BOURBON COUNTY SCHOOLS

Certified Personnel Evaluation System

Dr. Larry Begley

Superintendent

2025-2026

DEVELOPED BY:
BOURBON COUNTY DISTRICT EVALUATION COMMITTEE

Approved: 4/__/2025

BOURBON COUNTY BOARD OF EDUCATION

**3343 Lexington Road
Paris, Kentucky 40361**

**Dr. Larry Begley
Superintendent**

Board Members

Bourbon County Schools Certified Evaluation Plan
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CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Bourbon County Board of Education *hereby assures the Commissioner of Education that:*

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

Administrators	Teachers
Scott Muntz	Sarah Sturgeon
Beth Graves	Krystal Clark
Christian Ernest	Andrew Fritsch
Jill Maynard	Shari Klausman
Katie Sparks	Tim Hamm

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 09/21/2023. (704 KAR 3:370)

_____   _____
Signature of District Superintendent   Date

_____   _____
Signature of Chairperson, Board of Education   Date

BOURBON COUNTY SCHOOLS
2025-2026

EVALUATION COMMITTEE MEMBERS

Administrators	Teachers
Scott Muntz	Sarah Sturgeon
Beth Graves	Krystal Clark
Christian Ernest	Andrew Fritsch
Jill Maynard	Shari Klausman
Katie Sparks	Tim Hamm

For additional information about the Bourbon County Certified Personnel Evaluation System, please contact:

Scott Muntz, Director of Human Resources
Bourbon County Schools
(859) 987–2180

INTRODUCTION

Bourbon County Schools recognize and accept the responsibility for providing the most effective teaching possible and for serving all students well. To these ends, the certified personnel evaluation system is dedicated.

Teacher evaluation is an invaluable tool, the basic instrument in developing a school's most important resource: the teacher. Evaluation will lead to a more effective and productive teaching staff, while emphasizing professional growth.

PURPOSE
The purpose of the Bourbon County Certified Evaluation Process is to:
1. Improve student learning
2. Improve the overall instructional program to provide for educational success of students
3. Motivate personnel to a higher level of performance
4. Identify and promote effective teaching
5. Improve the school district's credibility with the community
6. Provide training for evaluators to assist in improving their instructional leadership
7. Provide information for use in creating a staff development program
8. Provide information to be used in awarding contracts
9. Keep the school system in compliance with state mandates

Evaluation

Development of System

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

The Superintendent shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Purpose

The purpose of the personnel evaluation system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions. The District certified evaluation plan for certified personnel assigned to the District level for purposes of evaluation shall be specific to the evaluatee's job category.

Frequency of Summative Evaluations

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

Reporting

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

Notification

No later than the end of the evaluatee's first thirty (30) calendar days of the school year, all certified school personnel shall have an explanation of and discussion of the professional practice rating domains, components, and performance criteria on which they are to be evaluated as provided in regulation.

Confidentiality

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

Review

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

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

Appeal Panel

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

Election

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

Terms

All terms of panel members and alternates shall be for two (2) years and run from July 1 to June 30. Members may be reappointed or re elected.

Chairperson

The chairperson of the panel shall be the certified employee appointed by the Board.

Appeal to Panel

Any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the panel within ten (10) working days of the receipt of the summative evaluation. Both the evaluator and the evaluatee shall be given the opportunity, at least five (5) days in advance of the hearing to review documents that are to be presented to the District evaluation appeals panel and may have representation of their choosing.

Appeal Form

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

Conflict of Interest

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. In addition, no panel member may serve if they either supervise or are supervised by the evaluator or evaluatee.

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

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

Burden of Proof

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

Hearing

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

Evaluation

Panel Decision

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

The Superintendent and/or the appeals panel chairman shall inform the Board of any decisions made by the LEAP (Local Evaluation Appeals Process).

Revisions to Previously Approved District Evaluation Plan

If a revision adding or removing a source of evidence or changing a decision rule or calculation in the summative rating formula in the District's certified evaluation plan is made by the local certified evaluation committee, the revised certified evaluation plan shall be reviewed and approved by the Board. If the Board determines that changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision. The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

References:

1KRS 156.557; 704 KAR 003:370

 703 KAR 005:225

 OAG 92135; Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

Related Policies:

202.14; 03.15; 03.16

Adopted/Amended: 7/19/2018

Order #:   03

Evaluation

Development and Approval

The Board and Superintendent shall develop procedures and forms for the evaluation of the Superintendent in compliance with applicable statutes and regulations. This policy and related procedures must be approved by the Kentucky Department of Education.

Frequency of Evaluation

The Superintendent shall receive a mid-year review and a summative evaluation in writing by the Board, and the summative evaluation shall be made available to the public on request. The evaluation criteria and evaluation process to be used shall be explained to and discussed with the Superintendent no later than the end of the first month of reporting for employment for each fiscal year.

Process

Any preliminary discussions relating to the evaluation of the Superintendent by the Board or between the Board and the Superintendent prior to the summative evaluation shall be conducted in closed session.

The summative evaluation of the Superintendent shall be discussed and adopted in an open meeting of the Board and reflected in the minutes.

References:

KRS 156.557
704 KAR 003:370

Related Policy:
03.18

Adopted/Amended: 7/18/2013
Order #:   3

Termination/Nonrenewal/Separation by Employee

Termination and nonrenewal of contracts shall be the responsibility of the Superintendent who, at the first meeting following the actions, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

Code of Ethics
Employees who violate provisions of the Professional Code of Ethics for Kentucky School Certified Personnel may be subject to disciplinary action, up to and including termination.

Termination
No contract shall be terminated except upon notification of the Board by the Superintendent. Prior to notification of the Board, the Superintendent shall furnish the teacher with a written statement specifying in detail the charge against the teacher.1
Termination of contracts of certified personnel shall be made in compliance with the requirements of KRS 161.790.

Alternatives to Termination
As an alternative to termination, the Superintendent, upon notifying the Board and providing written notification to the teacher, may impose sanctions in accordance with KRS 161.790.

Nonrenewal
Nonrenewal of limited contracts of certified personnel shall be made in compliance with the requirements of KRS 161.750.

Separation by Employee
Certified employees seeking to resign or terminate contracts in force shall do so in compliance with KRS 161.780. A certified employee who voluntarily leaves the District shall complete an exit survey that includes, but is not limited to the position vacated, the employee's years of service in the position and in the District, if the employee is taking a similar position in another district, and the reason(s) provided for leaving the District. This information shall be reported to the Kentucky Department of Education (KDE) by the District in a system developed by KDE without providing personally identifiable information.

Reporting
The Superintendent shall comply with the reporting requirements of KRS 161.120.

References:
1KRS 161.790
 KRS 160.382
 KRS 161.120; KRS 161.750; KRS 161.780
 016 KAR 001:020 (Code of Ethics)
 Consolidated Omnibus Budget Reconciliation Act
 701 KAR 005:090
 OAG 83362; OAG 92135

Related Policy:
03.172

Adopted/Amended: 7/20/2023
Order #:   701

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

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

1. Within ten (10) working days of receiving the summative evaluation, the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel to the Panel Chairperson. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.

2. The members of the Appeals Panel will be the only persons to review the documentation, and will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.

3. Should the Panel determine a need for a hearing, it shall be set within ten (10) working days of the Panel Chairperson receiving the written appeal. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.

4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.

5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.

6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.

7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Appeals/Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.

2. Each party will be allowed to make a statement of claim. The evaluatee will begin.

3. The evaluatee may present relevant evidence in support of the appeal.

4. The evaluator may present evidence in support of the summative evaluation.

5. The Panel may question the evaluatee and evaluator.

6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.

7. Each party (evaluator and evaluatee) will be asked to make closing remarks.

8. The chairperson of the Panel will make closing remarks.

9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

    a. Upholding all parts of the original evaluation.

    b. Voiding the original evaluation or parts of it.

    c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.

11. The Superintendent may take appropriate action consistent with the Panel's decision.

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

13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:7/19/07

EVALUATION APPEAL FORM

INSTRUCTIONS

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

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department
_____	_____	_____

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

_____

_____

_____

_____

_____

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**

RELATED PROCEDURES:
        03.18 AP.11
        03.18 AP.12

Appeals Committee
(Election May 2022)

Chairperson Jill Maynard Board Appointed

Teacher Representatives
1. Kristen Koch
2. Amanda Hale

Alternates
Christian Ernest : Board Appointed
1. Michelle Koch
2. Carla Denney

Committee will serve from July 1st, 2024-June 30th, 2026

CODE OF ETHICS
704 KAR 20:680

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

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator	Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.	Shall exemplify behaviors which maintain the dignity and integrity of the profession.
Shall respect the constitutional rights of all students	Shall endeavor to understand community cultures and diverse home environments of students	Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities
Shall take reasonable measures to protect the health, safety, and emotional well-being of students.	Shall not knowingly distort or misrepresent facts concerning educational issues	Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law
Shall not use professional relationships or authority with students for personal advantage	Shall distinguish between personnel views and the views of the employing educational agency	Shall not use coercive means or give special treatment in order to influence professional decisions
Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law	Shall not interfere in the exercise of political and citizenship rights and responsibilities of others	Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
Shall not knowingly make false or malicious statements about student or colleagues	Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities	Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals
Shall refrain from subjecting students to embarrassment or disparagement	Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.	
Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.		

Overview

Preschool teachers will participate but will do so using preschool indicators.

TPGES	Other Professionals (OPGES)	PPGES	DPGES
● All certified teaching positions not mentioned in other categories ● Preschool teachers ● Home and Hospital Teacher	● School Counselors/Guidance Specialists ● Library/Media Specialists ● School Instructional Specialists ● Speech Therapists ● School Psychologist ● Technology Resource Teacher ● Grant Writer	● Principals/ Assistant Principals ● Dean of Students	● Certified District Administrators

Some roles within the above categories may be identified as Alternative Settings due to unique factors within the roles. Those roles will be identified at the beginning of each year and explained to staff in those roles within the first 30 instructional days after reporting for employment. An example of a role that would qualify under Alternative Setting is the role of in-school suspension teacher.

Evaluators may complete a summative evaluation in any year with any certified employee when deemed necessary even if it is not the evaluation cycle year. This is done by the evaluator informing the evaluatee of the summative year outside of cycle in writing.

The rest of this Certified Evaluation Plan will describe in greater detail the standards and processes by which the above roles will be evaluated.

	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 Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Principal Performance Standards	Standard 3 Human Resource Management Standard 4 Organizational Management	Standard 2 School Climate Standard 5 Communication & Community Relations	Standard 1 Instructional Leadership	Standard 6 Professionalism
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 — 704 KAR 3:370 Section 10 — Performance criteria applicable to the evaluatee that characterizes professional effectiveness			

GLOSSARY OF EVALUATION TERMS & DEFINITIONS

(As **applied to Kentucky's professional** growth & certified **personnel evaluation process.)**
Evaluation terms and definitions listed below include but are not limited to those presented in KRS 156.557, 704 KAR **3:370** and KRS **160.345**.

Roles and Definitions
1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557.
8. **Formative Evaluation:** Is defined by KRS 156.557
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
    b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
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 calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
15. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
16. **Performance Criteria:** 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 and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely feedback to guide professional development.
20. **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 enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the

21. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
22. **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. *Optional
23. **Sources of Evidence:** The multiple measures listed in KRS 156.557 and 704 KAR3:370
24. **Local Student Growth:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively, optional and utilized in measures/domains but not in rating determination.
25. **Summative Evaluation:** Is defined by KRS 156.557
26. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

EVALUATION GUIDELINES

Important Deadlines

1. Principals may begin observing teachers after certified staff has received effectiveness /evaluation training within the first 30 calendar days of the school year.
2. Post-observation communication shall be done in person for all observations and shall be done within five instructional days of the observation.
3. The following Summative Evaluations Due to Superintendent: **April 15**
   a. Certified Teachers
   b. Counselors
   c. Other building level certified personnel
4. Recommendations for Non-renewal Due to Superintendent: **April 15**
5. The Following Summative Evaluations Due to Superintendent: **May 1**
   a. Central Office Administrators
   b. Principals/Assistant Principals
   c. Certified Program Directors
6. Salary Reduction : **May 15 or 90 Days before first student attendance day of the school year, whichever occurs earlier.**
   a. Last date to notify personnel of reduced salary or responsibility
7. Non-Renewal Notification
   a. Last date to notify-non-renewal of limited certified contract   **May 15**

Evaluator Training

All administrators serving as a primary evaluator for certified teachers or other school level professionals must complete the following training requirements prior to conducting observations/workplace visits for the purpose of evaluation:

1. A minimum of six (6) hours annually of the personnel evaluation system approved by the Effective Instructional Leadership Act (EILA). At minimum training in effective observation and conferencing techniques, providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques, KRS 156.557, shall occur yearly.
2. The initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department shall be completed by ANY first year evaluators

A. Evaluators
1. It will be the responsibility of the immediate supervisor to evaluate those people assigned to his/her responsibility.

2. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observation by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request the evaluator shall select the third party observer.

3. The principal and approval of the superintendent, another building administrator with the appropriate certification may conduct evaluations (both formative and summative).

4. Central office personnel evaluate certified personnel based upon a written request from the superintendent, principals, or teachers.

Certified Personnel Evaluation System

TEACHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

(TPGES)

Framework for Teaching

       A.) All teachers

       B.) Teachers that are ESL and Gifted & Talented

       C.) Alternative Setting teachers

OTHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

(OPGES)

Specialist Frameworks for Other Professionals

Other Professionals
    A.)   Guidance Counselors/Social workers
    B.)   Instructional Coach (District Level)
    C.)   Library Media Specialist
    D.)   Therapeutic Specialist

The Kentucky Framework for Teaching and Specialist Frameworks for Other Professionals

Kentucky Framework for Teaching

The 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. 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.

Multiple Measures/Sources of Evidence
Evaluators must use the following <u>4 measures</u> in determining overall ratings:
- Planning
- Environment
- Instruction
- Professionalism

Evaluators must use the following categories of evidence in determining overall ratings:
Required Sources of Evidence
- Professional Growth Planning and Self-Reflection
- Observation

The following measures and sources of evidence related to supporting an educator's professional in a district approved electronic format: Self-Reflection, Professional Growth Goals, and the Summative/Summary of Evidence. Related OPGES and Other Professionals will utilize this format where applicable and paper documents when unavailable.
*Certified Personnel that are considered "Late Hires" will also utilize the above format.
*Mini Observations will be housed electronically in a District Approved Format.

Bourbon County Reflective Practice and Professional Growth Plan - PGP

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.

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

An employee's Reflective Practice and Professional Growth Plan (PGP) must be aligned with the specific goals, objectives, and action plans of the Comprehensive School Improvement Plan (CSIP) and Professional Development plan, and the Evaluation Standards and Performance Criteria of the district evaluation system.

The Professional Growth Plan can be built as early as May 1st of the current year and no later than September 30th of the new school year for continuing employees. The advantage of including the PGP in the spring for the next school year is that professional development activities tied to professional growth goals may be available for the certified employee during the summer before the next school year. The PGP must be completed with employees new to a building (newly hired or transferred employees) within 30 workdays of employee's reporting for employment.

> **There are two levels of professional growth planning included in this plan.**
>
> **Level 1: Collaborative -** Professional Growth plans/goals* are developed collaboratively by the evaluatee and the primary evaluator..
>
> ***No more than 2 goals in the Professional Growth Plan (Level One)**
>
> **Level 2: Directed -** Professional Growth plans developed under the direction of the primary evaluator in conjunction with an 'improvement assistance plan/corrective action plan' for those evaluatees needing additional guidance, assistance, support and oversight for professional growth.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

- All certified teachers and other certified school level professionals will participate in reflective practices and professional growth planning each year.
- Documentation of reflective practices and professional growth planning will follow the district-determined process.
- All certified teachers and other certified school level professionals will use the Kentucky Framework applicable to their position:
  - Certified Teachers (including pre-school and alternative school teachers)– Kentucky Framework for Teaching

- Based on the teaching method at the alternative school, some of the indicators may not be applicable to certified teachers within the alternative setting.
    - o Counselors – Kentucky Framework for School Guidance Counselors
    - o School Level Instructional Specialists – Kentucky Framework for Instructional Specialists
    - o Librarians – Kentucky Framework for School Library Media Specialists
    - o School Level Psychologists – Kentucky Framework for School Psychologists
    - o Speech Language Pathologists – Kentucky Framework for Speech Language Pathologists
- The level of support is determined by the previous year's Professional Growth Plan and Summative Cycle results.
- All certified teachers and other certified school level professionals new to the district with more than 4 years of experience will be on a one-year directed cycle.
- Returning part-time retired certified teachers and adjunct teachers who are hired in a part-time position or less than part-time position must complete the Reflective Practice and Professional Growth Planning annually.

Reflective Practice and Professional Growth Planning Timeline

Certified teacher and other certified school level professionals Reflective Practice and Professional Growth Plan Timeline	
Step	**Timeline**
- Completed and Approved **reflective practice and professional growth planning** documentation based on type of Professional Growth Plan and Summative Cycle identified deadline (See below Professional Growth Plan and Summative Cycle) - Reflective Practice and Professional Growth Plan along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.	**Returning Certified Staff** **As early as May 1st, and no later than 30 calendar days of employee reporting for employment of the new school year.** or **Newly Hired, Late Hired, or Transferred Certified Staff** **Within 30 calendar days of employee's reporting for employment**
- Implement action plan	**Immediately upon principal or designee approval of Professional Growth Plan**
- Reflect on the Professional Growth Plan and modify the plan if appropriate with approval by the principal or designee	**Ongoing**

- **Mid-Year review** of progress towards professional growth goal
  o Reflection focused on status of action plan and professional growth goal
  o Revise goals and/or action plans if needed
  o Document reflection, revisions, and/or modifications
- Submit review/revisions to principal or designee for approval.
- Completed and Approved reflective practice and professional growth planning documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.
	Returning Certified Staff
	Mid-Year date to be established by district or principal
	
	Newly Hired, Late Hired, or Transferred Certified Staff
	Date to be established by principal or designee

● Complete a summative **reflection** focused on the level of goal attainment and implications for next steps. ● Submit summative **reflection** to principal or designee for approval. ● Completed and Approved reflective practice and professional growth planning documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.	**No later than closing day and/or prior to development of a new PGP for the new year.**

- Timeline will be modified based on any adjustment of the calendar year.
- Returning part-time **retired certified** teachers and **adjunct** teachers who are hired in a part-time position or less than part-time position must complete the Reflective Practice and Professional Growth Planning annually.
- **Late Hires or Leaves of Absence**
  - If a late hire or leave of absence interrupts the ability to complete the reflective practice and professional growth planning by the established timeline, then the reflective practice and professional growth planning timeline may be adjusted by the principal or designee with superintendent's approval.
  - An Evaluation Adjustment Form must be completed in writing, signed/dated by evaluate and evaluator, and approved by the Superintendent.

Bourbon County Schools Observation/Workplace Visit

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

The observation model must fulfill the following minimum criteria provided in 704 KAR 3:345 and KRS 156.557:
- Three observations in the summative cycle. A minimum of three observations conducted by the supervisor/designee.
- Final observation is conducted by the supervisor/designee and is a full observation.
- Where applicable, this model applies to TPGES and OPGES
- Summative Observation/Summary of Evidence must be documented in local electronic format**.**

Observation Model for Certified Teachers and Other School Level Professionals

The Principal or designee will conduct a minimum **two mini observations** of approximately 20-30 minutes each. The principal or designee will conduct a minimum of **one formal observation** consisting of a full class or lesson observation. The summative year of the cycle will consist of a minimum of one formal principal or designee observation. The Observation Cycle including all documentation must be completed by March 31st of the summative year. The Principal or designee may conduct additional mini or full observations. Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

- All observation documentation along with supporting evidence shall be documented using the local evaluation committee and local board of education approved platform (i.e. in writing within the certified personnel folder or KTIP intern management system)
- A minimum of one principal mini observation each year is all that is required for returning part-time retired certified teachers or adjunct teachers who are hired in a part-time position or less than part-time position.
- Teachers and other school level professionals may be selected to be on a one year directed cycle at the discretion of the principal.
- The Principal or designee may conduct additional mini or full observations.
- The Principal or designee will determine the schedule for the Observations/Work Place Visits.
- Late Hires or Leaves of Absence
  - If a late hire or leave of absence interrupts the ability to complete the observations/workplace visits by the established timeline, then the observation/workplace visits timeline may be adjusted by principal or designee.
  - An Evaluation Adjustment Form must be completed in writing, signed/dated by evaluatee and evaluator, and approved by the Superintendent.

One Year Certified Teacher/Other Certified School Level Professional on a One Year Directed Cycle, Guidance Counselors on a One-Year Self Directed Cycle, and Certified Teacher/Other Certified School Level Professionals with an Individual Corrective Action Plan (ICAP)/Improvement Plan Timeline (3 observations minimum in the 1-year cycle)

Certified Teacher/Other Certified School Level Professional on a One Year Directed Cycle, Guidance Counselors on a One-Year Self Directed Cycle, and Certified Teacher/Other Certified School Level Professional with an Individual Corrective Action Plan(ICAP)/Improvement Plan Timeline			
Observation Type	Frequency	Observer	Timeline * **
Mini Observation (Teachers) or Work Place Visit (Other Professionals (20-30 minutes)	Minimum of 2 per year	Principal/designated administrator	Once staff has been trained on the evaluation system and prior to the full (formal) observation. Completed prior to March 31st.
Full Observation(Teachers) or Work Place Visit (Other Professionals (Class period or lesson)	Minimum of 1 per year	Principal/designated administrator	Completed no later than March 31st. (Summatives must be completed by March 31st.)

Certified Teachers and Other School Level Professionals on a Three Year Self-Directed Cycle (3 observations minimum in the 3-year cycle)

Certified Teachers and Other School Level Professionals on a Three Year Self-Directed Cycle (3 observations minimum in the 3 year cycle)			
Summative Year – Year 3 or the three year cycle			
Observation Type	Frequency	Observer	Timeline
Full Observation (Teachers) or Work Place Visit (Other Professionals) (Class period or lesson)	Minimum of 1 time in the Summative year	Principal/designated administrator	Completed no later than March 31st. Must be completed in the summative year.
Formative Years – Year 1 and Year 2 of the three year cycle			

Observation Type	Frequency	Observer	Timeline
Mini Observation (Teachers) or Work Place Visit (Other Professionals) (20-30 minutes)	Minimum of 1 time per year in each of the Formative years	Principal/designated administrator	Once staff has been trained on the evaluation system. Completed no later than March 31st.

Certified Teachers and Other School Level Professionals who do not report for work sixty (60) or more consecutive school days prior to March 31st deadline.

(a) Certified Teachers and Other School Level Professionals who do not report for work sixty (60) or more consecutive school days			
Observation Type	Frequency	Observer	Timeline
Mini Observation (Teachers) or Work Place Visit (Other Professionals) (20-30 minutes)	Minimum of 1 per year	Principal/designated administrator	Must be completed in the summative year. Completed no later than March 31st. Must be completed prior to the full observation/summative.
Full Observation (Teachers) or Work Place Visit (Other Professionals	Minimum of 1 per year	Principal/designated administrator	After all mini observations are completed. Completed no later than March 31st.. Must be completed in the summative year.

Observation/Workplace Visit Conferencing

Observers will adhere to the following observation/workplace visit conferencing requirements.
Mini Observations/Workplace Visit Conferencing:

☐ Pre-observation/workplace visit communication may occur through written electronic correspondence or face to face at the discretion of the principal.

☐ If pre-observation/workplace visit communication is requested by the principal, correspondence must be completed a minimum of one (1) working day prior to the scheduled observation.

☐ If pre-observation/workplace visit communication occurs and the teacher requests face to face communication, the principal must meet face to face.

☐ Principal or designated administrator may complete a mini observation/workplace visit without pre-observation/workplace visit communication.

☐ Post-observation/workplace visit communication may occur through written electronic correspondence or face to face at the discretion of the principal or designated administrator.

☐ The post-observation/workplace visit conference shall occur within five (5) working days following the observation/workplace visit.
Formal Observations/Workplace Visit Conferencing:
● Pre-observation/workplace visit communication shall occur through either written electronic correspondence or face to face at the discretion of the principal or designated administrator.
● If the teacher or other school level professional requests pre-observation/workplace visit communication to occur face to face, the principal or designated administrator must meet face to face.
● Pre-observation/workplace visit communication must be completed a minimum of one (1) working day prior to the scheduled observation/workplace visit.

- Post-observation/workplace visit conference with the principal will occur face to face within five (5) working days following each formal observation/workplace visit.
  - All district approved pre-/post- conference forms and templates shall be posted to the district website. Pre-/post-conference forms may be modified by the principal or designated administrator.
  - All pre-/post- documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.

Observer Certification

Observer Calibration & Consistency
To ensure consistency of observations, all evaluators must meet to develop a deep understanding of how the four measures as they relate to the domains of the Kentucky Framework for Teaching are applied in observation. Administrators will participate in 6 hours of EILA approved evaluation training. The administrators will also participate in at least one district lead instructional round to further apply district observation methods. Observer training will occur prior to engaging in observations.

TPGES/OPGES Yearly Evaluation Process--Bourbon County Schools

Timeline	Action
First 30 calendar days of reporting for employment	**Evaluation Criteria and process used to evaluate shall be explained and opportunity to ask questions .**
By First 60 work days	**New teachers and other professionals to the district will have reflected on the components of the four domains within the TPGES/OPGES and complete a Self-Reflection. The evaluatee will develop and submit his/her Professional Growth Plan (PGP) using the district approved template to the principal or designee.**
Fall semester	**Mini observations with Pre/Post conferences (pre-conference can be electronically submitted to evaluator but post-conference must be face-to-face)** **Non-Tenure observations will occur each year.** **Tenure observations for will occur over the course of three years.**
Mid-Year Review	**Review progress/reflections on professional growth using the district mid-year review form.** **Certified employee can modify professional growth plan as appropriate with administrator, if there is a need.** **District will notify employees of the Mid-Year Review timeframe. (School Administrators can make adjustments to the timeframe for Mid-Year Reviews for their staff.)**

Spring Semester	Continued implementation and ongoing self-reflection Complete the Evaluation Process 2 Mini's, 1 Full Observation and the Summative each year (Non-Tenure Teachers) 2 Mini's (Over the course of the 3 year cycle), 1 Full Observation and the Summative during the Evaluation year. Summatives need to be completed by March 31st. Pre/Post conferences for each observation for all certified employees (Non-Tenure and Tenure)
By April 15	Summative reflection and evaluation- A copy of the Summative evaluation must be submitted for official personnel record to the Central Office to be included in the employee's personnel file. The evaluatee will have the opportunity to submit a written statement in response to the summative rating and that response will be included in the official personnel record.
Prior to the end of closing day or within 30 days after school starts.	All certified teachers and Other Professionals will complete the Self-Reflection and Professional Growth Plan (PGP). Certified staff will submit the Self-Reflection and PGP to the principal or designee.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FfT)	Domain	Planning	Environment	Instruction	Professionalism

Component	1a-Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c-Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f-Designing Student Assessment	2a-Creating Env. of Respect&Rapport	2b-Establish Culture of Learning	2c-Maintaining Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning&Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility&Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess.Learning Comm.	4e-Growing&Developing professionally	4f-Showing Professionalism

SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)	Observation	Evidence (pre and post conferences)
	Professional Growth	Professional Growth Planning and Self Reflection		
	Self-Reflection			

A. Bourbon County Products of Practice/Other Sources of Evidence

Teachers/other professionals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher's or other school level professional practice within the domains.

Required

- ☐ observations conducted by certified supervisor
- ☐ self-reflection and professional growth plans

Other sources of evidence that can be used to support educator practice

- ☐ 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
- ☐ walkthrough observation data (at least 4 different data points)
- ☐ professional learning activities
- ☐ participation in the leadership networks
- ☐ Any other evidence the principal has collected during the evaluation cycle

Determining the Overall Summative Performance Category

Supervisors are responsible for determining an Overall Performance Rating for each teacher and other school level professionals at the conclusion of the summative evaluation year. The Overall Performance Rating is informed by the educator's ratings on the four professional measures. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice

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

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each performance measure and domain at the culmination of an educator's cycle.
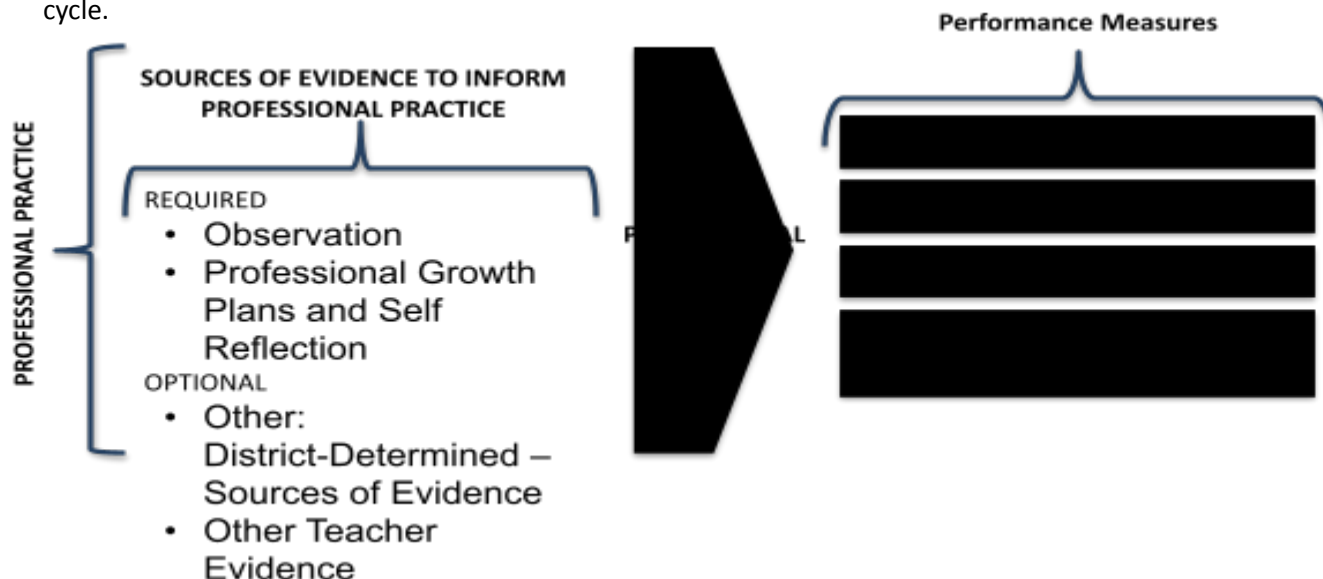
Required
- Provide a Performance level rating for each measure based on evidence.
- All ratings must be recorded in an approved platform.
- A copy of the Summative evaluation must be submitted for official personnel record to the Central Office to be included in the employee's personnel file. The evaluatee will have the opportunity to submit a written statement in response to the summative rating and that response will be included in the official personnel record.

B.   Determining the Overall Performance Category/ Ratings of Measures

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on performance measures. The evaluator determines the Overall Performance Category based on performance measures informed by multiple measures of evidence. Each performance measure will receive a rating of Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E).

Ratings of Measures:

Measure: Planning (Domain 1)	Measure: Environment (Domain 2)	Measure: Instruction (Domain 3)	Professionalism (Domain 4)
Measures of Environment & Instruction(If Domains 2 & 3 are rated "I)	Rating shall be "I"		
Measures of Environment & Instruction (If Domains 2 or 3 are rated "I")	Rating shall be "D" or "I"		
Measures of Professionalism & Planning (If Domains 1 or 4 are rated "I")	Rating shall NOT be "E"		

If 2 Measures are rated "D" and 2 are rated "A"	Rating shall be "A"
If 2 Measures are rated "D" and 2 are rated "E"	Rating shall be "A"
If 2 Measures are rated "A" and 2 Measure rated "E"	Rating shall be "E"

Bourbon County Professional Growth Plan Cycle for All Certified Personnel	
Exemplary or Accomplished	Shall have a minimum of a PGP developed by the evaluatee
Developing	Shall have a minimum of a PGP developed by the evaluatee
Ineffective	Shall have a minimum of a PGP developed by the evaluator

Appeals Information: Reference Pages 8-11

Certified Personnel Evaluation System

PRINCIPAL AND ASSISTANT PRINCIPAL

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

(PPGES)

Principal Professional Growth and Effectiveness System Components

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 Professional Standards for Educational Leaders is paramount in this process

Principal Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders are designed to support school improvement and professional best-practice. Included in the Professional Standards for Educational Leaders are Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards for Educational Leaders provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 10 standards. Performance will be rated for each measure (Planning, Environment, Instruction, and Professional Responsibilities) according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each of the Professional Standards for Educational Leaders.

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. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Mid-Year Review
  - Site-Visits

Products of Practice/Other Sources of Evidence

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

Other sources of evidence include:

- € SBDM Minutes

- € Faculty Meeting Agenda and Minutes

- € Department/ Grade Level Agendas and Minutes

- € PLC Agendas and Minutes

- € Leadership Team Agendas/Minutes

- € Department Chair Agendas/Minutes

- € Committee Agenda/Minutes

- € Instructional Round/ Walk-through documentation

- € Budgets

- € EILA/Professional Learning experience documentation

- € Surveys

- € Professional Organization memberships

- € Parent/ Community surveys

- € Parent/ Community engagement events documentation

- € School Schedules

- € Other

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Standards for Educational Leaders 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 and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal and assistant principal practice through ongoing, careful consideration of the impact of leadership practice.

Required:

- **All principals and assistant principals will participate in professional growth planning and self-reflections each year.**

The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining the Performance Rating.

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

Site-Visits and Mid-Year Reviews – completed by supervisor of principal or assistant principals

Site visits and mid-year reviews are a method by which the superintendent/designee or principal may gain insight into the principal/assistant principal's practice in relation to the Professional Standards for Educational Leaders. During a site visit and mid-year review, the superintendent /designee or principal will discuss various aspects of the job with the principal/assistant principal, and will use the principal/assistant principals responses to determine issues to further explore with the faculty and staff. Additionally, the principal/assistant principal may explain the successes and concerns the school community has experienced in relation to school improvement.

Timeline for Principal or Assistant Principal Evaluation

Site Visit
Site-visits completed twice during the school year.
During the post visit conference professional growth plan progress and evidence of Principal Professional Standards for Educational Leaders .
The template, adapted from the form provided by the state, will be used during the conferences and mid-year review to guide and document the reflections and any modifications to the plan.

Timeline	Item	Action
First 30 Calendars Days of Employment	Evaluation Review	Evaluation Criteria and process used to evaluate shall be explained and opportunity to ask question.
By August 15 Within 30 Days of Hire	Self-Reflection	Complete Self-Reflection and submit it to the immediate supervisor. New hires- will have 30 calendar days to submit self-reflection
No later than 10 Days After Public Release of Test Data	PGP	PGP Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan.

New Hires- 60 days after hire date		
Fall semester	Site Visit	Site visits, ongoing self-reflection
Mid-Year Review	MYR	Review progress/reflections on professional growth and modify plan as appropriate.
Spring Semester	Site Visit	Site Visits, ongoing self-reflections
By May 1	Summative	Summative reflection and Evaluation- A copy of the Summative evaluation must be submitted for official personnel record to the Central Office to be included in the employee's personnel file. The evaluatee will have the opportunity to submit a written statement in response to the summative rating and that response will be included in the official personnel record.

Determining the Overall Performance

Superintendents or designee are responsible for determining an Overall Performance for each principal at the conclusion of their summative evaluation year. The summative rating will be a holistic representation, combining data from multiple sources of evidence across each of the Identified Performance Measures (Planning, Environment, Instruction, and Professional Responsibilities).

A principal/assistant principal's Overall Performance is determined by the evaluator based on the Principal's Professional Standards for Educational Leaders indicators and using sources of evidence. Evaluators will use professional judgment to determine a rating for the 4 performance measures (Planning, Environment, Instruction, and Professional Responsibilities). Each performance measure will receive a rating of Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E).

a. "Exemplary"- consistently exceed expectations for effective performance
b. "Accomplished"- consistently meets expectations for effective performance
c. "Developing"- inconsistently meets expectations for effective performance
d. "Ineffective"- consistently fails to meet expectations for effective performance

All summative ratings must be recorded in the local board approved technology platform or on paper to be included in their personnel file.

Ratings of Measures:

Measure: Planning	Measure: Environment	Measure: Instruction	Professionalism
any Identified Performance Measure is rated INEFFECTIVE	shall NOT be Exemplary		
two Identified Performance Measures are rated ACCOMPLISHED and two Identified Performance Measures are rated EXEMPLARY	shall be Accomplished OR Exemplary		
two Identified Performance Measures are rated DEVELOPING	shall be Accomplished		

and two Identified Performance Measures are rated EXEMPLARY	
two Identified Performance Measures are rated DEVELOPING and two Identified Performance Measures are rated ACCOMPLISHED	shall be Accomplished
the Identified Performance Measures ENVIRONMENT OR INSTRUCTION are rated INEFFECTIVE	shall be Developing OR Ineffective

Ratings may NOT be lower than the decision rules allow, but may be adjusted one level higher if warranted by specific circumstances as determined by the professional judgment of the evaluator.

Professional Growth Plan and Summative Cycle: Based on the overall Professional Standards for Educational Leaders indicators and the measure rating, supervisors will determine the type of Professional Growth Plan required of the principal. **All principals and assistant principals will be evaluated every year.**

Bourbon County Professional Growth Plan Cycle for All Certified Personnel	
Exemplary or Accomplished	PGP developed by the evaluatee
Developing	PGP developed by the evaluatee
Ineffective	PGP developed by the evaluator

***Assistant Principals** are to reflect and put their own growth goals in an approved electronic format to be reviewed by their supervisor to serve as their professional growth plan. They will also, where applicable, meet with their head principal to collaborate on the goals.*

**Assistant Principals follow the Appeals Process set forth in the Appeals Section*

**Head Principals for the Appeal Process set forth in the Appeals Section, submitting the appeal to the Evaluation Point of Contact, who in turn, submits to the superintendent.*

Appeals Information: Pages 8-11

Bourbon County Schools

Principal Professional Standards for Educational Leaders

Performance Standard 1: MISSION, VISION, AND CORE VALUES
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

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.

Performance 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.

Performance 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.

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.

Performance 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.

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.

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.

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.

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 nonmonetary resources, engaging in effective budgeting and accounting practices.

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

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

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

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

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

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

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

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

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.

Framework for Principal/ASST Principal Alignment

Prof essio nal Stan dard s for Educ ation al Lead ers	(1) Measure: Planning	(2) Measure: Environmen t	(3) Measure: Instruction	(4) Measure: Professionalis m
	Standard1 Mission, Vision and Core Values	Standard 3 Equity and Cultural Responsiveness	Standard 4 Curriculum, Instruction and Assessment	Standard 2 Ethic and Professional Norms
	Standard 9 Operational Management	Standard 7 Professional Community for Teachers and Staff	Standard 5 Community of Care and Support for Students	Standard 8 Meaningful Engagement of Families and Community
	Standard 10 School Improvement		Standard 6 Professional Capacity of School Personnel	

Performance in each identified measure is rated according to four Performance Levels:

a. "Exemplary"- consistently exceed expectations for effective performance
b. "Accomplished"- consistently meets expectations for effective performance
c. "Developing"- inconsistently meets expectations for effective performance
d. "Ineffective"- consistently fails to meet expectations for effective performance

The summative rating will be a holistic representation, combining data from multiple sources of evidence across each of the Identified Performance Measures (Planning, Environment, Instruction, and Professional Responsibilities).

Certified Personnel Evaluation System

District Certified Administrators

"DPGES"

District Certified Administrators (DPGES)

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school district led by an effective leadership team. The goal is to create a fair and equitable system to measure district administrator effectiveness and act as a catalyst for professional growth.

Overview and Summative Model
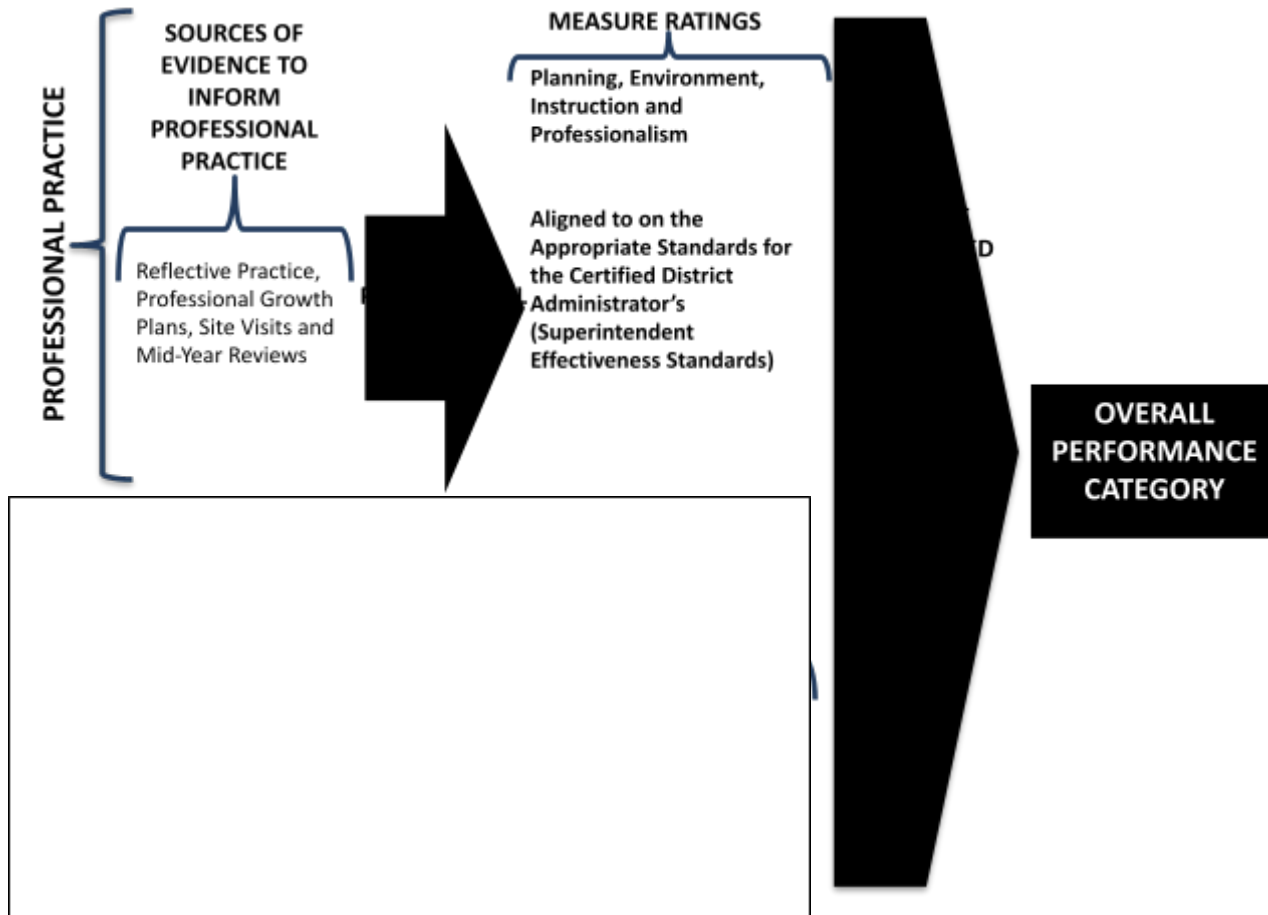
SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

PROFESSIONAL PRACTICE

Reflective Practice, Professional Growth Plans, Site Visits and Mid-Year Reviews

MEASURE RATINGS

Planning, Environment, Instruction and Professionalism

Aligned to on the Appropriate Standards for the Certified District Administrator's (Superintendent Effectiveness Standards)

OVERALL PERFORMANCE CATEGORY

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 certified district administrator. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Standards.

Determining Certified District Administrators Performance Standards

Each Certified District Administrator along with his or her supervisor will collaborate prior to the evaluation process to determine the standards they will be evaluated on based on the job responsibilities of the position held. For example, the Chief Academic Officer in collaboration with the District Superintendent/designee may decide to use specific components with in the Standards of the Superintendent Effectiveness Standards as the focus of his or her professional growth and effectiveness process for the year. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall district improvement. Evidence supporting a Certified District Administrator's professional practice will be situated within one or more of the standards. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

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 the Certified District Administrator responds 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 Certified District Administrator's performance. These factors may include district-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities.

Evaluators must use the following categories of evidence in determining overall ratings:
- Required Sources of Evidence
  - Reflective Practice and Professional Growth Plan
  - Mid-Year Review
  - Workplace Site Visit

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

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

Required:
- **All district certified personnel (Administrators) will participate in professional growth planning and self-reflections each year.**

The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard. Reflective practices and professional growth planning are iterative processes:

 (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;

(2) collaborates with his or her supervisor to develop a professional growth plan and action steps;

(3) implements the plan;

(4) regularly reflects on the progress and impact of the plan on his or her professional practice;

(5) modifies the plan as appropriate;

(6) continues implementation and ongoing reflection;

(7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps

Site-Visits and Mid-Year Reviews– completed by supervisor

Site visits are a method by which the superintendent/designee may gain insight into the professional practice in relation to the standards. During a site visit and mid-year review, the superintendent /designee will discuss various aspects of the job with the employee, and will use the responses to determine issues to further explore.

Timeline

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation Criteria and process used to evaluate shall be explained and opportunity to ask question.
By First 60 work days	New Employees to the district will have reflected on the components/standards in which they will be evaluated. The evaluatee will develop and submit his/her Professional Growth Plan (PGP) using the district approved template to the supervisor or designee.
By May 1st	Summative reflection and Evaluation- Summative evaluation submitted for official personnel record. The evaluatee will have the opportunity to submit a written statement in response to the summative rating and that response will be included in the official personnel record.
By August 15th	All Certified District Administrators will complete the self-reflection and professional growth planning and submit it to their supervisor.

Observation Model

Formative Observations/Worksite Visits			
Observation Type	Number of Times	Observer	Timeline * **
Formative/Worksite Visit and Mid-Year Review	2 (minimum)	Administrator	Prior to May 1st
Formative/Worksite Visit and Mid-Year Review	*Late Hires-after 1st 9 weeks of school 1 (minimum)	Administrator	Prior to May 1st

***All observation/worksite visits must be completed and submitted to the central office for personnel records by May 1st.**

Site-Visits and Mid-Year Reviews – completed by superintendent or designee

Site visits and mid-year reviews are a method by which the superintendent/designee may gain insight into the district administrators practice in relation to the standards. During a site visit and mid-year review, the superintendent /designee will discuss various aspects of the job with the district administrator, and will use the responses to determine issues to further explore. Additionally, the district administrator may explain the successes and concerns in relation to district improvement.

Certified District Administrator Products of Practice/Other Sources of Evidence

Certified district administrators may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the other certified district staff member practice within the standards.

Other sources of evidence may include (not a comprehensive list):

- ☐ Board of education agenda and minutes

- ☐ Committee meeting agendas

- ☐ Comprehensive District Improvement Plan

- ☐ 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

- ☐ Assessment and accountability data

- ☐ Grant opportunities

- ☐ Curriculum documents

- ☐ Evidences of facilitating professional learning opportunities

- ☐ Monitoring documentation

- ☐ Program implementation guides

- ☐ Schedule

- ☐ Any other evidence that is related to the evaluative standards

Certified District Administrator Professional Growth Plan and Summative Cycle

Based on the Overall Professional Practice rating, supervisors or designee will determine the type of Professional Growth Plan required of the certified district staff member by applying the following Professional Growth Plan Model.

Overall Rating Professional Growth Plan and Summative Cycle	Type and Length of Professional Growth Plan and Summative Cycle
Exemplary	**One-Year Self-Directed Cycle** ● Goal(s) and action plan set by educator with evaluator input ● One goal must focus on targeted professional growth area

Accomplished	● Summative occurs at the end of year
Developing	**One-Year Directed Cycle** ● Goal(s) set by evaluator with educator input ● Action plan designed by educator with evaluatee input ● One goal must focus on targeted professional growth area ● Formative review occurs at mid-point ● Summative occurs at the end of year
Ineffective	**Up To 12-Month Improvement Cycle** ● An Individual Corrective Action Plan (ICAP)/Improvement Plan must be developed ● Goal determined by evaluator ● Action Plan determined by evaluator ● On Goal must focus on targeted professional growth area ● Formative review occurs at mid-point ● Summative occurs at end of plan

RATING OVERALL PERFORMANCE

The following graphic displays the process for determining the results of the certified district administrator's professional practice rating for agreed upon set of performance standard by the Superintendent or designee. Using the sources of evidence to inform a certified district staff member's professional practice, evaluators will use professional judgment to determine a rating for each measure. The rating levels are Ineffective, Developing, Accomplished and Exemplary.

● The superintendent or designee will use the decision rules to reach an overall performance rating.

- The measure ratings and overall professional practice rating will be recorded on the district approved forms and templates.
- The certified district administrator must provide copies of sources of evidence for the identified targeted performance standards for the year to the superintendent or designee. The superintendent or designee will determine if copies of sources of evidence are needed to support non-targeted components within the standards.
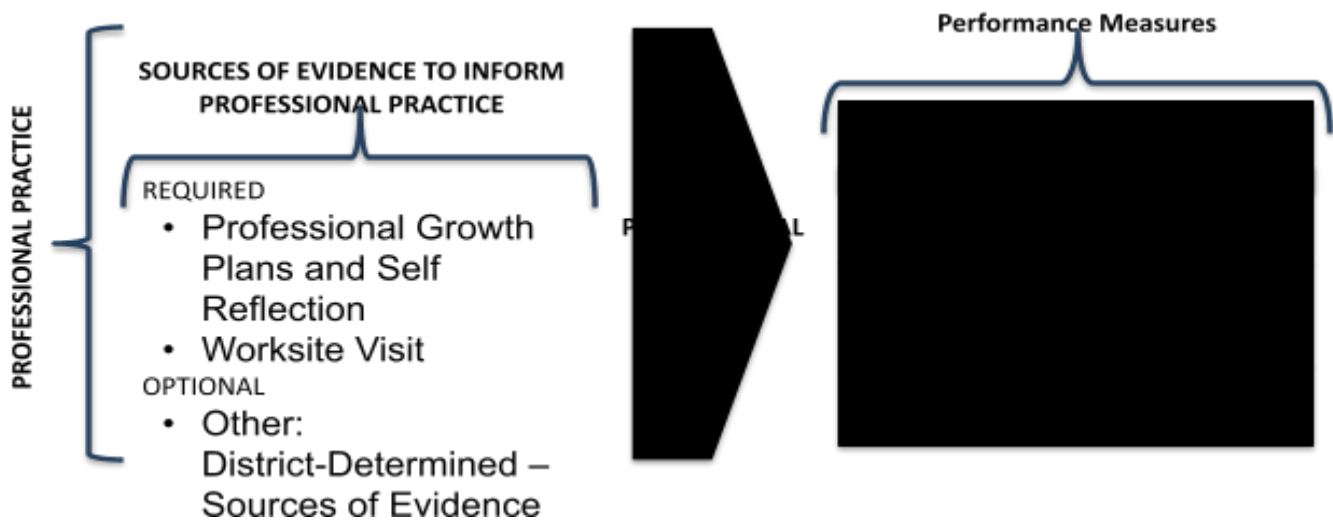
The appropriate performance criteria will be determined before the evaluation by the superintendent and employee. The alignment to each performance measure and standards will be identified in the process. The Overall Performance Rating is informed by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by one or more of the identified standards.

Ratings of Measures:

Measure: Planning (Standard 1-4-5)	Measure: Environment (Standards 3-6)	Measure: Instruction (Standard 2)	Professionalism (Standard 7)

Measures of Environment & Instruction are rated "I	Rating shall be "I"
Measures of Professionalism & Planning are rated "I"	Rating shall NOT be "E"
If 2 Measures are rated "D" and 2 are rated "A"	Rating shall be "A"
If 2 Measures are rated "D" and 2 are rated "E"	Rating shall be "A"
If 2 Measures are rated "A" and 2 Measure rated "E"	Rating shall be "E"

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the District Administrator. **All District Administrators will be evaluated every year.**

Bourbon County Professional Growth Plan Cycle for All Certified Personnel	
Exemplary or Accomplished	Shall have a minimum of a PGP developed by the evaluatee
Developing	Shall have a minimum of a PGP developed by the evaluatee

| Ineffective | Shall have a minimum of a PGP developed by the evaluator |

Sources of Evidence/Framework for District Administrators Alignment

		Measure: Planning Standard 1: Strategic Leadership	Measure: Instruction Standard 2: Instructional Leadership	Measure: Planning Standard 3: Cultural Leadership	Measure: Planning Standard 4: Human Resources Management	Measure: Planning Standard 5: Managerial Leadership	Measure: Environment Standard 6: Collaborative Leadership	Measure: Professionalism Standard 7: Influential Leadership
Standards		Creates conditions that result in strategically reimaging the district's vision, mission and goals to ensure that every student who graduates from high school, is globally competitive in postsecondary education and/or the workforce, and is prepared for life in the 21st century.	Supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.	Understands and acts on the important role a system's culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals.	Ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff.	Ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety.	The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision.	Promotes the success of teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context.
SOURCES OF EVIDENCE To Inform Professional Practice	**Site Visits/Mid-Year Review**	**Observation; District Identified Evidence**	**Observation**		**District Identified Evidence**			**Observation**
	Professional Growth	**Professional Growth Planning and Self Reflection**						
	Self-Reflection	Measure: Planning Standard 1: Strategic Leadership	Measure: Instruction Standard 2: Instructional Leadership	Measure: Planning Standard 3: Cultural Leadership	Measure: Planning Standard 4: Human Resources Management	Measure: Planning Standard 5: Managerial Leadership	Measure: Environment Standard 6: Collaborative Leadership	Measure: Professionalism Standard 7: Influential Leadership
		Feedback						
		High Standards for Student Learning; Rigorous Curriculum; Quality Instruction	**Culture of Learning & Professional Behavior**	**Quality Instruction; Performance Accountability**	**Quality Instruction**	**Culture of Learning & Professional Behavior; Connections to External Communities**	**Culture of Learning & Professional Behavior**	

Bourbon County Schools

District Administrator Worksite Visit Form

Planning
Standard 1: **Strategic Leadership**
Creates conditions that result in strategically reimaging the district's vision, mission and goals to ensure that every student who graduates from high school, is globally competitive in postsecondary education and/or the workforce, and is prepared for life in the 21st century. Creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

The Administrator:
  A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century.

  B. Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals

  C. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district.

  D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data.

  E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan.

  F. Facilitates the implementation of federal, state and local education policies

  G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data

Suggested Guiding Questions/Prompts:
  ● *How do you create a working relationship with the board of education and other stakeholders?*
  ● *How do you model or reinforce the culture and visions of the district with all involved (faculty, staff, administrators, and other stake holders)?*
  ● *How have you contributed to the CDIP?*
  ● *What plans have you helped create and/or implement in the district that aligns to the vision, mission, and belief statement?*
  ● *How have you played a role in facilitating the implementations of federal, state, and local policies?*
  ● *How have you established high standards for academic goals?*
  ● *How do you ensure effective monitoring protocols and respond to progress data?*

Evidence requested by the evaluator or provided by the administrator:

Evaluator's Feedback:

Instruction

Standard 2: Instructional Leadership

Supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

The Administrator:

A. Leads the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets.

B. Models and applies learning for staff and students

C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels.

D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.

E. Demonstrates awareness of all aspects of instructional programs

F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology

Suggested Guiding Questions/Prompts:

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Evidence requested by the evaluator or provided by the administrator:

Evaluator's Feedback:

Environment
Standard 3: Cultural Leadership
Understands and acts on the important role a system's culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.

The Administrator:

A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs

B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century

C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices

D. Builds trust and promotes a sense of well-being between all stakeholders

E. Routinely celebrates and acknowledges district successes as well as areas needing growth

F. Supports and engages in the positive cultural traditions of the community

G. Creates opportunities for staff involvement in the community and community involvement in the schools

H. Creates an environment that values and promotes diversity

Suggested Guiding Questions/Prompts:

- *How do you communicate ideals and beliefs about teaching and learning?*
- *How have you helped in creating a unified school system?*
- *How have you helped build and promote a sense of well-being between all stakeholders?*
- *How have you supported or been engaged in the positive cultural traditions of the community?*
- *What are some ways you have created opportunities for the staff to be involved in the community and vice versa?*
- *How have you helped create an environment that values and promotes diversity?*

Evidence requested by the evaluator or provided by the administrator:

Evaluator's Feedback:

Planning
Standard 4: Human Resources Management
Ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development, and engages in district leadership succession planning.

The Administrator:

    A.   Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction

    B.   Creates and monitors processes for educators to assume leadership and decision-making roles

    C.   Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions

    D.   Uses data to create and maintain a positive work environment

    E.   Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs

    F.   Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations

Suggested Guiding Questions/Prompts:

- *Please give examples of ways you have helped faculty and staff to become more effective this year.*

- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*

- *In what ways do you support the achievements of high-performing teachers?*

- *How do you ensure new teachers and staff receive the support they need during their first year?*

- *How do you foster an atmosphere of professional learning among staff?*

- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

Evidence requested by the evaluator or provided by the administrator:

Evaluator's Feedback:

Planning

Standard 5: Managerial Leadership

Ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district**.**

The Administrator:

A. Prepares and oversees a budget that aligns resources with the district's vision and needs
B. Identifies and plans for facility and technology needs
C. Continually assesses programs and resource allocation
D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology
E. Builds consensus and resolves conflicts effectively
F. Assures an effective system of districtwide communication
G. Continually assesses the system in place that ensures the safety of students and staff
H. Works with local and state agencies to develop and implement emergency plans

Suggested Guiding Questions/Prompts:

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*

- *Please provide an example of how you have been able to maximize your available resources.*

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*

- *What information is used to inform the decisions related to organizational management?*

- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*

- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Evidence requested by the evaluator or provided by the administrator:

Evaluator's Feedback

Environment
Standard 6: Collaborative Leadership
The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill**.**

The Administrator:

A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools

B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success

C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities

D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school

Suggested Guiding Questions/Prompts:

- *Please give some examples of how you have developed collaborative partnerships with the greater community to support 21st century learning priorities of the district?*
- *Please explain how you have helped create or ensure systems the engage all stakeholders in a shared responsibility for achieving goals?*
- *How have you been proactive with partnerships with colleges, universities, and other organizations to provide effective professional development?*
- *How have you implemented proactive partnerships that help remove barriers ensuring all students have access to CCR courses in high school?*

Evidence requested by the evaluator or provided by the administrator:

Evaluator's Feedback:

Professionalism
Standard 7: Influential Leadership
Promotes the success of teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.

The Administrator:
A. Understands the political systems involving the district
B. Defines, understands, and communicates the impact on proposed legislation
C. Applies laws, policies and procedures fairly, wisely, and considerately
D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities
E. Accesses local, state and national political systems to provide input on critical educational issues

Suggested Guiding Questions/Prompts:

- *Give an example that demonstrates you understand the political systems involving the district.*
- *How have you had to define, understand, and communicate the impact on proposed legislation?*
- *Give an example of how you apply laws, policies, and procedures in a considerate and fair manner?*
- *How have you had to utilize legal system to protect the rights of students and staff to improve learning opportunities?*
- *Give a specific example of how you have accessed local, state, and national political systems to provide input on critical educational issues?*

Evidence requested by the evaluator or provided by the administrator:

Evaluator's Feedback:

Evaluatee's Signature:_____ **Date:**_____

Evaluator's Signature:_____ **Date:**_____

APPENDIX

FORMS

Self-Reflections

Professional Growth Plans

Pre-Conference Form

Post Conference Form

Mid-Year Reviews

Mini Observation Form

Summatives

Corrective Action Plans

Evaluation Adjustment Form

TEACHER SELF-REFLECTION

Component:	Self-Assessment:				Rationale:
Teacher:					
Date:					
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	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 Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	

Instructional Specialist Self-Reflection

Teacher:					
Date:					
Component	**Self-Assessment**				**Rationale**
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 respect and rapport	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 and trainings	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	

Library Media Specialist Self-Reflection

Component	Self-Assessment				Rationale
Teacher:					
Date:					
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	

School Counselor/Social Worker Self-Reflection

Teacher:					
Date:					
Component	**Self-Assessment**				**Rationale**
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 techniques is 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 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	

Therapeutic Specialist Self-Reflection

Teacher:					
Date:					
Component	**Self-Assessment**				**Rationale**
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 students 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 and confidentiality	I	D	A	E	

Self-Reflection on the Professional Standards for Educational Leaders

Reflect on the effectiveness and adequacy of your practice in each of the Professional Standards for Educational Leaders*. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.*

Standard	Self-Assessment				Strengths and areas for growth
Measure Planning					
Standard 1: MISSION, VISION, AND CORE VALUES Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
Measure: Professionalism					
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.	I	D	A	E	
Measure: Environment					
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.	I	D	A	E	
Measure: Instruction					
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.	I	D	A	E	
Measure: Instruction					
Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	I	D	A	E	

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.				
Measure: Instruction				
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.	I	D	A	E
Measure: Environment				
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.	I	D	A	E
Measure: Professionalism				
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.	I	D	A	E
Measure Planning				
STANDARD 9: OPERATIONS AND MANAGEMENT Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E
Measure Planning				
STANDARD 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 goals.

DISTRICT ADMINISTRATOR SELF-REFLECTION

Standards/Indicators:	Self-Assessment:					Rationale:
Employee:						
Date:						
Standard 1: **Strategic Leadership**						
1A- *Vision-Relationships*	I	D	A	E	*N/A*	
1B- *Vision-Monitor*	I	D	A	E	*N/A*	
1C- *Strategic Planning-Implementation*	I	D	A	E	*N/A*	
1D- *Strategic Planning (Monitoring/Evaluation)*	I	D	A	E	*N/A*	
1E- *Strategic Planning (Resourcing)*	I	D	A	E	*N/A*	
1F- *Policies*	I	D	A	E	*N/A*	
1G- *Strategic Planning (Goals)*	I	D	A	E	*N/A*	
Standard 2: Instructional Leadership						
2A - *Learning/Teaching Focus: High Expectations*	I	D	A	E	*N/A*	
2B - *Professional Learning*	I	D	A	E	*N/A*	
2C - *High Expectations*	I	D	A	E	*N/A*	
2D - *Strategic Planning (Goals)*	I	D	A	E	*N/A*	
2E - *Learning/High Expectations*	I	D	A	E	*N/A*	
2F- *Strategic Planning-Implementation*	I	D	A	E	*N/A*	
Standard 3: Cultural Leadership						
3A – *Stakeholder/Community Involvement*	I	D	A	E	*N/A*	
3B – *Stakeholder/Community Involvement*	I	D	A	E	*N/A*	
3C – *Vision/Beliefs*	I	D	A	E	*N/A*	
3D - *Stakeholder/Community Involvement*	I	D	A	E	*N/A*	
3E – *Celebrate/Acknowledge*	I	D	A	E	*N/A*	
3F- *Stakeholder/Community Involvement*	I	D	A	E	*N/A*	
3G- *Stakeholder/Community Involvement*	I	D	A	E	*N/A*	
3H- *Diversity*	I	D	A	E	*N/A*	
Standard 4: Human Resources Management						
4A - *Resourcing*	I	D	A	E	*N/A*	
4B - *Staffing*	I	D	A	E	*N/A*	
4C - *HR Functions*	I	D	A	E	*N/A*	
4D - *Culture/Environment*	I	D	A	E	*N/A*	
4E - *Professional Learning*	I	D	A	E	*N/A*	
4F - *Evaluation*	I	D	A	E	*N/A*	
Standard 5: Managerial Leadership						

5A- *Finance*	I	D	A	E	*N/A*	
5B- *Capital Planning*	I	D	A	E	*N/A*	
5C- *Resourcing*	I	D	A	E	*N/A*	
5D- *Effectiveness and Efficiency*	I	D	A	E	*N/A*	
5E- *Conflict Resolution*	I	D	A	E	*N/A*	
5F- *Communication*	I	D	A	E	*N/A*	
5G- *Safety and security*	I	D	A	E	*N/A*	
5H- *Safety and security*	I	D	A	E	*N/A*	
Standard 6: Collaborative Leadership						
6A- *Vision and high expectations*	I	D	A	E	*N/A*	
6B- *Stakeholder/Community Involvement*	I	D	A	E	*N/A*	
6C- *Professional Learning/Stakeholder Involvement*	I	D	A	E	*N/A*	
6D- *Stakeholder Involvement*	I	D	A	E	*N/A*	
Standard 7: Influential Leadership						
7A- *Political Context*	I	D	A	E	*N/A*	
7B- *Legal/Ethical*	I	D	A	E	*N/A*	
7C- *Legal*	I	D	A	E	*N/A*	
7D- *Legal*	I	D	A	E	*N/A*	
7E- *Political Context; Stakeholder/ Community Involvement*	I	D	A	E	*N/A*	

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

Evaluatee:_____ ____   Date:_____

Evaluator:_____   Date:_____

TPGES/OPGES Professional Growth Planning

Professional Growth Goal: ● What do I want to change about my instruction that will effectively impact student learning? ● What is my personal learning necessary to make that change? ● What are the measures of success?	*Summative Growth Cycle:* € Tenured- 3 year Self Directed € Tenured- 1 year Directed € Tenured- Up to 12 months € Non-Tenured- 1 year Cycle € Non-Tenured- Less Than One year Cycle	*Domain/Component or Standard Addressed* _____

Action Plan
Action Plan: What is my plan of action to advance my professional growth?
Support and Resources: What Resources/Support do I need to achieve my goal?

Professional Growth Goal:
Connection: € Self-Reflection € Observations   € Framework for Teaching   € CSIP/CDIP

Teacher Signature:	Date:
Administrator Signature:	Date:

On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

Date Mid-Review	Status of Professional Growth Goal:		
	€ Not Started € On Target € Completed		

Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

Teacher Signature:	Date:
Administrator Signature:	Date:

Principal Professional Growth Planning

Professional Growth Goal:		School Year- _____
• What do I want to change/improve that will effectively impact my roles and responsibilities? • What is my personal learning necessary to make that change? • What are the measures of success?		

Action Plan
Action Plan: What is my plan of action to advance my professional growth?
Support and Resources: What Resources/Support do I need to achieve my goal?

Professional Growth Goal:

Connection:
€ Self-Reflection € Impact Goal   € Worksite Visits   € Evaluation Standards/Domains   € CSIP/CDIP € Job Responsiblities

Employees Signature:	Date:
Supervisors Signature:	Date:

On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

Date Mid-Review	Status of Professional Growth Goal:		
See mid-year review questions.			

Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

Teacher Signature:	Date:
Administrator Signature:	Date:

District Professional Growth Planning

Professional Growth Goal: ● What do I want to change/improve that will effectively impact my roles and responsibilities? ● What is my personal learning necessary to make that change? ● What are the measures of success?	76	*School Year- _____*

Action Plan

Action Plan:
What is my plan of action to advance my professional growth?

Support and Resources:
What Resources/Support do I need to achieve my goal?

Professional Growth Goal:

Connection:
€ Self-Reflection € Impact Goal   € Worksite Visits   € Evaluation Standards/Domains   € CSIP/CDIP € Job Responsiblities

Employees Signature:	Date:
Supervisors Signature:	Date:

On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

Date Mid-Review	Status of Professional Growth Goal:		
See mid-year review questions.			

Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

Employee Signature:	Date:
Administrator Signature:	Date:

TPGES PRE-OBSERVATION DOCUMENT

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

Pre-conference (Planning Conference)

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

_____   _____

Teacher's Signature   Date

TPGES/OPGES POST-OBSERVATION DOCUMENT

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

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

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

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

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

Bourbon County Mid-Year Review (TPGES and OPGES)
Name:_____

You must complete your mid-year review and upload into PGESUS.

1. **PGP Goal/Plan and professional responsibilities**

    € Not Started   € On Target   € Completed

    a. What actions have you taken to meet your PGP Goal?

    b. How have you implemented your activity into practice?

    c. How has the implementation impacted your class and/or practice?

    d. What support do you need from administration?

2. **After reviewing the communications from pre and post conference and formal observations from the first semester, please answer the following questions:**

    a. What area in the Professional Growth and Effectiveness System do you need to grow the most?

    b. What area is the biggest strength for you?

    c. What professional practices have had the most influence on your ability to support your students to achieve growth?

Bourbon County Principal Mid-Year Review
Name:_____

You must complete your mid-year review.   Please answer the following questions for the superintendent or designee to review:

1. **PGP Goal/Plan and professional responsibilities**

   € Not Started   € On Target   € Completed

   a. What actions have you taken to meet your PGP Goal?

   b. How have you implemented your activity into practice?

   c. How has the implementation impacted your school, teachers, and/or practice?

   d. What support do you need from district administration?

   2. **After reviewing the feedback from formal observations/worksite visits from the first semester, please answer the following questions:**

   a. What area in the Principal Professional Standards for Educational Leaders do you need to grow the most?

   b. What area is the biggest strength for you?

   c. What professional practices have had the most influence on your ability to support your teachers to achieve growth?

Bourbon County DPGES Mid-Year Review
Name:_____

You must complete your mid-year review.   Please answer the following questions.

3. **PGP Goal/Plan and professional responsibilities**

   € Not Started   € On Target   € Completed

   a.   What actions have you taken to meet your PGP Goal?

   b.   How have you implemented your activity into practice?

   c.   How has the implementation impacted your schools, teachers, and/or practice?

   d.   What support do you need?

4. **After reviewing the feedback from formal observations/worksite visits from the first semester, please answer the following questions:**

   e.   What area do you need to grow the most?

   f.   What area is the biggest strength for you?

   g.   What professional practices have had the most influence on your ability to support your principals and teachers to achieve growth?

Bourbon County Schools
Formative Mini Observation -Teacher

Teacher	
School	
Grade Level/Subject	
Observer	
Date of Observation	
Date of Conference	

Evaluator's Formative Observation Rating:

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

Areas of Strength	
Areas of Growth	83
Evaluator Comments	
Evaluatee Comments	
Teacher Signature:	Date:
Administrator Signature:	Date:

Digital Link to Mini Observation

BOURBON COUNTY SCHOOLS (TPGES) SUMMATIVE EVALUATION

Planning	**Environment**	**Instruction**	**Professionalism**
DOMAIN 1: Planning and Preparation • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	**DOMAIN 2: Classroom Environment** • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	**DOMAIN 3: Instruction** • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	**DOMAIN 4: Professional Responsibilities** • EXEMPLARY • ACCOMPLISHED • DEVELOPING INEFFECTIVE

TEACHER OVERALL PERFORMANCE CATEGORY	
OVERALL PERFORMANCE RATING	**SOURCES FOR PROFESSIONAL PRACTICE RATING**
☐ EXEMPLARY ☐ ACCOMPLISHED ☐ DEVELOPING ☐ INEFFECTIVE	**Other sources of evidence that can be used to support educator practice** ☐ 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 ☐ walkthrough observation data (at least 4 different data points)

	☐ professional learning activities
	☐ participation in the leadership networks
	☐ Any other evidence the principal has collected during the evaluation cycle

• I agree with the above evaluation.   • I disagree with the above evaluation for the following reasons: *I- ineffective   D- Developing   A-Accomplished   E-Exemplary*

Evaluatee Comments:	Evaluator Comments:

_____   _____   _____   _____

           Evaluatee Signature   Date   Evaluator Signature   Date

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

BOURBON COUNTY SCHOOLS (OPGES) SUMMATIVE EVALUATION

Planning	Environment	Instruction	Professionalism
DOMAIN 1: Planning and Preparation • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	**DOMAIN 2: Classroom Environment** • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	**DOMAIN 3: Instruction** • EXEMPLARY • ACCOMPLISHED • DEVELOPING • INEFFECTIVE	**DOMAIN 4: Professional Responsibilities** • EXEMPLARY • ACCOMPLISHED • DEVELOPING INEFFECTIVE

TEACHER OVERALL PERFORMANCE CATEGORY	
OVERALL PERFORMANCE RATING	**SOURCES FOR PROFESSIONAL PRACTICE RATING**
☐ EXEMPLARY	**Other sources of evidence that can be used to support educator practice** ☐ team-developed curriculum units ☐ lesson plans ☐ communication logs
☐ ACCOMPLISHED	☐ timely, targeted feedback from mini or informal observations ☐ student data records ☐ student work ☐ student formative and/or summative course evaluations/feedback
☐ DEVELOPING	☐ minutes from PLCs ☐ teacher reflections and/or self-reflections ☐ teacher interviews
☐ INEFFECTIVE	☐ teacher committee or team contributions ☐ parent engagement surveys ☐ records of student and/or teacher attendance ☐ video lessons ☐ engagement in professional organizations ☐ action research ☐ walkthrough observation data (at least 4 different data points) ☐ professional learning activities ☐ participation in the leadership networks ☐ Any other evidence the principal has collected during the evaluation cycle

• I agree with the above evaluation.　　　• I disagree with the above evaluation for the following reasons:　　　*I- ineffective　D- Developing　A-Accomplished　E-Exemplary*

Evaluatee Comments:	Evaluator Comments:

| Evaluatee Signature | Date | Evaluator Signature | Date |

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

BOURBON COUNTY SCHOOLS PRINCIPAL SUMMATIVE EVALUATION: PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Instruction:	Environment:	Planning:	Professionalism:
STANDARD 4-5-6	**STANDARD 3-7**	**STANDARD 1-9-10**	**STANDARD 2-8**
• EXEMPLARY	• EXEMPLARY	• EXEMPLARY	• EXEMPLARY
• ACCOMPLISHED	• ACCOMPLISHED	• ACCOMPLISHED	• ACCOMPLISHED
• DEVELOPING	• DEVELOPING	• DEVELOPING	• DEVELOPING
• INEFFECTIVE	• INEFFECTIVE	• INEFFECTIVE	• INEFFECTIVE

PRINCIPAL OVERALL PERFORMANCE CATEGORY	
OVERALL PERFORMANCE RATING/Evaluator's Comments	**SOURCES FOR PROFESSIONAL PRACTICE**
☐ *EXEMPLARY*	Other sources of evidence that can be used to support educator practice € Faculty Meeting Agenda and Minutes € SBDM Minutes
☐ *ACCOMPLISHED*	€ Department/ Grade Level Agendas and Minutes € PLC Agendas and Minutes € Leadership Team Agendas/Minutes € Department Chair Agendas/Minutes
☐ *DEVELOPING*	€ Committee Agenda/Minutes € Instructional Round/ Walk-through documentation € Budgets
☐ *INEFFECTIVE*	€ EILA/Professional Learning experience documentation € Surveys

	€ Professional Organization memberships
	€ Parent/ Community surveys
	€ Parent/ Community engagement events documentation
	€ School Schedules
	□ Other

• I agree with the above evaluation.   • I disagree with the above evaluation for the following reasons: *I- ineffective   D- Developing   A- Accomplished   E-Exemplary*

Evaluatee Comments:

Evaluator Comments:

_____   _____

Evaluatee Signature   *Date*

_____   _____

Evaluator Signature   *Date*

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

BOURBON COUNTY SCHOOLS DPGES SUMMATIVE EVALUATION

Planning: Strategic Leadership	Instruction: Instructional Leadership	Environment: Cultural Leadership	Planning: Human Resources Management	Planning: Managerial Leadership	Environment: Collaborative Leadership	Professionalism: Influential Leadership
STANDARD 1	**STANDARD 2**	**STANDARD 3**	**STANDARD 4**	**STANDARD 5**	**STANDARD 6**	**STANDARD 7**
• EXEMPLARY	• EXEMPLARY	• EXEMPLARY	• EXEMPLARY	€ EXEMPLARY	€ EXEMPLARY	€ EXEMPLARY
• ACCOMPLISHED	• ACCOMPLISHED	• ACCOMPLISHED	• ACCOMPLISHED	€ ACCOMPLISHED	€ ACCOMPLISHED	€ ACCOMPLISHED
• DEVELOPING	• DEVELOPING	• DEVELOPING	• DEVELOPING	€ DEVELOPING	€ DEVELOPING	€ DEVELOPING
• INEFFECTIVE	• INEFFECTIVE	• INEFFECTIVE	• INEFFECTIVE	€ INEFFECTIVE	€ INEFFECTIVE	€ INEFFECTIVE

OVERALL PERFORMANCE RATING	Evaluator's Comments/Evidences Utilized
☐ *EXEMPLARY*	
☐ *ACCOMPLISHED*	
☐ *DEVELOPING*	
☐ *INEFFECTIVE*	

• I agree with the above evaluation.   • I disagree with the above evaluation for the following reasons:

Evaluatee Comments:

_____   _____   _____   _____
Evaluatee Signature   Date   Evaluator Signature   Date

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

INDIVIDUAL CORRECTIVE ACTION PLAN

For:

_____

Date: _____   Work Site: _____

Standard or Domain/Component	*Present PG Stage	Corrective Action Objective/Goal(s) describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives	Appraisal Method and Target Dates

Attach More Pages if Necessary

Employee's Comments: _____

_____

_____

Supervisor's Comments: _____

_____

_____

This individual corrective action plan is aligned with the school improvement/transformation and/or professional development plans of the school/district.

Individual Corrective Action Plan Developed	Annual Review: Achieved ____ Revised ____ Continued ____
_____ _____ **Employee Signature** **Date**	_____ _____ **Employee Signature** **Date**
_____ _____ **Supervisor's Signature** **Date**	_____ _____ **Supervisor 's Signature** **Date**

*Professional Growth Plan Stages:

    O-Orientation/Awareness   A-Preparation/Application   I-Implementation/Management   R-Refinement/Impact

Bourbon County Evaluation Adjustment Form
(Late Hire/Leave of Absence)

Date of Hire:_____

Timeline adjustments:_____

_____

Rationale for adjustment:_____

_____

_____

_____

Date of Leave:_____   **Return Date:**_____

Timeline adjustments:_____

_____

Rationale for adjustment:_____

_____

_____

_____

Evaluatee Signature:_____   **Date:**_____

Evaluator Signature: _____   **Date:** _____

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