



CERTIFIED  
EVALUATION PLAN

Approved by the Bellevue Board of Education

*May 19, 2025*

## Table of Contents

### Introduction

Evaluation Committee Membership.....	3
Assurances.....	4
Overview.....	5
Roles and Definitions.....	6
Personnel Categories .....	7

### Certified Evaluation System: Teachers and Other Professionals

PART 1: Evaluation Process.....	9
A. The Kentucky Framework for Teaching/Specialist Frameworks for Other Professionals.....	9
B. Professional Growth Plan.....	10
C. Observation.....	11
D. Observation Schedule.....	11
E. Timeline.....	12
PART 2: Determining Performance Ratings	
A. Formative Performance.....	13
B. Summative Performance.....	14

### Certified Evaluation System: Principal and Assistant Principal

PART 1: Evaluation Process.....	16
A. Principal Performance Measures.....	16
B. Timeline.....	17
C. Professional Growth Plan.....	18
D. Observation.....	18
E. Observation Model.....	18
F. Observation Conferencing.....	18
PART 2: Determining Performance Ratings	
A. Formative Performance.....	19
B. Summative Performance.....	20

### Certified Evaluation System: Other District Certified Personnel

PART 1: Evaluation Process .....	22
A. District Certified Personnel Performance Measures .....	22
B. Evaluation Procedures .....	23
PART 2: Determining Performance Ratings	
C. Formative Performance.....	24
D. Summative Performance.....	25

### Certified Appeals Process

Local Appeal.....	26
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Appendix -- Forms.....	29
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## INTRODUCTION

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. The purpose of evaluation to improve instruction, curriculum, assessment, and other professional responsibilities.

### Evaluation Committee Members

<u>Name</u>	<u>Position</u>
Tiffany Hicks	Assistant Superintendent
Tara Wittrock	Director of Special Populations
Staci Paff	Assistant Principal, Bellevue High School
Susan Short	Principal, Grandview Elementary
Peyton Murphy	Teacher, Bellevue High School
Katie Phillips	Teacher, Grandview Elementary
David Bezold	Teacher, Bellevue High School
Ashton Pitzer	Teacher, Grandview Elementary

## CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

*The Bellevue Independent School District hereby assures the Commissioner of Education that:*

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

<b>Name:</b>	<b>Title:</b>
Tiffany Hicks	Assistant Superintendent
Tara Wittrock	Director of Special Populations
Staci Paff	Assistant Principal, Bellevue High School
Susan Short	Principal, Grandview Elementary School
Peyton Murphy	Teacher, Bellevue High School
Katie Phillips	Teacher, Grandview Elementary
David Bezold	Teacher, Bellevue High School
Ashton Pitzer	Teacher, Grandview Elementary

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 five (5) 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 May 19, 2025. (704 KAR 3:370)

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Signature of District Superintendent

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Date

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Signature of Chairperson, Board of Education

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Date

## OVERVIEW

The superintendent shall recommend for approval by the Bellevue Board of Education an evaluation system for all certified employees below the level of District Superintendent. The plan shall be in compliance with applicable statutes and regulations. The Evaluation Committee shall develop and annually review the plan to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Bellevue Board of Education. 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 certified evaluation plan shall be shared with all certified personnel within the first thirty (30) calendar days of employment.

### I. Evaluators/Evaluated

The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated annually and tenured teachers will be evaluated at least every 5 years. Teachers who are eligible for KTIP will be evaluated through the KTIP process (if funded).

Principals, assistant principals and district certified personnel who have obtained teacher tenure in the district will be evaluated every five years. Non-tenured principals, assistant principals and district certified personnel shall be evaluated annually by the superintendent or designee. Additional summative evaluations may be performed at the discretion of the individual's immediate supervisor.

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

### II. Training and Testing of Evaluators

#### A. Evaluator Training

1. An evaluator shall be trained, tested, and approved according to 704 KAR 3:370.
2. Evaluators shall receive training in the district's certified evaluation plan.
3. The district shall ensure an evaluator meets the requirements in the district's evaluation plan prior to conducting a formative or summative evaluation.
4. Training shall include:
  - a. Initial certified evaluation training and testing provided by the Kentucky Department of Education or an approved provider
  - b. Training on KRS 156.557 and 704 KAR 3:370
  - c. Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, in summative decision techniques, and in ensuring consistent and reliable ratings
  - d. A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

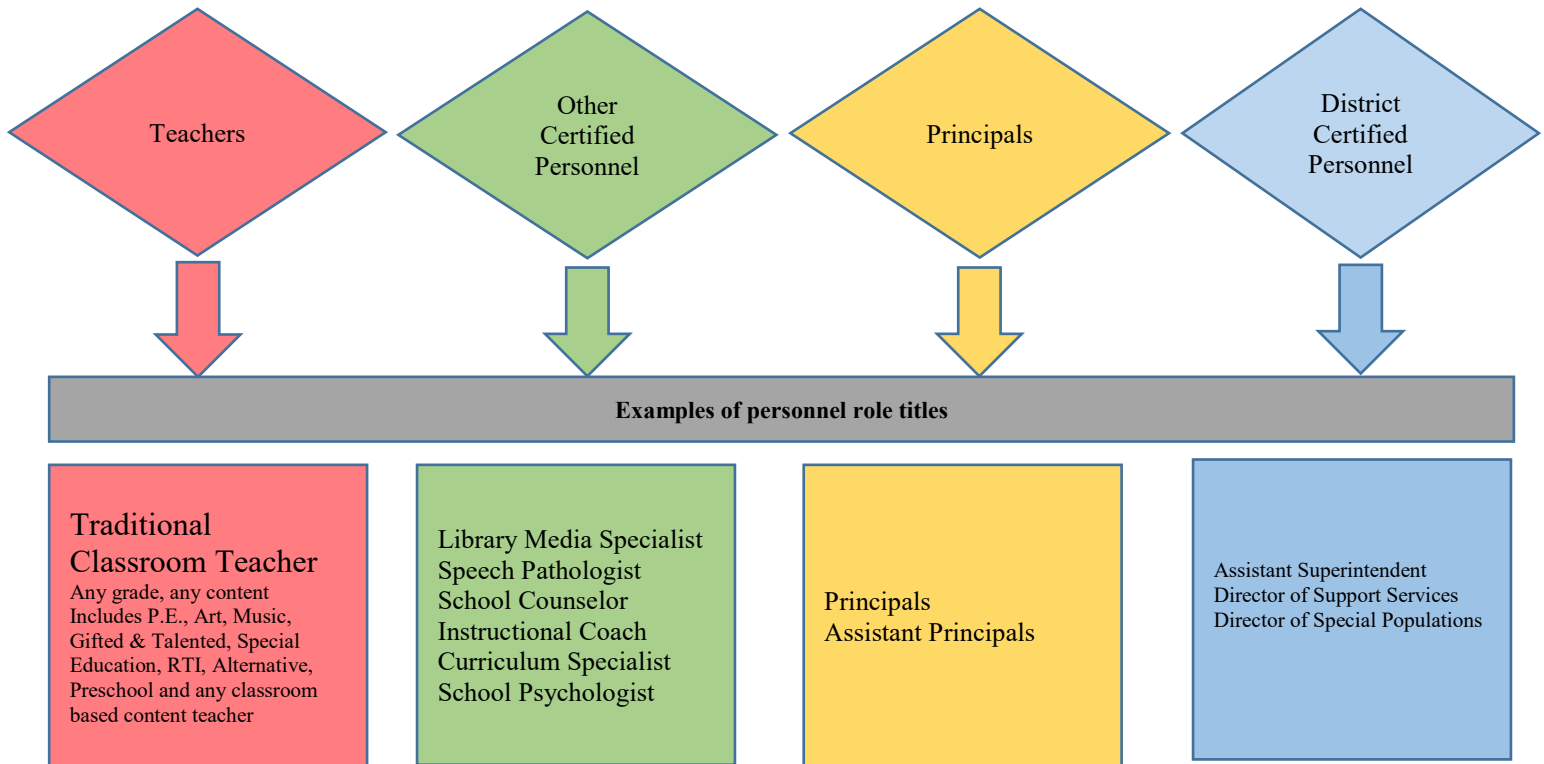
#### B. Peer Observer Training

1. Peer observations, if used, shall be performed by individuals who are trained in peer observation techniques and responsibilities prior to the first peer observation.
2. Peer observation training shall include training in effective observation and conferencing techniques and the roles and responsibilities of peer observers. Training will be provided by the district or an approved provider.

## Roles and Definitions

- (1) "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board.
- (2) "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board.
- (3) "Certified evaluation plan" means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
- (4) "Certified school personnel" means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board and includes certified administrators, assistant principals, principals, other professionals, and teachers.
- (5) "Conference" means 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" means the certified school personnel who is being evaluated.
- (7) "Evaluation committee" means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district.
- (8) "Evaluator" means the primary evaluator and an immediate supervisor of the certified school personnel member.
- (9) "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- (10) "Formative evaluation" is defined by KRS 156.557(1)(a).
- (11) "Job category" means a group or class of certified school personnel positions with closely related functions.
- (12) "Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified school personnel evaluation system.
- (13) "Observation" means a data collection process conducted by a certified evaluator, for the purpose of evaluation, including notes, professional judgements, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.
- (14) "Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board.
- (15) "Peer observation" means observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
- (16) "Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated.
- (17) "Performance measure" means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
- (18) "Performance rating" means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
- (19) "Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that uses clear and timely formative feedback to guide professional growth.
- (20) "Principal" means 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.
- (21) "Sources of evidence" or "source of evidence" means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings.
- (22) "Summative evaluation" is defined by KRS 156.557(1)(d).
- (23) "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
- (24) "Teacher" means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate

# Personnel Categories



## NON-TENURED EDUCATORS

- All non-tenured educators will be evaluated annually.
- Teachers eligible will be evaluated through the KTIP process (if funded).
- Principals, assistant principals and district certified personnel will be evaluated annually.

## TENURED EDUCATORS

- Tenured educators will be evaluated at a minimum of once every five years.
- Evaluations may occur more frequently as determined by the evaluator.

# **CERTIFIED EVALUATION SYSTEM**

## **TEACHERS AND OTHER CERTIFIED PROFESSIONALS**

**Throughout this document, “teacher” refers to teachers and other certified professionals unless otherwise noted.**



## Part 1: EVALUATION PROCESS

### A. The Kentucky Framework for Teaching/Specialist Framework for Other Professionals

The [Kentucky Framework for Teaching](#) is designed to support student achievement and professional practice through the following measures:

#### **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

#### **Specialist Framework for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four measures of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each measure.

#### **Evidence**

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

- Professional Growth Planning
- Observation
- Other sources of evidence

Examples include but are not limited to:

Additional Measures of Student Learning, Budgets, District or State Assessments, EILA/Professional Learning Experience Documentation, Faculty Meeting Agendas and Minutes, Instructional Round/Walk-Through Documentation, Leadership Team Agendas and Minutes, Meeting Agendas and Minutes, Other item(s) deemed appropriate by the evaluator and evaluatee, Parent/Community Documentation, Parent/Community Surveys, PLC/Team Meeting Agendas and Minutes, Products of Practice, SBDM Minutes, School Schedules, Student Growth, and Student Surveys

- Evidence used to inform ratings shall be documented on the district approved form

#### **Professional Judgment**

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice. Evaluators will take into account how educators respond to or apply additional support 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 measure, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

## B. Professional Growth Plan

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

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

- All teachers will participate in professional growth planning each year.
- All teachers shall document professional growth planning on approved district forms by September 30 of each school year.

### TIMELINE FOR PGP

	Full Year	Late Hire
Collaborates with his/her administrator to develop a professional growth plan to be implemented during the school year.	By September 30	*See below
Implementation/Reflection on progress and impact of the plan on his/her professional practice.	Ongoing	Ongoing
Modifies strategies to reach goals as appropriate.	Ongoing	Ongoing
Continued implementation and ongoing reflection.	Ongoing	Ongoing
Summative reflection on the degree of PGP goal attainment and implications for next steps.	By May 1	By May 1

\*Late hired teachers or other certified professionals shall complete the PGP within the first 20 instructional days of reporting to work.

## C. Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional.

### Observation Model

The observation model must fulfill the following minimum criteria:

- One observation in the summative year.
- Each observation must be a minimum of twenty (20) minutes in length.
- All observations shall be documented on approved district forms.
- There shall be a minimum of ten school days between a post-observation conference and the succeeding observation.

**The evaluator may conduct additional observations as deemed necessary to determine a summative rating.**

These additional observations may be scheduled or unscheduled observations. All monitoring or observation of performance of a certified school personnel member shall be conducted openly and with full knowledge of the personnel member.

### Observation Conferencing

1. Pre-observation Conference

The evaluator may conduct pre-observation conferences for each observation. Pre-conferences may be in the form of written/electronic documentation, email, face-to-face or other form as determined by the evaluator.

2. Post-observation Conference

Within five (5) school days, the evaluator shall conduct a post-observation conference for each observation. Post-observation conferences shall be conducted face-to-face.

3. Summative Conference

The summative conference shall be held at the end of the summative evaluation cycle.

The following will be shared during the summative conference:

- A summative rating for each measure
- An overall summative rating of performance
- Review of the professional growth plan
- Employment recommendation to the superintendent
- The evaluatee and the evaluator shall sign and date the summative evaluation form.

## D. Observation Schedule

Observations may begin after the evaluation orientation takes place. The orientation shall occur within 30 calendar days of reporting for employment each school year.

A **minimum** of the following:

- One observation shall be conducted in the educator's summative year. This includes both tenured and non-tenured educators in their summative year.

## E. Timeline

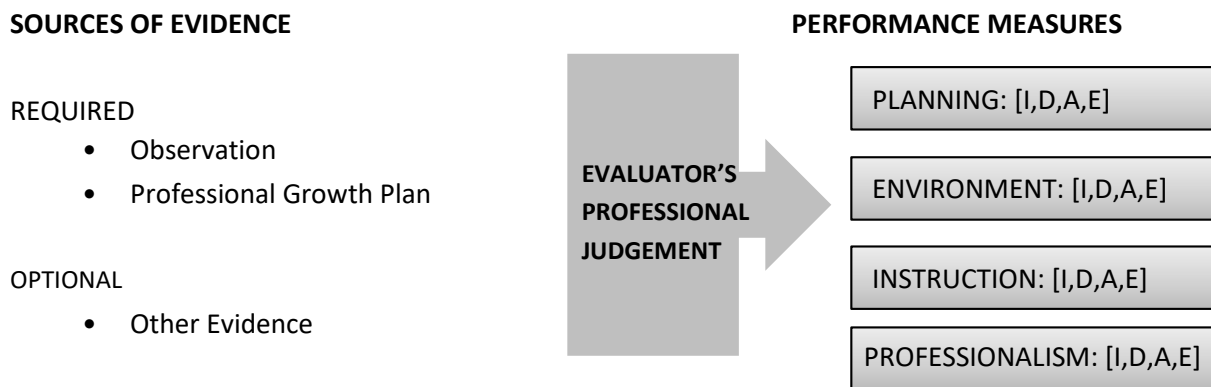
PROCESS	TIMELINE
ORIENTATION: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified personnel.	Within the first 30 calendar days of reporting for employment
PROFESSIONAL GROWTH PLAN: Evaluator collaborates with evaluatee to develop a professional growth plan to be implemented during the school year.	Growth plans shall be developed by September 30. Late hires shall develop the PGP within 20 instructional days of reporting for employment. Modifications can be made throughout the school year with supervisor approval.
PRE-OBSERVATION CONFERENCE: The evaluator may conduct a pre-observation conference with evaluatees to be evaluated during the year.	Prior to each observation (optional)
OBSERVATION: Conduct observation and collect formative data.  (The evaluator may conduct additional observations as deemed necessary.)	<b>A minimum of one observation</b>  <i>Late hires shall have a minimum of one observation.</i>  Each observation must be a minimum of 20 minutes in length.  There shall be a minimum of ten school days between a post- observation conference and the succeeding observation.
PEER OBSERVATION BY ANOTHER TEACHER: At the request of a teacher, an observation by a trained peer observer may be incorporated into the formative process. Peer observers must be trained. The training shall include effective observation and conferencing techniques and the roles/responsibilities of peer observers, evaluatees, and certified school personnel.	A written request must be submitted to the evaluator prior to March 15 or the summative conference whichever occurs first.  The peer observation must occur prior to April 15 or the summative conference whichever occurs first.  Peer observation documentation shall be presented to the evaluator within five (5) school days after the peer observation.
POST-OBSERVATION CONFERENCE	Shall be held within 5 school days of the observation
SUMMATIVE CONFERENCE: Evaluator conferences with evaluatee to: 1. Review the PGP 2. Complete Summative Evaluation Form	By May 1
SUPERINTENDENT RECOMMENDATION: Evaluator recommends renewal/nonrenewal to the superintendent.	By May 5

## Part 2: Determining Performance Ratings

### A. Formative Performance

The Kentucky Framework for Teaching is the rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. Each measure describes a behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators organize and analyze evidence for each educator based on these concrete descriptions of practice.

The Performance Measures ratings shall be determined using the following:



The sources of evidence, required and optional, along with the evaluator's professional judgment will be used to inform the ratings on all four measures.

- Ratings – I, D, A, E
  - Ineffective – consistently fails to meet expectations for effective performance
  - Developing – inconsistently meets expectations for effective performance
  - Accomplished – consistently meets expectations for effective performance
  - Exemplary – consistently exceeds expectations for effective performance
- Documentation – All ratings must be recorded on district approved forms.
- Individual Corrective Action Plan – An administrator may place an educator on a corrective action plan any time an educator is not meeting expectations.

## B. Summative Performance

By May 1, the evaluator conducts a summative conference. During this conference the following will be shared:

1. A summative rating of Ineffective, Developing, Accomplished or Exemplary for each performance measure based on the PGP, observation(s), other evidence as defined on page 2 and the evaluator's professional judgment.
2. Documentation – All ratings must be recorded on district approved forms.
3. An OVERALL SUMMATIVE RATING based on the following decision-making rules:

<b><i>DETERMINING AN EVALUATEE'S OVERALL SUMMATIVE RATING</i></b>	
<b>IF THE SUMMATIVE RATING FOR...</b>	<b>THEN THE OVERALL SUMMATIVE ...</b>
<b>Measures 2 AND 3 are rated INEFFECTIVE</b>	<b>Rating shall be INEFFECTIVE</b>
<b>Measures 2 OR 3 are rated INEFFECTIVE</b>	<b>Rating shall be INEFFECTIVE OR DEVELOPING</b>
<b>Measures 2 AND 3 are rated DEVELOPING</b>	<b>Rating shall be INEFFECTIVE OR DEVELOPING</b>
<b>Measures 2 OR 3 are rated DEVELOPING</b>	<b>Rating shall NOT be EXEMPLARY</b>
<b>Any Measure is rated INEFFECTIVE</b>	<b>Rating shall NOT be EXEMPLARY</b>

4. Evaluatees may provide written comments to their summative evaluation. The written comments will be included in the official personnel file at the central office.
5. Review of the professional growth plan
6. Employment recommendation to the superintendent
7. Summative evaluation forms shall be placed in the official personnel file at the central office

**CERTIFIED EVALUATION SYSTEM**

**PRINCIPAL AND ASSISTANT PRINCIPAL**

## Part 1: Evaluation Process

### A. Principal Performance Measures

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

#### PLANNING:

Standard 1: Mission, Vision and Core Values

Standard 9: Operations and Management

Standard 10: School Improvement

#### ENVIRONMENT:

Standard 3: Equity and Cultural Responsiveness

Standard 7: Professional Community for Teachers and Staff

#### INSTRUCTION:

Standard 4: Curriculum, Instruction and Assessment

Standard 5: Community of Care and Support for Students

Standard 6: Professional Capacity for School Personnel

#### PROFESSIONALISM;

Standard 2: Ethics and Professional Norms

Standard 8: Meaningful Engagement of Families and Community

Included in the Performance Measures are standards that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Performance will be rated for each measure according to the 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 measure.

#### Evidence

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

- Professional Growth Planning
- Observation
- Other sources of evidence: Examples include but are not limited to: Additional Measures of Student Learning, Budgets, District or State Assessments, EILA/Professional Learning Experience Documentation, Instructional Round/Walk-Through Documentation, Meeting Agendas and Minutes, Other item(s) deemed appropriate by the evaluator and evaluatee, Parent/Community Documentation, Parent/Community Surveys, PLC/Team Meeting Agendas and Minutes, Products of Practice, SBDM Minutes, School Schedules, Student Growth, and Student Surveys
- Evidence used to inform ratings shall be documented on the district approved form.



## B. Timeline

Observations may begin after the evaluation orientation takes place. The orientation shall occur within 30 calendar days of reporting for employment each school year.

PROCESS	TIMELINE
<b>ORIENTATION:</b> Evaluator reviews evaluation criteria and the process to be used to evaluate principals/assistant principals.	Within the first 30 calendar days of reporting for employment each year
<b>PROFESSIONAL GROWTH PLAN:</b> Principal/Asst. Principal collaborates with his/her evaluator to develop a professional growth plan to be implemented during the school year.	By September 30
<b>OBSERVATION:</b> Evaluator conducts observation. Non-tenured principal/assistant principals will be evaluated annually. Tenured principal/assistant principals will be evaluated at least every five years	Non-tenured - annually Tenured – every fiveyears
<b>POST-OBSERVATION CONFERENCE:</b> Evaluator conducts a post-observation conference.	Held within 5 school days of the observation
<b>SUMMATIVE PERFORMANCE CONFERENCE:</b> Evaluator conferences with evaluatee to: 1. Review the PGP 2. Complete Summative Evaluation Form	By May 1
<b>EMPLOYMENT RECOMMENDATION:</b> Principal recommends renewal/nonrenewal of Assistant Principal to Superintendent.	By May 5
<b>EMPLOYMENT RECOMMENDATION:</b> Superintendent recommends renewal/nonrenewal of Principal.	By May 15

### Timeline Notes:

- Additional observations/conferences may be held as deemed necessary.
- Late hired principals/assistant principals shall complete the PGP within the first 20 instructional days of reporting to work.

## **C. Professional Growth Plan**

The Professional Growth Plan will address realistic, focused, and measurable professional goals.

- All principals will participate in professional growth planning each year.
- All assistant principals will participate in professional growth planning each year.

## **D. Observation**

Observations are a method by which the evaluator may gain insight into the evaluatee's practice in relation to the standards.

- A minimum of one observation in the summative year.
- During the post-observation conference, the evaluator will review and provide feedback on the Educational Leader Standards.

## **E. Observation Model**

The observation model must fulfill the following minimum criteria:

- A minimum of one observation in the summative year.
- Each observation must be a minimum of 20 minutes in length.
- All observations shall be documented on approved district forms.
- There shall be a minimum of ten school days between an observation post- observation conference and the succeeding observation.

Evaluators will conduct a minimum of one observation. The evaluator may conduct additional observations as deemed necessary to determine a summative rating. These additional observations may be scheduled or unscheduled observations. All monitoring or observation of performance of a certified school personnel member shall be conducted openly and with full knowledge of the personnel member.

## **F. Observation Conferencing**

### **1. Pre-observation Conference**

The evaluator may conduct pre-observation conferences for each observation. Pre-observation conferences may be in the form of written/electronic documentation, email, face-to-face or other form as determined by the evaluator.

### **2. Post-observation Conference**

Within five (5) school days, the evaluator shall conduct a post-observation conference for each observation. Post-observation conferences shall be conducted face-to-face.

### **3. Summative Conference**

The summative conference shall be held at the end of the summative evaluation cycle.

The following will be shared during the summative conference:

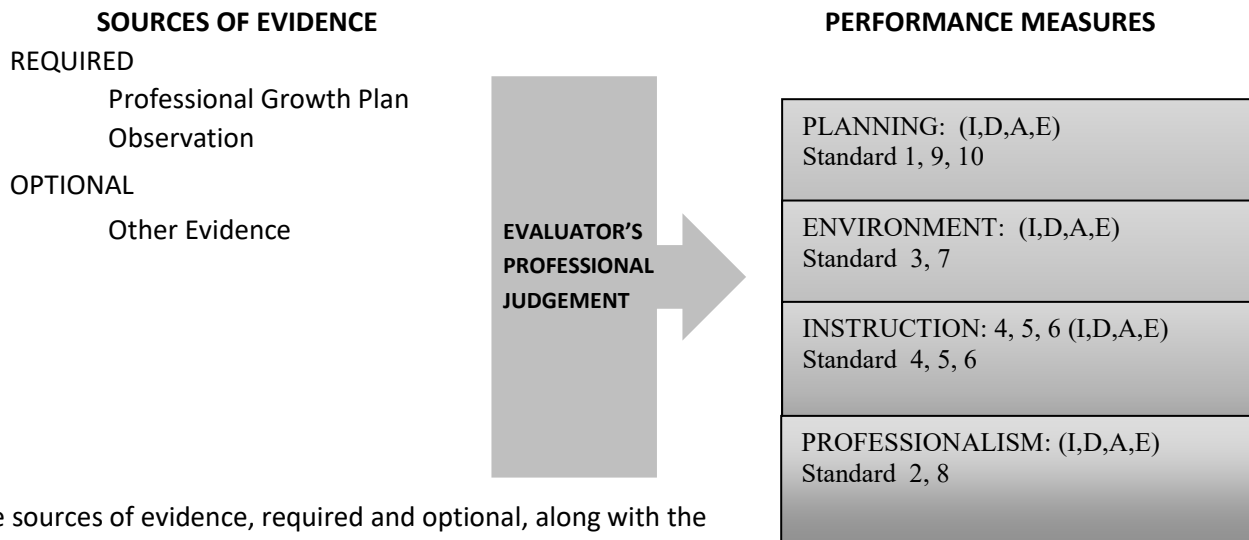
- A summative rating for each measure
- Review of the professional growth plan
- Employment recommendation to the superintendent
- The evaluatee and the evaluator shall sign and date the summative evaluation form.

## Part 2: Determining Performance Ratings

Evaluators are responsible for determining an Overall Performance Rating for each principal/asst. principal.

### A. Formative Performance

The Performance Measure rating shall be determined using the following:



The sources of evidence, required and optional, along with the evaluator's professional judgment will be used to inform the ratings on all four measures.

- Ratings – I, D, A, E
  - Ineffective – consistently fails to meet expectations for effective performance
  - Developing – inconsistently meets expectations for effective performance
  - Accomplished – consistently meets expectations for effective performance
  - Exemplary – consistently exceeds expectations for effective performance
- Documentation - All ratings must be recorded on district approved forms.
- Individual Corrective Action Plan - An evaluator may place an evaluatee on a corrective action plan any time an evaluatee is not meeting expectations.

## Summative Performance

By May 1, the evaluator conducts a summative conference. During this conference the following will be shared:

1. A summative rating of Ineffective, Developing, Accomplished, or Exemplary for each performance measure
2. All ratings must be recorded on district approved forms.
3. An Overall Summative Rating will be based on the professional judgment of the evaluator.

### CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE RATING

IF...	THEN OVERALL PERFORMANCE RATING SHALL BE...
Principal, Assistant Principal or Other District Certified Personnel is rated Exemplary in at least SEVEN of the standards and no standard is rated Developing or Ineffective	Exemplary
Principal, Assistant Principal or Other District Certified Personnel is rated Accomplished in at least FIVE standards and no standard is rated Ineffective	Accomplished
Principal, Assistant Principal or Other District Certified Personnel is rated Developing in at least FOUR standards	Developing
Principal, Assistant Principal or Other District Certified Personnel is rated Ineffective in ONE or more standards	Ineffective

4. Evaluatees may provide written comments to their summative evaluation. The written comments will be included in the official personnel file at the central office.
5. Review of the professional growth plan
6. Employment recommendation to the superintendent
7. Summative evaluation forms shall be signed and placed in the official personnel file at the central office.

**CERTIFIED EVALUATION SYSTEM**

**DISTRICT CERTIFIED PERSONNEL**

## Evaluation Process

District Certified Personnel (DCP) refers to central office certified personnel other than the superintendent.

### A. District Certified Personnel Performance Measures

The District Office Administrator Performance Measures are designed to support student achievement and professional best practice through the standards of:

#### 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.*

**Standard 9: Operations and Management**

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

**Standard 10: School Improvement**

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

#### ENVIRONMENT:

**Standard 3: Equity and Cultural Responsiveness**

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

**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.*

#### 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.*

**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.*

**Standard 6: Professional Capacity for School Personnel**

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

#### PROFESSIONALISM:

**Standard 2: Ethics and Professional Norms**

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

**Standard 8: Meaningful Engagement of Families and Community**

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

Included in the Performance Measures are standards that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Performance will be rated for each measure according to the 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 measure.

## **Evidence**

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

- Professional Growth Planning
- Observation
- Other sources of evidence Examples include but are not limited to: Additional Measures of Student Learning, Budgets, District or State Assessments, EILA/Professional Learning Experience Documentation, Instructional Round/Walk-Through Documentation, Meeting Agendas and Minutes, Other item(s) deemed appropriate by the evaluator and evaluatee, Parent/Community Documentation, Parent/Community Surveys, PLC/Team Meeting Agendas and Minutes, Products of Practice, SBDM Minutes, School Schedules, Student Growth, and Student Surveys
- Evidence used to inform ratings shall be documented on the district approved form

## B. Evaluation Procedures/Timeline

1. The superintendent/designee is responsible for the evaluation of all other district certified personnel.
2. Orientation Meeting - An orientation meeting shall be held within the first thirty calendar days after reporting for employment each school year.  
Topics in this meeting shall include:
  - a. Assignment, job description and evaluation criteria
  - b. Professional Growth Plan
  - c. Timelines and evidences
3. Professional Growth Plan – The PGP will address realistic, focused, and measurable professional goals.  
All district certified personnel will participate in professional growth planning each year.
4. Observation – Observations are a method by which the evaluator may gain insight into the evaluatee's practice in relation to the standards.
  - a. A minimum of one observation in the summative year.
  - b. During the post-observation conference, the evaluator will review and provide feedback the performance measures.
5. Formative Performance - The superintendent or designee shall conduct a minimum of one observation in the summative year. Conferences shall be conducted and documented if any deficiencies requiring corrective action are noted. The superintendent/designee may place the district certified personnel on a corrective action plan any time expectations are not being met. The Performance Measure rating shall be determined using the following:

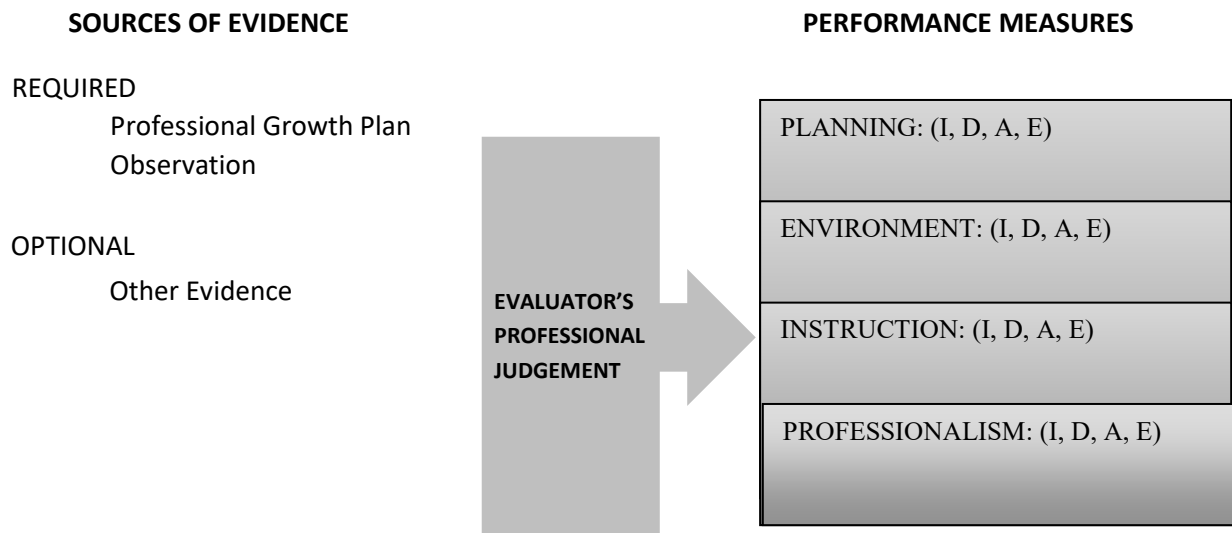
PROCESS	TIMELINE
<b>ORIENTATION:</b> Evaluator reviews evaluation criteria and the process to be used to evaluate district certified personnel.	Within the first 30 calendar days of reporting for employment each year
<b>PROFESSIONAL GROWTH PLAN:</b> District certified personnel collaborates with his/her evaluator to develop a professional growth plan to be implemented during the school year.	By September 30
<b>OBSERVATION:</b> Evaluator conducts observation. This includes both tenured and non-tenured educators in their summative year.	A minimum of one per year
<b>POST-OBSERVATION CONFERENCE:</b> Evaluator conducts a post-observation conference.	Held within 5 school days of the observation
<b>SUMMATIVE PERFORMANCE CONFERENCE:</b> Evaluator conferences with evaluatee to: <ol style="list-style-type: none"><li>1. Review the PGP</li><li>2. Complete Summative Evaluation Form</li></ol>	By May 1
<b>EMPLOYMENT RECOMMENDATION:</b> renewal/nonrenewal of District Certified Personnel to Superintendent	By May 5
<b>EMPLOYMENT RECOMMENDATION:</b> Superintendent recommends renewal/nonrenewal of District Certified Personnel.	By May 15



## Part 2: Determining Performance Ratings

Evaluators are responsible for determining an Overall Performance Rating for each district certified administrator

### A. Formative Performance



The sources of evidence, required and optional, along with the evaluator's professional judgment will be used to inform the ratings on all four measures.

- Ratings – I, D, A, E
  - Ineffective – consistently fails to meet expectations for effective performance
  - Developing – inconsistently meets expectations for effective performance
  - Accomplished – consistently meets expectations for effective performance
  - Exemplary – consistently exceeds expectations for effective performance
- Documentation - All ratings must be recorded on district approved forms.
- Individual Corrective Action Plan - An evaluator may place an evaluatee on a corrective action plan any time an evaluatee is not meeting expectations.

## B. Summative Performance

By May 1, the evaluator conducts a summative conference. During this conference the following will be shared:

- a. A summative rating of Ineffective, Developing, Accomplished, or Exemplary for each performance measure
- b. All ratings must be recorded on district approved forms.
- c. An Overall Summative Rating based on the following decision-making rules:

<b><i>DETERMINING AN EVALUATEE'S OVERALL SUMMATIVE RATING</i></b>	
<b>IF THE SUMMATIVE RATING FOR...</b>	<b>THEN THE OVERALL SUMMATIVE ...</b>
<b>Measures 2 AND 3 are rated INEFFECTIVE</b>	<b>Rating shall be INEFFECTIVE</b>
<b>Measures 2 OR 3 are rated INEFFECTIVE</b>	<b>Rating shall be INEFFECTIVE OR DEVELOPING</b>
<b>Measures 2 AND 3 are rated DEVELOPING</b>	<b>Rating shall be INEFFECTIVE OR DEVELOPING</b>
<b>Measures 2 OR 3 are rated DEVELOPING</b>	<b>Rating shall NOT be EXEMPLARY</b>
<b>Any Measure is rated INEFFECTIVE</b>	<b>Rating shall NOT be EXEMPLARY</b>

- d. Evaluatees may provide written comments to their summative evaluation. The written comments will be included in the official personnel file at the central office.
- e. Review of the professional growth plan
- f. Employment recommendation
- g. Summative evaluation forms shall be signed and placed in the official personnel file at the central office.

# **CERTIFIED APPEALS PROCESS**

## **Local Appeal**

Any certified employee who believes he/she was not fairly evaluated on the summative evaluation may appeal to the district appeals panel within five (5) working days of the receipt of the summative evaluation. The appeal shall be signed and in writing on the District Evaluation Appeal Form.

The certified employee may review any evaluation material related to him or her. Both the evaluator and evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have a representative of their choosing. The panel's written decision shall be issued within fifteen (15) working days from the date the appeal is filed.

All written evaluations along with any written objections shall be placed in the employee's personnel file. In any case, the evaluatee and evaluator shall initial/sign all evaluation documents solely to indicate that he/she has seen and read the documents.

THE APPEALS PROCEDURE DOES NOT INVOLVE CONTRACTUAL STATUS RECOMMENDATIONS MADE TO THE SUPERINTENDENT OR ACTIONS BY THE SUPERINTENDENT REGARDING CONTRACTUAL STATUS. THE JURISDICTION OF THE PANEL IS LIMITED TO THE REVIEW OF THE SUMMATIVE EVALUATION, ONLY.

The District shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557 and 704 KAR 3:370.

- a. 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. The chairperson of the panel shall be the certified employee appointed by the Board.
- b. All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.
- c. Conflicts of Interest:
  1. No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.
  2. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.
  3. A panel member shall not hear an appeal filed by his or her immediate supervisor.

## **Procedural guidelines of appeals panel hearing**

The purpose of the hearing is to determine if the evaluation procedure has been followed and ascertain whether the content of the summative evaluation is substantively correct or incorrect.

The request for an appeal hearing must be in writing to the Superintendent within five (5) working days of the receipt of the summative evaluation. 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.

### **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.

### **Local Hearing Procedures**

- A. Both the evaluatee and the evaluator shall submit three (3) copies of the documentation to be reviewed by the Appeals Panel at least six (6) days prior to the scheduled hearing. The documentation submitted shall include a list of any witnesses to be presented. The Appeals Panel in the presence of all three members shall review all documentation. The members of the Appeals Panel shall be the only persons to review the documentation in addition to the evaluator, evaluatee and/or their respective representative. Both the evaluator, evaluatee and/or their respective representative shall have the opportunity to review all documentation submitted as evidence to the Appeals Panel at least five days (5) prior to the scheduled hearing date. All documentation shall be locked in a secure place in the central office except during Appeals Panel meetings. Confidentiality shall be maintained. Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act. Copies of the documentation shall be available to both parties at the hearing.
  1. Only documentation, testimony and other evidence that pre-dates the evaluator's signature on the summative evaluation shall be presented during the appeals hearing.
  2. Documentation, testimony and other evidence that occurred after the evaluator's signature on the summative evaluation shall not be presented during the appeals hearing.
  3. No additional written documents or exhibits are permitted to be presented at the hearing that were not submitted six working days before the hearing.
- B. Upon convening the Appeals Panel, the chairperson shall review the evaluation process and timelines. The panel shall meet to review all documents, discuss and prepare questions to be asked of each party by the chair, and set the time and place of the hearing. Panel members may pose additional questions during the hearing. Members of the panel shall remain unbiased.
- C. The hearing shall be held at a time and place set by the Appeals Panel. The evaluatee and the evaluator shall be notified of said time and shall appear before the Panel, respond to the appeal and answer questions from the Panel.
- D. For official records, the hearing shall be audio recorded. A copy will be provided to both parties if requested in writing.
- E. Only panel members, the evaluatee, evaluator, and one (1) representative for each party may be present at the hearing.
- F. Witnesses may be presented, but shall be called in one at a time and shall not be allowed to observe the proceedings.

- G. The following procedures shall be followed during the hearing:
  - 1. Chairperson shall convene hearing, review procedures and clarify the responsibility of the panel.
  - 2. Each party shall be allowed to make a statement of claim. The evaluatee will begin.
  - 3. The panel may question the evaluatee and the evaluator.
  - 4. Each party shall be asked to make closing remarks.
  - 5. The chairperson of the panel shall make closing remarks and adjourn the meeting.
- H. The panel shall deliberate and issue its written findings within fifteen (15) working days from the date the appeal was filed.
- I. The decision of the panel may include, but not be limited to:
  - 1. Evidence submitted supported the substance of the summative evaluation, therefore, the summative evaluation stands as submitted.
  - 2. While a minor technicality occurred in implementing procedures, it did not compromise the substance of the summative evaluation; therefore, the summative evaluation stands as submitted.
  - 3. Evidence submitted did not support the substance of the summative evaluation; therefore, changes identified by the Appeals Panel will be reflected in an addendum to the initial summative evaluation
  - 4. Evidence submitted supported the substantive failure to properly implement the evaluation procedures; therefore, components identified by the Appeals Panel, related to improper implementation may be disregarded in determining a summative evaluation rating. These components will be reflected in an addendum to the initial summative evaluation.
- J. A copy of the written findings shall be presented to each appealing evaluatee, evaluator, and to the superintendent for action.
- K. A copy of the written findings from the panel shall be placed in the personnel file.
- L. The superintendent shall receive the panel's recommendation and shall take such action as s/he deems appropriate or necessary as permitted by law.
- M. A copy of the superintendent's decision shall be sent to panel members and parties involved.
- N. The evaluatee may choose to further appeal to the Kentucky Board of Education. Pursuant to KRS.156.557 the Kentucky Board of Education shall establish a state level appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system.

# **APPENDIX**

## **FORMS**

# **TEACHER AND OTHER PROFESSIONALS FORMS**

# Bellevue Independent Schools

## Teacher/Other Professional - Professional Growth Plan

Name:		Proposed Start Date:	
School:		Proposed End Date:	
<b>Identify Measure/Standard (1a, 2b, etc):</b>	Click here to enter text.		
<b>Goal informed through which information/ needs? (place X):</b>	<input type="checkbox"/> Observation <input type="checkbox"/> Framework for Teaching <input type="checkbox"/> CDIP/CSIP (District/School Goals)		
<b>Guiding questions for goal development:</b> <ol style="list-style-type: none"> <li>1. What do I want to change about my practice that will positively impact student learning? What does the data say?</li> <li>2. In what learning should I engage to make that change?</li> <li>3. How will I monitor my progress towards my goal? (Student data, student feedback, unit/lesson plans, taped lesson, observation feedback)</li> <li>4. How will I know if I accomplish my goal?</li> </ol>			
<b>PGP Goal:</b>	Click here to enter text.		
<b>ACTIVITIES (This is your learning). How will completion be documented?</b>	<b>MATERIALS/RESOURCES NEEDED:</b>	<b>TARGET COMPLETION DATE:</b>	<b>REVIEW OF IMPACT (How has my practice changed as a result?):</b>

Evaluator \_\_\_\_\_ Evaluatee \_\_\_\_\_ Date Plan Formed \_\_\_\_\_

Evaluator \_\_\_\_\_ Evaluatee \_\_\_\_\_ Date Plan Reviewed \_\_\_\_\_



# Bellevue Independent Schools

## Teacher/Other Professional - **Pre-Observation Form**

<b>Teacher / School</b>			
<b>Grade Level/Subject(s)</b>			
<b>Observer</b>			
<b>Date of Pre-Conference</b>		<b>Observation Date &amp; Time</b>	

### Pre-conference (Planning Conference)

<b>Questions for Discussion:</b>	<b>Notes:</b>
What is your identified student learning target(s)?	•
To which part of your curriculum does this lesson relate (insert standard and or essential question)?	•
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?	•
What is your means of formative assessment (How and when will you know whether students have achieved the learning target(s))?	•
Is there anything that you would like me to specifically observe during the lesson?	•

\_\_\_\_\_  
Evaluatee

\_\_\_\_\_  
Evaluator

# Bellevue Independent Schools Teacher Observation Form

Evaluatee \_\_\_\_\_ School \_\_\_\_\_ Evaluator \_\_\_\_\_

MEASURE	RATING				EVIDENCE
<b>PLANNING AND PREPARATION</b> 1A - Knowledge of Content and Pedagogy 1B - Demonstrating Knowledge of Students 1C - Setting Instructional Outcomes 1D - Demonstrating Knowledge of Resources 1E - Designing Coherent Instruction 1F - Designing Student Assessments	I	D	A	E	
<b>THE CLASSROOM ENVIRONMENT</b> 2A - Creating an Environment of Respect and Rapport 2B - Establishing a Culture for Learning 2C - Managing Classroom Procedures 2D - Managing Student Behavior 2E - Organizing Physical Space	I	D	A	E	
<b>INSTRUCTION</b> 3A - Communicating with Students 3B - Questioning and Discussion Techniques 3C - Engaging Students in Learning 3D - Using Assessment in Instruction 3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
<b>PROFESSIONAL RESPONSIBILITIES</b> 4A - Reflecting on Teaching 4B - Maintaining Accurate Records 4C - Communicating with Families 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Showing Professionalism	I	D	A	E	
Signature of Evaluatee _____ Date _____ Observation 1 2					
Signature of Evaluator _____ Date _____ Observation 1 2					

*E – Exemplary – consistently exceeds expectations for effective performance,*  
*A – Accomplished – consistently meets expectations for effective performance*  
*D – Developing – inconsistently meets expectations for effective performance*  
*I – Ineffective – consistently fails to meet expectations for effective performance*

# Bellevue Independent Schools

## Other Professionals: Instructional Specialist Observation Form

Evaluatee \_\_\_\_\_ School \_\_\_\_\_ Evaluator \_\_\_\_\_

MEASURE	RATING				EVIDENCE
<b>PLANNING AND PREPARATION</b> 1A -Demonstrating knowledge of current trends in specialty area and professional development 1B -Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C -Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D -Demonstrating knowledge of resources both within and beyond the school and district 1E -Planning the instructional support program integrated with the overall school program 1F -Developing a plan to evaluate the instructional support program	I	D	A	E	
<b>THE ENVIRONMENT</b> 2A -Creating an environment of trust and respect 2B -Establishing a culture for ongoing instructional improvement 2C -Establishing clear procedures for teachers to gain access to the instructional support 2D -Establishing and maintaining norms of behavior for professional interactions 2E -Organizing physical space for workshops or training	I	D	A	E	
<b>DELIVERY OF SERVICE</b> 3A -Collaborating with teachers in the design of instructional units and lessons 3B -Engaging teachers in learning new instructional skills 3C -Sharing expertise with staff 3D -Locating resources for teachers to support instructional improvement 3E -Demonstrating flexibility and responsiveness	I	D	A	E	
<b>PROFESSIONAL RESPONSIBILITIES</b> 4A -Reflecting on practice 4B -Preparing and submitting budgets and reports 4C -Coordinating work with other instructional specialists 4D -Participating in a professional community 4E -Engaging in professional development 4F -Showing professionalism including integrity and confidentiality	I	D	A	E	
<div style="display: flex; justify-content: space-between;"> <span>Signature of Evaluatee</span> <span>Date</span> <span>Observation 1 2</span> </div>					
<div style="display: flex; justify-content: space-between;"> <span>Signature of Evaluator</span> <span>Date</span> <span>Observation 1 2</span> </div>					

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
 D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

# Bellevue Independent Schools

## Other Professionals: Library Media Specialist Observation Form

Evaluatee \_\_\_\_\_ School \_\_\_\_\_ Evaluator \_\_\_\_\_

MEASURE	RATING				EVIDENCE
<b>PLANNING AND PREPARATION</b> 1A - Demonstrating knowledge of content, curriculum and process 1B - Demonstrating knowledge of students 1C - Supporting instructional goals 1D - Demonstrating knowledge and use of resources 1E - Demonstrating a knowledge of literature and lifelong learning 1F - Collaborating in the design of instructional experiences	I	D	A	E	
<b>THE LIBRARY ENVIRONMENT</b> 2A- Creating an environment of respect and rapport 2B - Establishing a culture for learning 2C - Managing library procedures 2D - Managing student behavior 2E - Organizing physical space	I	D	A	E	
<b>INSTRUCTION/DELIVERY OF SERVICE</b> 3A - Communicating clearly and accurately 3B - Using questioning and research techniques 3C - Engaging Students in learning 3D - Assessment in instruction (whole class, one-on-one and small group) 3E - Demonstrating flexibility and responsiveness	I	D	A	E	
<b>PROFESSIONAL RESPONSIBILITIES</b> 4A - Reflecting on practice 4B - Maintaining accurate records 4C - Communicating with school staff and community 4D - Participating in a professional community 4E - Growing and developing professionally 4F - Collection development and maintenance 4G - Managing the library budget 4H - Managing personnel 4I - Professional ethics	I	D	A	E	
<div style="display: flex; justify-content: space-between;"> <span>Signature of Evaluatee</span> <span>Date</span> <span>Observation 1 2</span> </div>					
<div style="display: flex; justify-content: space-between;"> <span>Signature of Evaluator</span> <span>Date</span> <span>Observation 1 2</span> </div>					

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
 D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

# Bellevue Independent Schools

## Other Professionals: Counselor Observation Form

Evaluatee \_\_\_\_\_ School \_\_\_\_\_ Evaluator \_\_\_\_\_

MEASURE	RATING				EVIDENCE
<b>PLANNING AND PREPARATION</b> 1A – Demonstrating knowledge of counseling theory and techniques 1B – Demonstrating knowledge of child and adolescent development 1C – Establishing goals for the counseling program appropriate to the setting and the students served 1D – Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1E – Plan in the counseling program integrated with the regular school program 1F – Developing a plan to evaluate the counseling program	I	D	A	E	
<b>ENVIRONMENT</b> 2A – Creating an environment of respect and rapport 2B – Establishing a culture for productive communications 2C – Managing routines and procedures 2D – Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E – Organizing physical space	I	D	A	E	
<b>DELIVERY OF SERVICE</b> 3A – Assessing student needs 3B – Assisting students and teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs 3C – Using counseling techniques in individual and classroom programs 3D – Brokering resources to meet students' needs 3E – Demonstrating flexibility and responsiveness	I	D	A	E	
<b>PROFESSIONAL RESPONSIBILITIES</b> 4A - Reflecting on practice 4B - Maintaining records and submitting them in a timely fashion 4C - Communicating with families 4D - Participating in a professional community 4E – Engaging in professional development 4F – Showing professionalism	I	D	A	E	
Signature of Evaluatee _____ Date _____ Observation 1 2					
Signature of Evaluator _____ Date _____ Observation 1 2					

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
 D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

# Bellevue Independent Schools

## Other Professionals: School Psychologist Observation Form

Evaluated \_\_\_\_\_ School \_\_\_\_\_ Evaluator \_\_\_\_\_

MEASURE	RATING				EVIDENCE
<b>PLANNING AND PREPARATION</b> 1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students 1B - Demonstrating knowledge of child and adolescent development and psychopathology 1C - Establishing goals for the psychology program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention 1F - Developing a plan to evaluate the psychology program	I	D	A	E	
<b>THE ENVIRONMENT</b> 2A- Establishing rapport with students 2B - Establishing a culture for positive mental health throughout the school 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the testing center 2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
<b>DELIVERY OF SERVICE</b> 3A - Responding to referrals, consulting with teachers and administrators 3B - Evaluating student needs and compliance with National Association of School psychologists (NASP) guidelines 3C - Chairing evaluation team 3D - Planning interventions to maximize student's likelihood of success 3E - Maintaining contact with physicians and community mental health service providers 3F - Demonstrating flexibility and responsiveness	I	D	A	E	
<b>PROFESSIONAL RESPONSIBILITIES</b> 4A - Reflecting on Practice 4B - Communicating with families 4C - Maintaining accurate records 4D - Participating in a professional community 4E- Engaging in professional development 4F- Showing professionalism	I	D	A	E	
Signature of Evaluatee		Date		Observation 1 2	
Signature of Evaluator		Date		Observation 1 2	

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
 D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

# Bellevue Independent Schools

## Other Professionals: Speech Language Pathologist Observation Form

Evaluatee \_\_\_\_\_ School \_\_\_\_\_ Evaluator \_\_\_\_\_

MEASURE	RATING				EVIDENCE
<b>PLANNING AND PREPARATION</b> 1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license 1B - Establishing goals for the therapy program appropriate to the setting and the students served 1C- Demonstrating knowledge of District state and federal regulations and guidelines 1D -Demonstrating knowledge of resources both within and beyond the school and district 1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students 1F - Developing a plan to evaluate the therapy program	I	D	A	E	
<b>THE ENVIRONMENT</b> 2A – Establishing rapport with students 2B - Organizing time effectively 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the treatment center 2E - Organizing physical space for testing of students and providing therapy	I	D	A	E	
<b>DELIVERY OF SERVICE</b> 3A - Responding to referrals and evaluating student needs 3B - Developing and implementing treatment plans to maximize student success 3C - Communicating with families 3D - Collecting information; writing reports 3E - Demonstrating flexibility and responsiveness	I	D	A	E	
<b>PROFESSIONAL RESPONSIBILITIES</b> 4A - Reflecting on Practice 4B - Collaborating with teachers and administrators 4C - Maintaining an effective data management system 4D - Participating in a professional community 4E - Engaging and professional development 4F - Showing professionalism including integrity, advocacy, and maintaining confidentiality	I	D	A	E	
<div style="display: flex; justify-content: space-between;"> <span>Signature of Evaluatee</span> <span>Date</span> <span>Observation 1 2</span> </div>					
<div style="display: flex; justify-content: space-between;"> <span>Signature of Evaluator</span> <span>Date</span> <span>Observation 1 2</span> </div>					

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
 D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

**BELLEVUE INDEPENDENT SCHOOLS**  
**SUMMATIVE EVALUATION FOR TEACHERS/OTHER PROFESSIONALS**

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

MEASURES	SUMMATIVE RATING FOR EACH MEASURE
Measure 1: Planning	
Measure 2: Environment	
Measure 3: Instruction	
Measure 4: Professionalism	

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

<b>DETERMINING AN EVALUATEE'S OVERALL SUMMATIVE RATING</b>	
IF THE SUMMATIVE RATING FOR...	THEN THE OVERALL SUMMATIVE ...
Measures 2 AND 3 are rated INEFFECTIVE	Rating shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Rating shall be INEFFECTIVE OR DEVELOPING
Measures 2 AND 3 are rated DEVELOPING	Rating shall be INEFFECTIVE OR DEVELOPING
Measures 2 OR 3 are rated DEVELOPING	Rating shall NOT be EXEMPLARY
Any Measure is rated INEFFECTIVE	Rating shall NOT be EXEMPLARY

**OVERALL SUMMATIVE RATING:** \_\_\_\_\_

**Evaluator's Comments:**

**Evaluatee's Comments:**

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

Evaluatee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Employment Recommendation to the Superintendent**

\_\_\_\_\_ Meets / \_\_\_\_\_ Does not meet the educator performance criteria for re-employment

Any evaluatee may appeal his/her summative evaluation to the local Appeals Panel as mandated in accordance with administrative regulations adopted by the KY Board of Education and the district certified evaluation plan. Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form. Summative evaluation form shall be placed in the official personnel record.



# **PRINCIPAL/ASSISTANT PRINCIPAL FORMS**



# Bellevue Independent Schools

## Principal/Assistant Principal - Professional Growth Plan

Administrator:		Proposed Start Date:	
School:		Proposed End Date:	
<b>Identify Measure/Standard</b>	Click here to enter text.		
<b>Goal informed through which information/needs? (place X):</b>	<input type="checkbox"/> Observation <input type="checkbox"/> Standards <input type="checkbox"/> CDIP/CSIP (District/School Goals)		
<b>Objective: What do I want to accomplish?</b>	Click here to enter text.		
<b>PLAN OF ACTION TO ACCOMPLISH GOAL</b>	<b>TARGET COMPLETION DATE:</b>	<b>HOW WILL I DETERMINE IF I ACHIEVED THIS GOAL?</b>	

Evaluator \_\_\_\_\_
 Evaluatee \_\_\_\_\_
 Date Plan Formed \_\_\_\_\_

Evaluator \_\_\_\_\_
 Evaluatee \_\_\_\_\_
 Date Plan Reviewed \_\_\_\_\_

**Bellevue Independent Schools**  
**PRINCIPAL and ASSISTANT PRINCIPAL**  
**Observation Form**

Performance Measure	Rating				Evidence
<b>PLANNING:</b>  <b>Standard 1: Mission, Vision and Core Values</b>  <b>Standard 9: Operations and Management</b>  <b>Standard 10: School Improvement</b>	I	D	A	E	
<b>ENVIRONMENT:</b>  <b>Standard 3: Equity and Cultural Responsiveness</b>  <b>Standard 7: Professional Community for Teachers and Staff</b>	I	D	A	E	
<b>INSTRUCTION:</b>  <b>Standard 4: Curriculum, Instruction and Assessment</b>  <b>Standard 5: Community of Care and Support for Students</b>  <b>Standard 6: Professional Capacity for School Personnel</b>	I	D	A	E	
<b>PROFESSIONALISM:</b>  <b>Standard 2: Ethics and Professional Norms</b>  <b>Standard 8: Meaningful Engagement of Families and Community</b>	I	D	A	E	
<div> <i>Signature of Evaluatee</i> <i>Date</i> <i>Observation 1 2</i> </div>					
<div> <i>Signature of Evaluator</i> <i>Date</i> <i>Observation 1 2</i> </div>					

*E – Exemplary – consistently exceeds expectations for effective performance*  
*A – Accomplished – consistently meets expectations for effective performance*  
*D – Developing – inconsistently meets expectations for effective performance*  
*I – Ineffective – consistently fails to meet expectations for effective performance*

**BELLEVUE INDEPENDENT SCHOOLS**  
**SUMMATIVE EVALUATION FOR PRINCIPAL/ASSISTANT PRINCIPAL**

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

MEASURES	SUMMATIVE RATING FOR EACH MEASURE
Measure 1: Planning	
Measure 2: Environment	
Measure 3: Instruction	
Measure 4: Professionalism	

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

**CRITERIA FOR DETERMINING A PRINCIPAL OR  
ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE RATING**

IF...	THEN OVERALL PERFORMANCE RATING SHALL BE...
Principal, Assistant Principal or Other District Certified Personnel is rated Exemplary in at least SEVEN of the standards and no standard is rated Developing or Ineffective	Exemplary
Principal, Assistant Principal or Other District Certified Personnel is rated Accomplished in at least FIVE standards and no standard is rated Ineffective	Accomplished
Principal, Assistant Principal or Other District Certified Personnel is rated Developing in at least FOUR standards	Developing
Principal, Assistant Principal or Other District Certified Personnel is rated Ineffective in ONE or more standards	Ineffective

**OVERALL SUMMATIVE RATING:** \_\_\_\_\_

Evaluator's Comments:

Evaluatee's Comments:

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

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Employment Recommendation to the Superintendent**

\_\_\_\_\_ Meets / \_\_\_\_\_ Does not meet the educator performance criteria for re-employment

Any evaluatee may appeal his/her summative evaluation to the local Appeals Panel as mandated in accordance with administrative regulations adopted by the KY Board of Education and the district certified evaluation plan. Summative evaluation form shall be placed in the official personnel file. Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

# **DISTRICT CERTIFIED PERSONNEL FORMS**



# Bellevue Independent Schools

## District Certified Administrator - Professional Growth Plan

Administrator:		Proposed Start Date:	
School:		Proposed End Date:	
<b>Identify Measure/Standard</b>	Click here to enter text.		
<b>Goal informed through which information/needs? (place X):</b>	<input type="checkbox"/> Observation <input type="checkbox"/> Standards <input type="checkbox"/> CDIP/CSIP (District/School Goals)		
<b>Objective: What do I want to accomplish?</b>	Click here to enter text.		
<b>PLAN OF ACTION TO ACCOMPLISH GOAL</b>	<b>TARGET COMPLETION DATE:</b>	<b>HOW WILL I DETERMINE IF I ACHIEVED THIS GOAL?</b>	

Evaluator \_\_\_\_\_
 Evaluatee \_\_\_\_\_
 Date Plan Formed \_\_\_\_\_

Evaluator \_\_\_\_\_
 Evaluatee \_\_\_\_\_
 Date Plan Reviewed \_\_\_\_\_



# DISTRICT CERTIFIED PERSONNEL PERFORMANCE MEASURES

Standards define the criteria expected when personnel perform their major duties. For all district certified personnel, there are ten performance standards grouped into four Performance Measures. The performance indicators are provided as samples of activities that address the standard. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.

## 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.*

### **Standard 9: Operations and Management**

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

### **Standard 10: School Improvement**

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

## ENVIRONMENT:

### **Standard 3: Equity and Cultural Responsiveness**

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

### **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.*

## 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.*

### **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.*

### **Standard 6: Professional Capacity for School Personnel**

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

## PROFESSIONALISM:

### **Standard 2: Ethics and Professional Norms**

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

### **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.*

## 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.*

**Sample Performance Indicators** *Examples may include, but are not limited to:*

#### The personnel demonstrate the following:

- Develop an educational mission for the school to promote the academic success and well-being of each student.
- 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 developments of each child and on instructional and organizational practices that promote such success.
- Articulate, advocate and cultivate core values that define the school's culture and stress the imperative of a child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.
- Strategically develop, implement and evaluate actions to achieve the vision of the school.
- 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.
- Develop shared understanding of and commitment to mission, vision and core values within the school and the community.
- Model and pursue the school's mission, vision, and core values in all aspects of leadership.

### Standard 9: Operations and Management

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

**Sample Performance Indicators** *Examples may include, but are not limited to:*

#### The personnel demonstrate the following:

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

### Standard 10: School Improvement

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

**Sample Performance Indicators** *Examples may include, but are not limited to:*

#### The personnel demonstrate the following:

- Seek to make school more effective for each student, teachers and staff, families and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.
- 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.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 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.
- 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.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs and services.
- 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.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

## ENVIRONMENT:

### Standard 3: Equity and Cultural Responsiveness

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

**Sample Performance Indicators** *Examples may include, but are not limited to:*

**The personnel demonstrate the following:**

- Ensure that each student is treated fairly, respectfully and with an understanding of each student's culture and context.
- Recognize, respect, and employ each student's strengths, diversity and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair and unbiased manner.
- 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.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Act with cultural competence and responsiveness in their interactions, decision making and practice.
- Address matters of equity and cultural responsiveness in all aspects of leadership.

### 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.*

**Sample Performance Indicators** *Examples may include, but are not limited to:*

**The personnel demonstrate the following:**

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.
- 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.
- 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 continues individual and organizational learning and improvement.
- Promote mutual accountability among teacher and other professional staff for each student's success and the effectiveness of the school as a whole.
- Develop and support open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provide opportunities for collaborative examination of practice, collegial feedback and collective learning.
- Encourage faculty-initiated improvement of programs and practices.

## 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.*

**Sample Performance Indicators** *Examples may include, but are not limited to:*

**The personnel demonstrate the following:**

- 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.
- 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.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

### Standard 5: Community of Care and Support for Students

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

**Sample Performance Indicators** *Examples may include, but are not limited to:*

**The personnel demonstrate the following:**

- Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- 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.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school's learning environment with the cultures and languages of the school's community.

### Standard 6: Professional Capacity for School Personnel

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

**Sample Performance Indicators** *Examples may include, but are not limited to:*

**The personnel demonstrate the following:**

- Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- 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.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school's learning environment with the cultures and languages of the school's community.

## PROFESSIONALISM:

### Standard 2: Ethics and Professional Norms

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

**Sample Performance Indicators** *Examples may include, but are not limited to:*

#### The personnel demonstrate the following:

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

### 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.*

**Sample Performance Indicators** *Examples may include, but are not limited to:*

#### The personnel demonstrate the following:

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

**Bellevue Independent Schools  
District Certified Personnel  
Formative Observation Form**

Performance Measure	Rating				Evidence
<b>PLANNING:</b>  <b>Standard 1: Mission, Vision and Core Values</b>  <b>Standard 9: Operations and Management</b>  <b>Standard 10: School Improvement</b>	I	D	A	E	
<b>ENVIRONMENT:</b>  <b>Standard 3: Equity and Cultural Responsiveness</b>  <b>Standard 7: Professional Community for Teachers and Staff</b>	I	D	A	E	
<b>INSTRUCTION:</b>  <b>Standard 4: Curriculum, Instruction and Assessment</b>  <b>Standard 5: Community of Care and Support for Students</b>  <b>Standard 6: Professional Capacity for School Personnel</b>	I	D	A	E	
<b>PROFESSIONALISM:</b>  <b>Standard 2: Ethics and Professional Norms</b>  <b>Standard 8: Meaningful Engagement of Families and Community</b>	I	D	A	E	
<div style="display: flex; justify-content: space-between; padding: 5px;"> <span><i>Signature of Evaluatee</i></span> <span><i>Date</i></span> <span><i>Observation    1    2</i></span> </div>					
<div style="display: flex; justify-content: space-between; padding: 5px;"> <span><i>Signature of Evaluator</i></span> <span><i>Date</i></span> <span><i>Observation    1    2</i></span> </div>					

*E – Exemplary – consistently exceeds expectations for effective performance*  
*A – Accomplished – consistently meets expectations for effective performance*  
*D – Developing – inconsistently meets expectations for effective performance*  
*I – Ineffective – consistently fails to meet expectations for effective performance*

**BELLEVUE INDEPENDENT SCHOOLS**  
**SUMMATIVE EVALUATION FOR DISTRICT CERTIFIED PERSONNEL**

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

MEASURES	SUMMATIVE RATING FOR EACH MEASURE
Measure 1: Planning	
Measure 2: Environment	
Measure 3: Instruction	
Measure 4: Professionalism	

*E – Exemplary – consistently exceeds expectations for effective performance, A – Accomplished – consistently meets expectations for effective performance  
D – Developing – inconsistently meets expectations for effective performance, I – Ineffective – consistently fails to meet expectations for effective performance*

<b>DETERMINING AN EVALUATEE'S OVERALL SUMMATIVE RATING</b>	
IF THE SUMMATIVE RATING FOR...	THEN THE OVERALL SUMMATIVE ...
Measures 2 AND 3 are rated INEFFECTIVE	Rating shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Rating shall be INEFFECTIVE OR DEVELOPING
Measures 2 AND 3 are rated DEVELOPING	Rating shall be INEFFECTIVE OR DEVELOPING
Measures 2 OR 3 are rated DEVELOPING	Rating shall NOT be EXEMPLARY
Any Measure is rated INEFFECTIVE	Rating shall NOT be EXEMPLARY

**OVERALL SUMMATIVE RATING:** \_\_\_\_\_

**Evaluator's Comments:**

**Evaluatee's Comments:**

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

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Employment Recommendation to the Superintendent**

\_\_\_\_\_ Meets / \_\_\_\_\_ Does not meet the educator performance criteria for re-employment

Any evaluatee may appeal his/her summative evaluation to the local Appeals Panel as mandated in accordance with administrative regulations adopted by the KY Board of Education and the district certified evaluation plan. Summative evaluation form shall be placed in the official personnel file.  
Signature of evaluatee denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.

**BELLEVUE INDEPENDENT SCHOOLS**  
**INDIVIDUAL CORRECTIVE ACTION PLAN**

Evaluatee: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position: \_\_\_\_\_

Area of Concern(s)	Growth Goal(s) (Describe the desired outcomes)	Procedure and/or Assistance for Achieving Goal(s)	Appraisal Method and Target Dates (The evaluatee and evaluator will initial and date when each item is completed.)
			Date for completion: _____ Initials: _____ Initials: _____
			Date for completion: _____ Initials: _____ Initials: _____
			Date for completion: _____ Initials: _____ Initials: _____

Evaluatee's Comments:	Date Developed: _____ Evaluatee's Signature: _____
Evaluator's Comments:	Date Developed: _____ Evaluator's Signature: _____

Monitoring Conferences:	EOY Status: ____ Achieved ____ Revised ____ Continued
<div> <div>_____ Evaluatee's Signature</div> <div>_____ Date</div> </div> <div> <div>_____ Evaluator's Signature</div> <div>_____ Date</div> </div>	<div> <div>_____ Evaluatee's Signature</div> <div>_____ Date</div> </div> <div> <div>_____ Evaluator's Signature</div> <div>_____ Date</div> </div>
<div> <div>_____ Evaluatee's Signature</div> <div>_____ Date</div> </div> <div> <div>_____ Evaluator's Signature</div> <div>_____ Date</div> </div>	



**- CERTIFIED PERSONNEL -****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.*

\_\_\_\_\_  
*Employee's Signature* *Date*

**RELATED PROCEDURES:**

03.18 AP.11

03.18 AP.12

Review/Revised:8/26/09