator's Overall Performance Category is determined by the following steps:

1. Determine the individual measures through the use of sources of evidence and professional judgment.
2. Apply Decision Rules Below:

Decision Rules for Rating Professional Practice

CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF…	**THEN…**
Measures 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and Two Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

*Evaluator will use professional judgment, in addition to the final evidence, to make final rating determination.

Products of Practice/Other Sources of Evidence
Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teachers practice within the domains.

- Evaluators will provide a summative rating for each measure based on evidence and professional judgment.
- All ratings must be recorded in district approved technology platform.
- Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. Examples include

  - ☐ team-developed curriculum units
  - ☐ lesson plans
  - ☐ communication logs
  - ☐ timely, targeted feedback from mini or informal observations
  - ☐ student data records
  - ☐ student work
  - ☐ student formative and/or summative course evaluations/feedback
  - ☐ minutes from PLCs
  - ☐ teacher reflections and/or self-reflections
  - ☐ teacher interviews
  - ☐ teacher committee or team contributions
  - ☐ parent engagement surveys
  - ☐ records of student and/or teacher attendance
  - ☐ video lessons
  - ☐ engagement in professional organizations
  - ☐ action research
  - ☐ Other: Describe

Professional Growth Plan
Based on the overall Summative Rating and supporting evidences, supervisors will help tenured teachers determine the type of Professional Growth Plan.

NON-TENURED TEACHERS
- Non-tenured teachers shall be evaluated annually
- Non-tenured teachers shall have a yearly Professional Growth Plan; growth plan activities shall be designed by the evaluatee with evaluator input.

TENURED TEACHERS
Accomplished/Exemplary
- Goal set by educator with supervisor input.
- Summative occurs at end of year 3.

Ineffective/Developing
- Goal determined by supervisor.
- Formative review annually, with annual summative review at evaluator's discretion.

Corrective Action Plan
The individual corrective action plan shall be written upon the determination of an "Ineffective" domain rating in the evaluation plan cycle or any time an immediate change is required in teacher behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective teacher practices through objectives, procedures, and activities (including support personnel), appraisal methods, and target dates for completion. See "Forms" section of the CEP for more details.

Summative Evaluation Appeal
Any certified employee who feels he/she was not fairly evaluated on the summative evaluation based on the District's criteria may appeal to the Evaluation Appeals Committee. The completed form shall be completed, signed, dated and submitted to the primary evaluator within five (5) working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified evaluation contact within 2 working days of the response. The Summative Evaluation Appeal form is located in the "Forms" section of the CEP.

Teacher Forms

Southgate Independent School
Teacher Self-Reflection Template
2024-2025

Evaluatee: Click here to enter text.   **Date:** Click here to enter text.

DOMAIN 1: PLANNING AND PREPARATION

Component	Self-Assessment			
	I	D	A	E
1a: Knowledge of content/pedagogy	☐	☐	☐	☐
1b: Demonstrate knowledge of students	☐	☐	☐	☐
1c: Setting Instructional Outcomes	☐	☐	☐	☐
1d: Demonstrates knowledge of resources	☐	☐	☐	☐
1e: Designing Coherent Instruction	☐	☐	☐	☐
1f: Designing Student Assessment	☐	☐	☐	☐

Rationale for Domain 1
Click here to enter text.

DOMAIN 2: CLASSROOM ENVIRONMENT

Component	Self-Assessment			
	I	D	**A**	E
2a: Creating Environment of Respect & Rapport	☐	☐	☐	☐
2b: Establish Culture of Learning	☐	☐	☐	☐
2c: Maintaining Classroom Procedures	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐

Rationale for Domain 2
Click here to enter text.

DOMAIN 3: INSTRUCTION

Component	Self-Assessment			
	I	D	**A**	E
3a: Communicating with Students	☐	☐	☐	☐
3b: Questioning & Discussion Techniques	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐
3d: Using Assessment in Learning	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsive	☐	☐	☐	☐

Rationale for Domain 3
Click here to enter text.

DOMAIN 4: PROFESSIONAL REPSONSIBILITIES

Component	Self-Assessment			
	I	D	A	E
4a: Reflecting On Teaching	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐
4c: Communicating With Families	☐	☐	☐	☐
4d: Participating in Professional Learning Community	☐	☐	☐	☐
4e: Growing & Developing Professionally	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐

Rationale for Domain 4
Click here to enter text.

Southgate Independent School
Teacher Professional Growth Plan Template
2024-2025

Evaluatee: Click here to enter text.   **Date:** Click here to enter text.

Guiding Questions for Goal Development

1. Using the Kentucky Framework for Teaching and your Self-Reflection, identify an area or areas of growth.

PLANNING
☐ 1a: Knowledge of content/pedagogy
☐ 1b: Demonstrate knowledge of students
☐ 1c: Setting Instructional Outcomes
☐ 1d: Demonstrates knowledge of resources
☐ 1e: Designing Coherent Instruction
☐ 1f: Designing Student Assessment

ENVIRONMENT
☐ 2a: Creating Environment of Respect & Rapport
☐ 2b: Establish Culture of Learning
☐ 2c: Maintaining Classroom Procedures
☐ 2d: Managing Student Behavior
☐ 2e: Organizing Physical Space

INSTRUCTION
☐ 3a: Communicating with Students
☐ 3b: Questioning & Discussion Techniques
☐ 3c: Engaging Students in Learning
☐ 3d: Using Assessment in Learning
☐ 3e: Demonstrating Flexibility & Responsive

PROFESSIONALISM
☐ 4a: Reflecting on Teaching
☐ 4b: Maintaining Accurate Records
☐ 4c: Communicating with Families
☐ 4d: Participating in Professional Learning Community
☐ 4e: Growing & Developing Professionally
☐ 4f: Showing Professionalism

2. What do I want to change or improve about my practice that will positively impact student learning?

Click here to enter text.

3. What personal learning is necessary to make that change or improvement?

Click here to enter text.

4. How will I monitor my progress towards my goal? (Student Data, Student Feedback, Unit Lesson Plans, Video-taped Lessons)

Click here to enter text.

Action Plan
Write your professional growth goal statement and include the following:

- What you want to accomplish or improve in your professional practice
- How you will obtain the learning that needs to occur to improve
- When it will be accomplished by
- What evidence will support that the goal has been achieved

Example of a Professional Growth Goal Statement: During the 2024-2025 school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.

Your Professional Growth Goal Statement:

Click here to enter text.

Support and Resources
What resources and/or support do I need to achieve my goal?

Click here to enter text.

Target Completion Date
What is my target completion date for achievement of my goal?

Click here to enter a date.

Signatures – Upon Approval of Professional Growth Plan by Evaluator

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

<u>End of Year Reflection</u>

Professional Learning Update
List the professional learning activities related to your goal that you have completed at this time.

Click here to enter text.

Instructional Changes
Describe the instructional changes you have made as a result of each professional learning activity listed.

Click here to enter text.

Professional Learning Impact
Describe the impact the professional learning activities have had on student learning.

Click here to enter text.

End of Year Status
Select the status of your goal.

☐ Achieved   ☐ Revised   ☐ Continued

_____   _____
Evaluator's Signature   Date

_____   _____
Evaluatee's Signature   Date

Southgate Independent Schools Pre-Observation Document 2024-2025	
Teacher Name:	**School:**
Grade Level:	**Subject:**
Date of Conference:	**Date of Observation:**
Questions for Discussion	**Notes:**
1. What standard(s) will you be teaching? (DFramework: 1a) & What is your student learning target for this lesson and where it is posted for all students to see? (DFramework: 1c)	
2. How will you engage students in the lesson? What will you do? What will students do? (DFramework 1a, 1d, 1e)	
3. How will you differentiate support to address all learners? (DFramework: 1b & 1c)	
4. What form(s) of formative assessment will you be using throughout the lesson? (DFramework: 1f)	
5. Describe the instructional strategies that will be used to mee the lesson objectives. (DFramework: 1a & 1b)	
6. How will you establish routines and procedures (transitions, communication to students about acceptable behavior during individual and group work, etc)? (DFramework 2a)	
7. In thinking about your teaching and the Danielson Framework for Teaching, what would you like me to focus on during the observation? (DFramework 4a)	
8. How and when will you know if ALL students have achieved the learning target? (DFramework 1a & 1b)	
Notes:	

Southgate Independent Schools Post-Observation Document	
Teacher Name:	**School:**
Grade Level:	**Subject:**
Date of Conference:	**Date of Observation:**
Questions for Discussion	**Notes:**
1. In general, how successful was the lesson? What evidence supports your conclusion? (DFramework: 3d, 4a)	
2. To what extent was your instructional delivery effective in this lesson? (DFramework: 2a, 2b, 3a, 3b, 3c)	
3. What adjustments to your original plan (if any) did you make during the lesson? Why did you determine those adjustments were necessary? (DFramework: 3d, 3e)	
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (DFramework: 4a)	
5. What strategies did you employ to monitor student behavior and to respond to any misbehavior? (DFramework: 2d)	
6. Describe how you established an implemented classroom routines and procedures? (DFramework: 2c)	
7. Describe how you engaged all students in the learning experience. (DFramework: 3a, 3b, 3c, 3d, 4a)	

Notes:

Southgate Independent Schools
Teacher Evaluation Template
2024-2025

Evaluatee: Click here to enter text.   **Date:**

Evaluator: **Evaluation Type:** Choose an item.

DOMAIN 1: PLANNING AND PREPARATION

Component	Performance Levels				
	I	D	A	E	N/A
1a: Knowledge of content/pedagogy	☐	☐	☐	☐	☐
1b: Demonstrate knowledge of students	☐	☐	☐	☐	☐
1c: Setting Instructional Outcomes	☐	☐	☐	☐	☐
1d: Demonstrates knowledge of resources	☐	☐	☐	☐	☐
1e: Designing Coherent Instruction	☐	☐	☐	☐	☐
1f: Designing Student Assessment	☐	☐	☐	☐	☐

Rationale for Domain 1: Planning and Preparation
Click here to enter text.

DOMAIN 2: CLASSROOM ENVIRONMENT

Component	Performance Levels				
	I	D	A	E	N/A
2a: Creating Environment of Respect & Rapport	☐	☐	☐	☐	☐
2b: Establish Culture of Learning	☐	☐	☐	☐	☐
2c: Maintaining Classroom Procedures	☐	☐	☐	☐	☐
2d: Managing Student Behavior	☐	☐	☐	☐	☐
2e: Organizing Physical Space	☐	☐	☐	☐	☐

Rationale for Domain 2: Classroom Environment
Click here to enter text.

DOMAIN 3: INSTRUCTION

Component	Performance Levels				
	I	D	**A**	E	N/A
3a: Communicating with Students	☐	☐	☐	☐	☐
3b: Questioning & Discussion Techniques	☐	☐	☐	☐	☐
3c: Engaging Students in Learning	☐	☐	☐	☐	☐
3d: Using Assessment in Learning	☐	☐	☐	☐	☐
3e: Demonstrating Flexibility & Responsive	☐	☐	☐	☐	☐

Rationale for Domain 3: Instruction
Click here to enter text.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Self-Assessment				
	I	D	**A**	E	N/A
4a: Reflecting on Teaching	☐	☐	☐	☐	☐
4b: Maintaining Accurate Records	☐	☐	☐	☐	☐
4c: Communicating with Families	☐	☐	☐	☐	☐
4d: Participating in Professional Learning Community	☐	☐	☐	☐	☐
4e: Growing & Developing Professionally	☐	☐	☐	☐	☐
4f: Showing Professionalism	☐	☐	☐	☐	☐

Rationale for Domain 4: Professional Responsibilities
Click here to enter text.

Summary of Formative Performance

Additional Notes: Click here to enter text.

Evaluatee's Name: _____

Evaluatee's Signature   _____

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Southgate Independent Schools
Summative Performance Review
Certified School Personnel

Evaluatee:					
Position:					
School:					
Evaluator:					
Date(s) of Observation(s):					
Date(s) of Conference(s):					

Standard	Rating			
	I	D	A	E
1. Planning and Preparation	☐	☐	☐	☐
2. Classroom Environment/Environment/The Library Environment	☐	☐	☐	☐
3. Instruction/Delivery of Service	☐	☐	☐	☐
4. Professional Responsibilities	☐	☐	☐	☐
Professional Practice Rating	☐	☐	☐	☐

*Reference Page 15

☐ Meets standards

☐ Progress made towards meeting standards

☐ Does not meet standards

Evaluator Comments: Click here to enter text.

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Evaluatee Comments: Click here to enter text.   (May also be attached)

Evaluatee's Name: _____

Evaluatee's Signature: _____

Date: _____

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

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

Evaluation Appeal Form for Teachers

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

Employee's Name   _____

Home Address _____

Position   **Location**   **Grade or Department**

_____   _____   _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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

_____   _____
Employee's Signature   **Date**

COMPLETING THE INDIVIDUAL CORRECTIVE ACTION PLAN
This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an "ineffective" rating on any one **Domain** or when an immediate change in behavior or practice is needed. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the measures(s) or behavior or practice. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. **Domain Number/Immediate Change in Behavior or Practice**
   Identify the specific component(s) that has an "ineffective" rating assigned, or indicate the immediate change required in behavior or practice.

2. **Objectives**
   Objectives must address the specific domain(s) rated as "ineffective" or the immediate change in behavior or practice. The evaluatee and evaluator work closely to correct the identified weaknesses.

3. **Strategies**
   Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.

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

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

SOUTHGATE INDEPENDENT SCHOOLS

Corrective Action Plan

Name: _____   Date:

_____

Area of Concern	Growth Objective(s)/Goal(s) (Describe desired outcomes)	Procedure and Activities for Achieving Goal(s)/Objectives(s) (including support personnel)	Appraisal Method and Target Dates

*Add additional pages if needed

Date of Expected Correction: _____Immediate   _____Within 30 days   _____Other (specify below)

Corrective Action Plan Developed: Corrective Action Plan Reviewed:

Status: _____ MET   _____NOT MET

_____   _____
Evaluatee's Signature   Date   Evaluatee's Signature   Date

_____   _____
Evaluator's Signature   Date   Evaluator's Signature   Date

SECTION 2 – OTHER PROFESSIONALS

(Other Professionals identified as: Library Media Specialist, Speech Therapist, Guidance Counselor, Instructional Coaches, and School Psychologists)

Other Professionals

Other professionals are an essential part of the educational process. The goals of CEP are for every student to be taught by an effective educator. Other Professionals is a portion of the CEP system designed for other professionals who have a nontraditional educational setting.

The Kentucky Framework for Other Professionals

The Frameworks for Teaching for Other Professionals are research-based sets of components of instruction that are grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

- Domain 1: Planning and Preparation
- Domain 2: The Environment
- Domain 3: Instruction/Delivery of Service
- Domain 4: Professional Responsibilities

Frameworks for Teaching for Other Professionals are designed for the unique professional responsibilities of these specialists.

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

Other Professionals Evaluation Timeline	
Evaluation Activity	**Timeline**
Certified Evaluation Orientation	**Must occur within the first thirty (30) calendar days of each school year.**
Self-Reflection Professional Growth Plan	• All teachers reflect on his/her current growth needs based on multiple sources of data and identify an area or areas for focus. • **On or before September 30th:** All teachers complete the self-reflection process and professional growth goal in the state/district approved platform.
Pre-Observation Conference	• If applicable, within 5 days prior to observation • This conference could take place face-to-face or electronically.
First Observation Window (First Semester)	**Begins the day after the evaluation process has been explained to certified personnel and concludes the end of first semester** • Non-Tenured: One mini observation may be completed by evaluator during this window. • Tenured: In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.
Second Observation Window (Second Semester)	**Beginning of Second Semester and concludes May 9th** • Non-Tenured: One mini observation may occur during the second window and one full observation will be completed by evaluator during this window. • Tenured: In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.
Post-Observation Conference	• Within 5 working days of the observation
Summative Ratings	• Due by May 16th for non-tenured and tenured
Summative Evaluation Appeal	Within 5 working days of the summative conference
Corrective Action Plan	**As Needed Throughout the Process**

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

Required Sources of Evidence
- Professional Growth Planning and Self-Reflection
- Observation

All components and sources of evidence related supporting an educator's professional practice approved platform.

❖ Final Summative Ratings shall be entered into approved on / or before May 16th.

Professional Practice

Professional Growth Planning and Self-Reflection

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

observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the primary evaluator, professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

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

- Other Professionals shall complete the self-reflection and professional growth goal in the state/district approved platform on or before September 30th of the 2024-2025 school year.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Other Professionals in their summative cycle will continuously self-reflect.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a professional's summative conference or by May 9th if the professional is not in their summative year.

Observation/Workplace Visit
Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating. For some categories of Other Professionals, observations may look more like a workplace visit to meet the confidentiality needs of their work. All observations will include a post-observation conference where Other Professionals and primary evaluators will have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching-Specialist Frameworks. The power of observation lies in its ability to provide feedback and analytical reflection necessary for Other Professionals to make intentional changes to their professional practices.

- All observations must be documented in the state/district approved platform.
- In the event of a late hire, the primary evaluator will consult with the district certified evaluation plan contact to determine the observation schedule.
- All observations must be scheduled and announced.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- Conduct observation conference within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Pre-Conferences

- A pre-conference shall take place before a full observation. This pre-conference may be face to face, through email, or some other electronic format. For a full observation, the teacher will submit a pre-conference question form prior to the observation.
- Pre-conferences are not required in any format for other observations unless requested by the teacher and/or evaluator.

Post-Conferences

- Post Conferences for observations must occur within 5 working days after the day of the observation. All post conferences will be face to face.

1st Window-Immediately after evaluation orientation process has occurred through end of first semester

2nd Window-5 days after beginning of 2nd semester through May 1st

OP Observation Model and Schedule	
OP Tenured	**Non-Tenured**
In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.	Annually, the administrator must conduct a total of two observations, one being a mini observation during the first observation window. A full observation must be conducted in the second window.

- If a non-tenured other professional misses sixty or more consecutive school days within a single school year, a minimum of one full observation will be completed.
- If a tenured other professional misses sixty or more consecutive school days within a single school year, the observation requirements will remain the same as for any other tenured other professional.
- The administrator's full observation of a non-tenured other professional shall occur within any observation window.
- Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. Ratings will be: 1. Ineffective; 2. Developing; 3. Accomplished; 4. Exemplary.

Performance Measures				
Performance Criteria	**Planning**	**Environment**	**Instruction**	**Professionalism**
Teacher *KY Framework for Teaching*	**Domain 1** *Planning and Preparation*	**Domain 2** *Classroom Environment*	**Domain 3** *Instruction*	**Domain 4** *Professional Responsibilities*
Other Professional *The KY Frameworks for Teaching- Specialists*	**Domain 1** *Planning and Preparation*	**Domain 2** *The Environment*	**Domain 3** *Delivery of Services*	**Domain 4** *Professional Responsibilities*

Performance Measures	District Decision Rules	Measure Rating
Measure 1 Planning	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**
Measure 2 Environment	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**
Measure 3 Instruction	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**
Measure 4 Professionalism	**Observation Rating Score by evaluator + Professional Judgement of formative items = overall measure rating**	**Ineffective Developing Accomplished Exemplary**

An educator's Overall Performance Category is determined by the following steps:

1. Determine the individual measures through the use of sources of evidence and professional judgment.
2. Apply Decision Rules Below:

Decision Rules for Rating Professional Practice

CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF...	**THEN...**
Measures 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and Two Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

*Evaluator will use professional judgment, in addition to the final evidence, to make final rating determination.

Products of Practice/Other Sources of Evidence
Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teachers practice within the domains.
- Evaluators will provide a summative rating for each measure based on evidence and professional judgment.

- All ratings must be recorded in district approved technology platform.
- Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. Examples include

  ☐ team-developed curriculum units
  ☐ lesson plans
  ☐ communication logs
  ☐ timely, targeted feedback from mini or informal observations
  ☐ student data records
  ☐ student work
  ☐ student formative and/or summative course evaluations/feedback
  ☐ minutes from PLCs
  ☐ teacher reflections and/or self-reflections
  ☐ teacher interviews
  ☐ teacher committee or team contributions
  ☐ parent engagement surveys
  ☐ records of student and/or teacher attendance
  ☐ video lessons
  ☐ engagement in professional organizations
  ☐ action research
  ☐ Other: Describe

Professional Growth Plan and Summative Cycle

Based on the overall Summative Rating and supporting evidences, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

NON-TENURED OTHER PROFESSIONALS
- Non-tenured teachers shall be evaluated annually
- Non-tenured teachers shall have a yearly Professional Growth Plan; growth plan activities shall be designed by the evaluatee with evaluator input.

TENURED OTHER PROFESSIONALS
Accomplished/Exemplary
•   Goal set by educator with supervisor input.
•   Summative occurs at end of year 3.

Ineffective/Developing
•   Goal determined by supervisor.
•   Formative review annually, with annual summative review at evaluator's discretion.

Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" domain rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective

practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. See Forms Section of the CEP for more details

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

Self-reflection and Professional Growth Planning

Only reflect on those domains and indicators from your individual observation instrument that are related to on-going self-reflection for the development of your PGP. This is done in collaboration with your primary evaluator.

Other Professional Forms
Self-Reflection and PGP forms are provided in section one.

Guidance Counselor Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Guidance Counselor: Click here to enter text.　　　　**School:**　　Click here to enter text.

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

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

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

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

4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____   _____

Evaluatee's Signature/Date   Evaluator's Signature/Date

Media Specialist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Library Media Specialist: Click here to enter text.   **School**:   Click here to enter text.

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

Component:	Rating:				Evidence:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	

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

3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	

3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one- on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	

4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G - Managing the Library Budget	I	D	A	E	
4H - Managing Personnel	I	D	A	E	
4I - Professional ethics	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____   _____

Evaluatee's Signature   Date   Evaluator's Signature   Date

Speech Therapist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Therapeutic Specialist: Click here to enter text.   **School:**   Click here to enter text.

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

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

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

3A - Responding to referrals and evaluating student needs	I	D	A	E	
3B - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	

4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____   _____

Evaluatee's Signature   Date   Evaluator's Signature   Date

Instructional Coach Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Instructional Specialist: Click here to enter text.   **School:** Click here to enter text.

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

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

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

3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	

3E - Demonstrating flexibility and responsiveness	I	D	A	E	

4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

Psychologist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Psychologist: Click here to enter text.   **School:** Click here to enter text.

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

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

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

3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	

3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F- Demonstrating flexibility and responsiveness	I	D	A	E	

4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

SECTION 3 – P/AP

(For Principals and Assistant Principals)

Principal Professional Growth and Effectiveness – Overview and Summative Model

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

Pursuant to 704 KAR 3:370 Professional Standards for Educational Leaders (PSEL) will be used to evaluate principals in the 2024-2025 school year. PSEL embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

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

In practice, these domains do not function independently but as an interdependent system that propels each student to academic and personal success. The standards can be understood in three related clusters. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all of the clusters, which together reflect a theory of how educational leader practice influences student achievement.

The Professional Standards for Educational Leaders provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 10 standards. All 10 standards do not have to be rated. Only the four performance measures must be rated (Planning, Environment, Instruction, and Professionalism). Performance will be rated according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice through the standards of:

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.
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.
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.**
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.**
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.**
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.**
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.**
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.**
9. **Operations and Management**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. School Improvement   Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

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

PPGES TIMELINES

PPGES Evaluation Activity	Timeline
Explanation and Review of Certified Evaluation Process with Administration	• Must occur within the first thirty (30) calendar days of employment
Self-Reflection Professional Growth Plan	• Principals will reflect on his/her data from IMPACT Survey, achievement data, non-academic measures, superintendent feedback, etc. prior to completion of PGP. • **On or before September 30th**: All principals and assistant principals complete the self-reflection process and professional growth goal in district/state-approved technology plan
First Site Visit/ Principal Observation Mid-Year Review of Goals	• **October 1 – January 31** The Superintendent/designee and principal will meet to review progress on both the previous year's state assessment results as well as the Professional Growth Goal to provide systematic feedback
Second Site Visit/ Principal Observation (if needed) End of Year Review of Goals	• **February 3 – April 30** The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review.

Summative Evaluation Completed	• **On or before <mark>June 13</mark>**
Corrective Action Plan	• **As needed throughout the process**

❖ Final Summative Ratings shall be entered into approved platform on/or before June 15.

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

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals
The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. PGP and self-reflections will be completed by September 30th and reviewed for approval by the superintendent. The superintendent or his designee will monitor through site visits beginning in October each year.

Late hires will complete the self-reflection and PGP process within 30 calendar days of their hire date.

Site Visits
A minimum of two are to be done each year. Reference timelines for procedures.

Determining the Overall Performance Category
Superintendent/designee is responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

Rating Professional Practice
The PSEL Standards stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle.   All ratings will be recorded in the district approved technology platform on or before <mark>June 13th</mark>.

- Evaluators will place all final summative ratings in the approved platform.
- Principals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the principal's practice within the standards. Examples include:
  - SBDM Minutes
  - Faculty Meeting Agendas and Minutes
  - Department/Grade Level Agendas and Minutes
  - PLC Agendas and Minutes
  - Leadership Team Agendas and Minutes
  - Instructional Round/Walk-through documentation
  - Budgets
  - EILA/Professional Learning experience documentation
  - Surveys
  - Professional Organization memberships
  - Parent/Community engagement surveys
  - Parent/Community engagement events documentation
  - School schedules
  - IMPACT Survey

Decision Rules for Determining Educator's Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year.

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

Determination of Overall Summative Rating

An educator's Overall Summative Rating is determined by the following steps:

1. Determine the individual measure ratings through the use of sources of evidence and professional judgment.
2. Apply Decision Rules below:

CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF…	**THEN…**
Measures 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and Two Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" standard rating in the evaluation plan cycle or when an immediate change is required in principal/assistant principal behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and

activities (including support personnel), appraisal methods, and target dates for completion. Corrective Action Plans can be located in the "forms" section of the certified evaluation plan.

Appeals
Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

Principal/Assistant Principal

Forms

Principal Forms

The Superintendent/designee maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice, Professional Growth Planning Template, Observation/Site Visit Form*, *Documentation Form, Goal Setting Form, Principal Mid-Year Performance Review*, *Principal Summative Performance Report,* and *Corrective Action Plan* (if needed).

Form		Documentation Completed by	
		Superintendent	**Principal**
Professional Growth & Reflection	Professional Growth Planning Template and Reflective Practice	☐	☐
Observation/ Site Visit	Observation/Site Visit Form	☐	
Documentation	Documentation Form		☐
Reports	Principal Mid-Year Performance Review	☐	
	Principal Summative Performance Report	☐	
Improvement	Support Dialogue Form *(optional)*	☐	

Reflective Practice, Student Growth, IMPACT Survey and Professional Growth Planning Template

Reflection on the Standards

Principal	
EPSB ID#	
School	
Level	

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

Link to KY PSEL Guidance for Growth and Evaluation Tool

[KY PSEL Evaluation Tool](#)

Standard	Self-Assessment				Strengths and areas for growth
1.Mission, Vision, and Core Value 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	
2.Ethics & Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	
3.Equity & 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.	I	D	A	E	
4.Curriculum, Instruction, & Assessment Effective educational leaders develop and strive intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	
5.Community of Care & 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.	I	D	A	E	
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.	I	D	A	E	
7.Professional Community for Teachers & Staff	I	D	A	E	

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.				
8.Meaningful Engagement of Families & 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.	I	D	A	E
9.Operations & Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E
10.School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E

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

Principal's IMPACT Kentucky Working Conditions Goal

Target Question(s) from IMPACT Kentucky Results:

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

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

Working Conditions Growth Goal Statement: The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of IMPACT Survey.

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

Working Conditions Goal Rubric			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
% and below	%-%	%-%	% and above

Working Conditions Goal Rubric			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
The principal is more than -10% of the goal.	The principal is no more than -10% of the goal.	The principal achieves the expected outcome from the goal.	The principal exceeds the expected outcome from the goal.

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

Professional Growth & Effectiveness Data Reflection

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

Other Information on which to Reflect

Survey Results ☐ Other: _____

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Questions to Consider:

- What did teachers/staff perceive as major strengths?

- What did teachers/staff perceive as major weaknesses?

- List factors that might have influenced the results.

Other Data:

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

Data Selected	Results

Questions to Consider:

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

Connecting Priority Growth Needs to Professional Growth Planning

1) **Initial Reflection:** *Based on the areas of growth identified complete this section at the beginning of the school year.*

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

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below:			

Action Plan			
Professional Learning ❖ What do I want to change about my leadership or role that will effectively impact student learning? ❖ What is my personal learning necessary to make that change?	**Strategies/Actions** ❖ What will I need to do in order to learn my identified skill or content? ❖ How will I apply what I have learned? ❖ How will I accomplish my goal?	**Resources/Support** ❖ What resources will I need to complete my plan? ❖ What support will I need?	**Targeted Completion Date** ❖ When will I complete each identified strategy/ action?

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

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

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

Date	Status of Growth Goal(s) – WC/PGP	Revisions/Modifications of Strategies or Action Plans

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

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

Date:	End of Year IMPACT Survey Conditions Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	☐ Data attached
Date:	**End of Year Professional Growth Reflection:**
Date:	**Other:**

Next Steps:

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

Sample Documentation Template – Site Visit

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the evaluation process, refer to the performance indicators for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible "look fors" only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.

Date: ____/____/_____

Principal: _____

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):

☐ Site visit   ☐ Mid-Year Conference   ☐ Other (Specify) _____

EVIDENCE THAT INDENTIFIES STRENGTHS WITHIN THE PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL).

1.

2.

3.

4.

5.

EVIDENCE THAT INDENTIFIES GROWTH AREAS WITIN THE PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL).

1.

2.

3.

4.

5.

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

LINK TO STANDARDS: [PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS](#)

Standard 1: Mission, Vision, & 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 the 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).

Evaluator's Feedback:

Standard 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.

Examples/Evidence
-

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

Evaluator's Feedback:

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.

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).

Evaluator's Feedback:

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.

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).

Evaluator's Feedback:

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.

Effective leaders:

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

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

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

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

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

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

.

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

Evaluator's Feedback:

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.

Effective leaders:

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

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

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

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

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

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

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

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

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

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

Evaluator's Feedback:

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.

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).

Evaluator's Feedback:

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.

Effective leaders:

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

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

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

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

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

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

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

h) Advocate for the school and district, and for the importance of education and student

needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

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

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

Evaluator's Feedback:

Standard 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).

Evaluator's Feedback:

Standard 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).

Evaluator's Feedback:

Principal/Assistant Principal Summative Form-Overall Performance Category

Directions: Completed by Superintendent/Designee. Overall Performance Category is based on Professional Practice, including accompanying decision rules. Once the overall Professional Practice rating has been determined, the Overall Performance Category is achieved using the established Overall Performance Category matrix.

Principal: _____School Year: _____School: _____

CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF…	**THEN…**
Measures 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and Two Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Standard 1: Mission, Vision, & Core Values
Choose a rating
Standard 2: Ethics & Professional Norms
Choose a rating
Standard 3: Equity & cultural Responsiveness
Choose a rating
Standard 4: Curriculum, Instruction, & Assessment
Choose a rating
Standard 5: Community of Care & Support for Students
Choose a rating
Standard 6: Professional Capacity of School Personnel
Choose a rating
Standard 7: Professional Community for Teachers & Staff

Choose a rating
Standard 8: Meaningful Engagement of Families & Community
Choose a rating
Standard 9: Operations & Management
Choose a rating
Standard 10: School Improvement
Choose a rating

Overall Professional Practice Rating: Choose an Overall Professional Practice Rating

Ineffective	**Developing** .	**Accomplished** *is the expected level of performance*	**Exemplary** *In addition to meeting the requirements for Accomplished*

To be signed after all information above has been completed and discussed:

Evaluator's Name _____   Principal's Name _____

Evaluator's Signature _____   Principal's Signature _____
    (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of this form.)

Date _____   Date _____

Opportunities for appeal process at both the local and state levels are a part of the Southgate Independent Public School district evaluation plan.

Employment Recommendation to Central Office:

☐   Meets administrator standards for re-employment
☐   Making progress towards meeting standards
☐   Does not meet administrator standards for re-employment

Certified employees must make their appeal to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan. *Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan.

Evaluation Appeal Form for Principals/Assistant Principals

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

Employee's Name: _____

Home Address: _____

Job Title: _____ **Location:** _____ **Grade or Department:** _____

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____Date _____

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

_____   _____
Employee's Signature   **Date**

Section 4- Central Office Administrators

Individual Professional Growth Plans

Each certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, School Report Card data and professional development plans when considering areas for improvement. The goals must be written to support district goals.

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including student achievement and professional growth needs identified through self-assessment and reflection.

- All district certified administrators will receive summative evaluations annually.
- All district certified administrators will participate in self-reflection each year.
- Late hires, after the first 30 days, will be within 15 days of their start date.

District Certified Administrator Evaluation Timeline

Description of Events	Dates
Orientation	Annually within the first 30 calendar days of school. Non-school days are part of the 30 days. Full year employees begin July 1.
Approved by September 30	District Certified Administrator collaboratively develop Professional Growth Goal/Plan with the Superintendent
March (alternating years)	Completion of IMPACT Survey
By June 15	Summative Conference to discuss job performance criteria and PGP Goal. The evaluatee is provided the opportunity to respond in writing within (5) school days to the evaluator's rating and comments.

Central Office/District Administrators Procedures:

The evaluation of district level administrators shall follow the procedures as described:
A Superintendent/designee will be the evaluator for all other certified district administration.

- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by September 30th with the other certified district administration which will include:
  - Discuss areas of strengths and weaknesses.
  - Finalize and clarify goals that have been mutually established in the PGP.
  - They will align these goals to the PSEL standards.
  - Reviews plans for implementation of all goals and improvements.
- All other certified administrators will complete a Self-Reflection in the state/district approved platform on or before September 30th.
- All other certified administrators will complete a Professional Growth Plan (PGP) in the state/district approved platform on or before September 30th.

Required sources of evidence are:

Self-Reflection and Professional Growth Planning

- All other certified administrators will participate in ongoing self-reflection and professional growth planning each year. At minimum, certified administrators will complete an initial self-reflection covering all components and domains and a reflection on the components and domains determined by the evaluator and evaluatee following each observation.
- All other certified administrators will complete the self-reflection process in the district approved technology platform prior to the end of the first quarter.

District Certified Administrators

Description of Events	Dates
Approved by September 30	District Certified Administrators collaboratively develop Professional Growth Goal/Plan with the Superintendent.
By May 16	The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
By June 15	Summative Conference to discuss job performance criteria and PGP Goal. The evaluatee is provided the

	opportunity to respond in writing within (5) school days to the evaluator's rating and comments.			

Determining the Overall Performance Rating

Performance Measures				
Performance Criteria	**Planning**	**Environment**	**Instruction**	**Professionalism**
District Certified Personnel *Professional Standards for Educational Leaders (PSEL)*	**Standard 1** *Mission, Vision and Core Values* **Standard 9** *Operations and Management* **Standard 10** *School Improvement*	**Standard 3** *Equity and Cultural Responsiveness* **Standard 7** *Professional Community for Teachers and Staff*	**Standard 4** *Curriculum, Instruction and Assessment* **Standard 5** *Community of Care and Support for Students* **Standard 6** *Professional Capacity of School Personnel*	**Standard 2** *Ethics and Professional Norms* **Standard 8** *Meaningful Engagement of Families and Community*

*District Certified Administrators will follow the Professional Standards for Educational Leaders for evaluation. Southgate is a one-school district, so all standards apply to one school in the district. Certain Standards may be prioritized for District Certified Administrators depending on their individual role and job descriptions. The Superintendent and District Certified Administrator will agree on which standards will be emphasized.

Weighting of Evidences
All evidences will be considered equally across the four measures when determining the overall score of each of the four measures – Planning, Environment, Instruction, and Professionalism.

Determination of Overall Summative Rating

An educator's Overall Summative Rating is determined by the following steps:

1. Determine the individual measure ratings through the use of sources of evidence and professional judgment.
2. Apply Decision Rules below:

CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF...	**THEN...**
Measures 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and Two Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and Two Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Superintendent

The Board of Education will evaluate the Superintendent annually.

District Administrator Forms

Southgate Independent Schools
Professional Growth Plan for District Certified Personnel

Name_____ Date: _____ School_____ Year_____

Objective	Procedures/Activities	Expected Impact	Target Date for Completion

Individual Growth Plan Developed		**Annual Review** ___Achieved; ___Revised; ___Continued	
Employees Signature	Date	Employee's Signature	Date
Supervisor's Signature	Date	Supervisor's Signature	Date

Please note: Individual Growth Plan must be in alignment with school/district improvement plan.

SOUTHGATE INDEPENDENT SCHOOLS
FORMATIVE EVALUATION
DISTRICT OFFICE ADMINISTRATORS
2024-2025

Evaluatee: _____   Position: _____

Evaluator: _____   Date of Conference: _____

LINK to PSEL EVALUATION TOOL

Standard	Exceeds Expectations	Met Expectations	Area of Growth	Area of Concern
Standard 1: Mission, Vision & Core Values				
Standard 2: Ethics & Professional Norms				
Standard 3: Equity & Cultural Responsiveness				
Standard 4: Curriculum, Instruction & Assessment				
Standard 5: Community of Care & Support for Students				
Standard 6: Professional Capacity of School Personnel				
Standard 7: Professional Community for Teachers & Staff				
Standard 8: Meaningful Engagement of Families & Community				
Standard 9: Operations & Management				
Standard 10: School Improvement				

_____Re-employ (on limited contract)
_____Re-employ (recommended for continuing contract-Tenure)
_____Re-employ (currently holding a continuing contract)
_____Re-employ with one year's probation
_____Not recommended for re-employment

The evaluatee's signature implies the evaluatee has seen this document. The evaluator's signature implies that he/she completed the form.

_____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

Evaluator's Summary of Performance