



# EIS

## CERTIFIED EVALUATION PLAN



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# OVERVIEW OF THE CEP

All employees required to hold a valid certificate, issued by the Kentucky Department of Education, in order to perform their functions are to be evaluated as follows:



All school and district-level administrators, including the Superintendent, and all non-tenured teachers shall be evaluated summatively each year. The Superintendent shall be evaluated annually by the Board of Education to include opportunity for professional growth pursuant to KRS 156.111.



Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's Certified Evaluation Plan no later than August 20th. Evaluators must meet CEP requirements prior to conducting a formative or summative evaluation.



Each year, the district will train primary evaluators in the local evaluation process. There will be at least six (6) hours of annual EILA approved evaluation training provided by the district. New evaluators are required to complete 12 hours of initial Certified Evaluation training.



Employees new to the school system shall be:

1. Observed and all documentation reviewed at the end of the first half of the school year, and these actions shall be documented on a mid-year report; and
2. Evaluated near the end of the second half of the school year using the summative evaluation form.



All tenured certified school personnel shall be evaluated a minimum of one time during every **five (5) year period**. Certified school personnel, when first achieving continuing contract status, shall enter the cycle established by Elizabethtown Independent Schools.



This evaluation plan is based on the Kentucky Framework for Teaching. The 50/50 Committee identified specific indicators within the Framework that EIS values as crucial for success. These indicators, plus any additional indicators identified in the Professional Growth Plan, form the basis for walkthroughs and formal observations. Currently, these indicators are:

1E - Designing Coherent Instruction

2A - Creating an Environment of Respect & Rapport

2B - Establishing a Culture of Learning

3C - Engaging Students in Learning

3D - Using Assessment in Instruction

4D - Growing & Developing Professionally

4F - Showing Professionalism

# CEP PROCEDURES

## PROFESSIONAL GROWTH PLAN

*DUE NO LATER THAN AUGUST 31ST*

An individual professional growth plan (PGP) shall be developed by all certified employees no later than August 31st of the school year. A mid-year PGP reflection will occur with all certified staff no later than January 15th at which time the PGP may be modified. For certified teachers, the PGP will be the basis of the informal walkthroughs throughout the year.



## INFORMAL WALKTHROUGHS

*2-4 EACH SEMESTER*

Informal walkthroughs may be conducted by building principals, assistant principals, and/or direct supervisors. These are unannounced visits lasting anywhere from 10-20 minutes and focused on the identified indicators in the evaluatee's PGP. Any documentation collected during these visits and used for the purpose of evaluation shall be documented in the district approved platform and shared electronically with the evaluatee within five (5) working days. All observations and reflections shall be completed no later than April 30th as part of the summative evaluation.



**CLICK HERE FOR ACCESS TO  
THE POWERSCHOOLS  
PLATFORM FOR FORMS**

## FORMAL OBSERVATIONS

*ONCE/SEMESTER (NT) & ONCE/YEAR (T)*

Formal observations may be conducted by building principals, assistant principals, and/or direct supervisors. These are scheduled visits lasting at least 20 minutes and focused on the identified indicators in the evaluatee's PGP and the 7 identified indicators identified by the 50/50 committee. **These observations will occur twice a year (once in the fall and once in the spring) for non-tenured teachers and once a year for tenured teacher.** Any documentation collected during these visits and used for the purpose of evaluation shall be documented in the district approved platform and shared electronically with the evaluatee within five (5) working days. All observations and reflections shall be completed no later than April 30th as part of the summative evaluation.



# CEP PROCEDURES (cont.)



## SUMMATIVE RATINGS

**DUE NO LATER THAN APRIL 30TH**

All full-time non-tenured employees and tenured employees in the summative cycle will receive a summative rating, based on evidence from the four performance domains in the KY Framework for Teaching: planning, environment, instruction, and professionalism. The summative evaluation should be conducted no later than April 30th and any circumstance that may adversely affect an employee's performance should be discussed in the summative evaluation conference. The overall performance measure rating will be based

upon professional judgement and summative ratings of the four performance criteria AND utilize a variety of evidence as outlined below. The four performance measures are Ineffective, Developing, Accomplished, and Exemplary with assigned numerical values for within each domain. These numbers are then averaged to determine the final summative rating. All ratings must be recorded on the district-approved forms/platform. The summative rating is calculated based on these rules:

PERFORMANCE CRITERIA RATINGS		
RATING	SUMMARY	POINT VALUE
INEFFECTIVE	NO EVIDENCE	1
DEVELOPING	SOMETIMES	2
ACCOMPLISHED	MOST OF THE TIME	3
EXEMPLARY	ALWAYS	4



**AVERAGED**

FINAL SUMMATIVE RATINGS	
INEFFECTIVE	0 - 1.9
DEVELOPING	2 - 2.5
ACCOMPLISHED	2.6 - 3.5
EXEMPLARY	3.6 - 4.0

### PROFESSIONAL GROWTH PLAN & CYCLE - TENURED TEACHERS & OTHER PROFESSIONALS

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
REPEAT SUMMATIVE CYCLE WITH A <u>CORRECTIVE ACTION PLAN</u> DEVELOPED BY THE ASSISTANCE TEAM	REPEAT SUMMATIVE CYCLE WITH A <u>DIRECTED GROWTH PLAN</u> CO-CREATED WITH EVALUATOR	CONTINUE WITH SUMMATIVE EVALUATION CYCLE, SELF-REFLECTION, AND PROFESSIONAL GROWTH PLANNING	

The employee may give a written response to the summative evaluation within 5 working days of the date when the evaluation was given and shall be filed with the evaluation in the employee's official personnel file. Employees shall be required to sign all forms ensuring the evaluation has been discussed and a paper copy of the summative evaluation may be provided to the evaluatee upon request.

## SOURCES OF EVIDENCE

*\*THIS LIST IS NOT EXHAUSTIVE*



# CEP PROCEDURES (cont.)

## OBSERVATION CYCLES

	NON-TENURED	TENURED (SUMMATIVE YEAR)	TENURED (NON-SUMMATIVE YEAR)
STEP ONE (NO LATER THAN AUGUST 31ST)	Self-Reflection (2-3 Goals) + Pgp		
STEP TWO (SEPT - DEC)	2-4 Informal Walkthroughs W/Feedback On Growth Goals (10-15 Minutes In Length)		
STEP THREE (SEPT - DEC)	Formal Observation Focused On Pgp Goals & District Indicators	At least 1 Formal Observation during the Year - May be performed in this window	
STEP FOUR (NOV - JAN 15TH)	Mid-Year Reflection & Opportunity To Change Growth Goals And Feedback On Year		
STEP FIVE (JAN -APRIL)	2-4 Informal Walkthroughs W/Feedback On Growth Goals (10-15 Minutes In Length)		
STEP SIX (JAN - APRIL)	Formal Observation Focused On Pgp Goals & District Indicators	At least 1 Formal Observation during the Year - May be performed in this window	
STEP SEVEN (NO LATER THAN APRIL 30TH)	End Of Year Reflection And Summative Evaluation		

## LATE HIRE TIMELINE ADJUSTMENTS

Those teachers/other professionals hired after the beginning of the school year will complete and submit their Professional Growth Plans using the district form within 15 working days of employment. The evaluator will review the document, confer and collaborate with the evaluatee regarding his/her Self-Reflection and Professional Growth Plan within ten working days of receiving the form and reach approval on the evaluatee's growth goals within that time. The growth plan shall be reviewed annually by their evaluator.

HIRE DATE	WHERE TO BEGIN
July 1 - Aug 31st	Complete the full cycle
Sept 1 - Oct 31st	At least 1 informal walkthrough before Step 3
Nov 1st - Dec 31st	A formal observation before Step 4
Jan 1st - Feb 28	At least 1-2 informal walkthroughs before Step 6
Mar 1st - End Of The School Year	Evaluation would begin the next school year



# CEP PROCEDURES (cont.)

## LESS THAN FULL TIME

### ANY CERTIFIED EMPLOYEE WORKING LESS THAN 187 DAYS

All certified employees who are less than full-time will have a modified evaluation cycle. This cycle will consist of the following:

1. A Professional Growth Plan created no later than August 31st or within 10 working days if the hiring date is after August 31st.
2. 1 Formal Observation per year

Less than full-time employees are not expected to have a summative evaluation as each employee is on a non-continuing contract status.



## APPEALS PROCESS

### FOR ALL CERTIFIED EMPLOYEES

Any employee disagreeing with his/her summative evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement, and/or may file an appeal with the Appeals Panel. The Appeals Panel shall consist of two (2) members elected by and from the certified employees of the district, one certified employee appointed by the board, and alternate members may be elected/appointed, as appropriate, to fill in for a regular member who is unable to serve. 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 re-elected. The chairperson of the panel shall be the certified employee appointed by the Board. No panel member shall serve on any appeal panel considering an appeal for which he or she was the evaluator. Whenever a panel member or a panel member's immediate family (including: father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws) appeals to the panel, the member shall not serve for that appeal. A panel member shall not hear an appeal filed by his or her immediate evaluator. If a certified employee believes that the local district is not properly implementing the evaluation plan according to the way it was approved, the employee may appeal the decision to the Elizabethtown Board of Education.



The evaluator shall inform the employee of his/her right to respond to his/her evaluation in writing, and that he/she may appeal both the substance and the procedural aspects of his/her evaluations within ten (10) working days. An employee may, within ten (10) working days after receipt of an evaluation, complaint or reprimand, file a written response to the document. The employee shall provide a copy of the response to the originator of the evaluation or reprimand and a copy to Human Resources for attachment to the document. For appeals to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

- a. Right to a hearing as to every appeal; and
- b. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel: and
- c. Right to presence of evaluatee's and/or evaluator's chosen representative.

# EIS FRAMEWORK INDICATORS

## DOMAIN 1 - PLANNING & PREPARATION

1E

### DESIGNING COHERENT INSTRUCTION

Effective instructional planning integrates teacher knowledge, student understanding, and educational standards to create coherent lessons. It involves understanding diverse student needs, sequencing instruction strategically, and engaging students cognitively. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.

## DOMAIN 2 - CLASSROOM ENVIRONMENT

2A

### CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

2B

### ESTABLISHING A CULTURE OF LEARNING

A "culture of learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.





# EIS FRAMEWORK INDICATORS

## DOMAIN 3 - INSTRUCTION

3C	ENGAGING STUDENTS IN LEARNING
<p>Student engagement is crucial in teaching, with all components of instruction contributing to it. True engagement involves students actively developing their understanding through discussion, debate, problem-solving, and making contributions to class discussions. Engaged students typically experience lessons with discernible structures, including a beginning, middle, and end, with tasks that challenge them cognitively. Teachers scaffold learning experiences and encourage reflection to ensure students derive meaning from their actions. Observers can gauge engagement by assessing what students are asked to do; mere compliance with tasks like filling in worksheets indicates low cognitive engagement. Effective observation considers both teacher actions and student behaviors to assess engagement accurately.</p>	

3D	USING ASSESSMENT IN INSTRUCTION
<p>Assessment is no longer the end of instruction but an integral part of it. Assessment for learning, crucial for teachers to gauge student understanding, now plays a significant role in classroom practice. Teachers continuously monitor student learning during lessons, providing feedback as needed. This monitoring differs from monitoring behavior; it focuses on understanding rather than conduct. Teachers use specific questions to uncover misconceptions and deepen understanding. Techniques like exit tickets help assess every student's grasp of the material. High-performing teachers also empower students to monitor their own learning against standards, demonstrating a comprehensive approach to assessment in instruction.</p>	

## DOMAIN 4 - PROFESSIONAL RESPONSIBILITIES

4E	GROWING AND DEVELOPING PROFESSIONALLY
<p>Continuous growth is vital in teaching due to its complexity. Teachers stay effective and lead by staying informed and improving skills. Evolving academic disciplines demand growth in content, pedagogy, and technology. Collaborative activities like joint planning and lesson study offer job-embedded professional development and participation in a professional learning community enhances the effectiveness of all teachers. Involvement in professional organizations, reading journals, attending conferences, and further education also enhance effectiveness. Experienced educators contribute to colleagues and the profession, fostering ongoing improvement.</p>	

4F	SHOWING PROFESSIONALISM
<p>Expert teachers prioritize students' needs above all else, challenging conventional practices for their benefit. They demonstrate professionalism through honest interactions with colleagues, understanding students' needs, and seeking resources for support. Advocating for students may involve challenging traditional views and advocating for policy flexibility. These educators approach problem-solving and decision-making with students in mind, adhering to policies while striving to improve outdated or ineffective ones.</p>	

# IMPROVEMENT PLANS OF ACTION

PROFESSIONAL GROWTH PLAN & CYCLE - TENURED TEACHERS & OTHER PROFESSIONALS			
INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
REPEAT SUMMATIVE CYCLE WITH A <u>CORRECTIVE ACTION PLAN</u> DEVELOPED BY THE ASSISTANCE TEAM	REPEAT SUMMATIVE CYCLE WITH A <u>DIRECTED GROWTH PLAN</u> CO-CREATED WITH EVALUATOR	CONTINUE WITH SUMMATIVE EVALUATION CYCLE, SELF-REFLECTION, AND PROFESSIONAL GROWTH PLANNING	

## DIRECTED GROWTH PLAN PROCEDURES

If a tenured teacher has been rated developing on a summative evaluation OR with the approval of the Superintendent/designee, an evaluator may request the implementation of a Directed Growth Plan for a certified employee when it becomes evident that improvement in instructional performance is needed, as determined by formative or summative evaluation processes.

Certified Directed Growth Plans will include the following:

- Specific corrective goals and objectives.
- Specific strategies, procedures, and/or activities to be completed and assessed.
- Identified personnel assigned to support the Evaluatee through the process.
- Specific timelines for check-in by the evaluator no less than twice a quarter by the evaluator.
- A final recommendation will be made to the Superintendent. Options for the final recommendation may include:
  - The employee has successfully completed the requirements of the Directed Growth Plan and no further intervention is required.
  - The employee has partially completed the requirements of the Directed Growth Plan and one of the following is recommended:
    - Continue plan.
    - Include additional tasks and/or strategies for improvement.
    - Extend timeline to allow more time for growth.
  - The employee has failed to complete the requirements of the Directed Growth Plan or to show necessary growth and one of the following actions are recommended:
    - Continue plan with additional requirements.
    - Convene an assistance team to write a Corrective Action Plan.
    - Other



# DIRECTED GROWTH PLAN

EMPLOYEE NAME	POSITION
LOCATION	DATE OF PLAN INITIATION

PERFORMANCE MEASURE	CURRENT REALITY	GROWTH GOAL(S) (DESIRED OUTCOMES)	PRESCRIBED ACTIVITIES, BEHAVIORS, OR PROCEDURES (FOR GOAL ATTAINMENT)

Q1 MIDPOINT	Q1 END OF QUARTER	Q2 MIDPOINT	Q2 END OF QUARTER	Q3 MIDPOINT	Q3 END OF QUARTER	SUMMATIVE
						11

# IMPROVEMENT PLANS OF ACTION

PROFESSIONAL GROWTH PLAN & CYCLE - TENURED TEACHERS & OTHER PROFESSIONALS			
INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
REPEAT SUMMATIVE CYCLE WITH A <u>CORRECTIVE ACTION PLAN</u> DEVELOPED BY THE ASSISTANCE TEAM	REPEAT SUMMATIVE CYCLE WITH A <u>DIRECTED GROWTH PLAN</u> CO-CREATED WITH EVALUATOR	CONTINUE WITH SUMMATIVE EVALUATION CYCLE, SELF-REFLECTION, AND PROFESSIONAL GROWTH PLANNING	

## CORRECTIVE ACTION PLAN PROCEDURES

If a tenured teacher has been rated ineffective on a summative evaluation OR with the approval of the Superintendent/designee, an evaluator may request the assignment of an Assistance Team and the implementation of a Corrective Action Plan for a certified employee when:

1. It becomes evident that immediate improvement in instructional performance is needed, as determined by formative or summative evaluation processes, or
2. An immediate change in professional behavior and/or practice is called for.

An Assistance Team assembled to address the performance of a certified employee will include the Director of Personnel, the Assistant Superintendent for Student Learning, the Principal or immediate supervisor, the Evaluatee, the Evaluatee's representative (if requested), and other relevant resource personnel (asst. principal, staff developer, special education consultant, etc.).

Certified Corrective Action Plans will include the following:

- The designation of a chairperson, who will be responsible for:
  - Maintenance of all meeting records and actions taken.
  - Development of the summative recommendation presented to the Superintendent.
- Specific corrective goals and objectives.
- Specific strategies, procedures, and/or activities to be completed and assessed.
- Identified personnel assigned to support the Evaluatee through the process.
- Specific timelines for check-in by the evaluator and assistance team no less than every 3 weeks by the evaluator and quarterly by the Assistance Team.
- A final recommendation to the Superintendent. Options for the final recommendation may include:
  - The employee has successfully completed the requirements of the Corrective Action Plan and no further intervention is required.
  - The employee has partially completed the requirements of the Corrective Action Plan and one of the following is recommended:
    - Continue plan.
    - Include additional tasks and/or strategies for improvement.
    - Extend timeline to allow more time for growth.
  - The employee has failed to complete the requirements of the Corrective Action Plan or to show necessary growth and one of the following actions are recommended:
    - Continue plan with additional requirements.
    - Recommendation for personnel actions.
    - Other



# CORRECTIVE ACTION PLAN

EMPLOYEE NAME	POSITION
LOCATION	DATE OF PLAN INITIATION
ASSISTANCE TEAM CHAIRPERSON	OTHER MEMBERS OF THE ASSISTANCE TEAM

PERFORMANCE MEASURE	CURRENT REALITY	GROWTH GOAL(S) (DESIRED OUTCOMES)	PRESCRIBED ACTIVITIES, BEHAVIORS, OR PROCEDURES (FOR GOAL ATTAINMENT)

13

MEETING DATE	
MEETING ATTENDEES	
MEETING NOTES	

MEETING DATE	
MEETING ATTENDEES	
MEETING NOTES	

MEETING DATE	
MEETING ATTENDEES	
MEETING NOTES	

# OTHER CERTIFIED EMPLOYEES

## PERFORMANCE CRITERIA MEASURES

	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
<b>DISTRICT-LEVEL ADMINS</b> DISTRICT DETERMINED PERFORMANCE CRITERIA SPECIFIC TO THE EVALUATEE'S JOB CATEGORY	<b><u>STANDARD 1</u></b> MISSION, VISION, & CORE VALUES  <b><u>STANDARD 9</u></b> OPERATIONS & MANAGEMENT  <b><u>STANDARD 10</u></b> SCHOOL IMPROVEMENT	<b><u>STANDARD 3</u></b> EQUITY & CULTURAL RESPONSIVENESS  <b><u>STANDARD 7</u></b> PROFESSIONAL COMMUNITY FOR TEACHERS & STAFF	<b><u>STANDARD 4</u></b> CURRICULUM, INSTRUCTION, & ASSESSMENT  <b><u>STANDARD 5</u></b> COMMUNITY OF CARE & SUPPORT FOR STUDENTS  <b><u>STANDARD 6</u></b> PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	<b><u>STANDARD 2</u></b> ETHICS AND PROFESSIONAL NORMS  <b><u>STANDARD 8</u></b> MEANINGFUL ENGAGEMENT OF FAMILIES & COMMUNITY
<b>OTHER PROFESSIONALS</b> THE KY SPECIALISTS FRAMEWORKS (SCHOOL COUNSELORS, INSTRUCTIONAL COACH, LIBRARY MEDIA SPECIALISTS, SPEECH LANGUAGE PATHOLOGISTS, SCHOOL PSYCHOLOGIST)	<b><u>DOMAIN 1</u></b> PLANNING & PREPARATION	<b><u>DOMAIN 2</u></b> THE ENVIRONMENT	<b><u>DOMAIN 3</u></b> DELIVERY OF SERVICE	<b><u>DOMAIN 4</u></b> PROFESSIONAL RESPONSIBILITIES
<b>PRINCIPALS/ASST. PRINCIPALS</b> PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)	<b><u>STANDARD 1</u></b> MISSION, VISION, & CORE VALUES  <b><u>STANDARD 9</u></b> OPERATIONS & MANAGEMENT  <b><u>STANDARD 10</u></b> SCHOOL IMPROVEMENT	<b><u>STANDARD 3</u></b> EQUITY & CULTURAL RESPONSIVENESS  <b><u>STANDARD 7</u></b> PROFESSIONAL COMMUNITY FOR TEACHERS & STAFF	<b><u>STANDARD 4</u></b> CURRICULUM, INSTRUCTION, & ASSESSMENT  <b><u>STANDARD 5</u></b> COMMUNITY OF CARE & SUPPORT FOR STUDENTS  <b><u>STANDARD 6</u></b> PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	<b><u>STANDARD 2</u></b> ETHICS AND PROFESSIONAL NORMS  <b><u>STANDARD 8</u></b> MEANINGFUL ENGAGEMENT OF FAMILIES & COMMUNITY
<b>TEACHERS</b> KY FRAMEWORK FOR TEACHING	<b><u>DOMAIN 1</u></b> PLANNING & PREPARATION	<b><u>DOMAIN 2</u></b> THE ENVIRONMENT	<b><u>DOMAIN 3</u></b> DELIVERY OF SERVICE	<b><u>DOMAIN 4</u></b> PROFESSIONAL RESPONSIBILITIES

THE SUPERINTENDENT AND/OR DESIGNEE RESERVES THE RIGHT TO NOT EVALUATE ALL STANDARDS FOR DISTRICT LEVEL ADMINISTRATORS AND PRINCIPALS/ASSISTANT PRINCIPALS WHERE MULTIPLE STANDARDS EXIST IN A DOMAIN.



# OTHER CERTIFIED EMPLOYEES

## TIMELINE

No Later Than August 31st	Superintendent/Designee reviews expectations with Principals/Assistant Principals, and District-Level Admins
No Later Than October 31st	Principals, Assistant Principals, and District-Level Admins will individually develop a PGP. Principals and Assistant Principals will collaboratively develop a Working Conditions Goal
No Later Than April 30th	Superintendent/Designee will conduct a site visit.
No Later Than June 10th	Superintendent/Designee will complete a summative evaluation for those in their summative cycle and review Working Conditions Goal and Professional Growth Plan

## PROFESSIONAL GROWTH PLANNING

*NO LATER THAN OCTOBER 31ST*

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Late hires will complete this process within 20 working days of employment.

The district-level administrator will send his/her Professional Growth Plan to the Superintendent/Designee for approval.

**WORKING CONDITIONS GROWTH GOAL (GOAL INHERITED BY ASSISTANT PRINCIPAL)** = Principals are responsible for setting, in collaboration with the Superintendent, a two-year Working Conditions Growth Goal based on the most recent IMPACT Survey. The Working Conditions Growth Goal shall be added to the School Improvement Plan.

## SITE VISITS & REFLECTIONS

*NO LATER THAN APRIL 30TH*

Observations of other professionals may more closely resemble a 'site visit' or 'workplace visit'. The decision to have a site-visit format should be determined prior to the observation by the evaluator. If a site-visit format is utilized, a list of questions/criteria specific to the position should be determined in advance of the site-visit and agreed upon during a pre-site visit conference. The questions utilized should allow for evidence to be collected in multiple components of the other professional's performance measures.

# OTHER CERTIFIED EMPLOYEES

## SITE VISITS & REFLECTIONS (CONT.)

*NO LATER THAN APRIL 30TH*

A pre-conference will be held between the principal and superintendent or the principal and the assistant principal, on the day of the visit prior to the observation. The Growth goal will be discussed in lieu of a pre observation form. The observation will consist of 60-90 minutes. The post-observation conference will take place within 5 days of the visit to give timely, specific feedback towards those items identified in the pre conference. Strengths and areas of necessary improvement will be discussed in the post-observation conference. Late hires will merge into the observation schedule based upon hire date.

Site Visits Shall:

- be applied in a variety of settings
- provide information on a wide range of contributions made by principals and district-level administrators
- range from observing how a principal or district-level administrator interacts with others to observing programs and shadowing the administrator
- be connected to the Professional Standards for Educational Leaders (PSEL) and performance criteria applicable to the district evaluatee's position.

### SUMMATIVE CONFERENCE

A summative conference shall occur annually at the end of the evaluation cycle to determine a summative rating for all certified administrators. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description, and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign a summative rating.

### OTHER SOURCES OF EVIDENCE / PRODUCTS OF PRACTICE

Principals/Assistant Principals/District-level Administrators may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's/district-level administrator's practice within the standards. Additional evidence provided in support of administrator practice may include items from the following list (not a comprehensive list):

- Faculty Meeting Agendas and Minutes
- Collaborative Team Agendas and Minutes
- School-Wide PLC Process Documentation
- Leadership Team Agendas and Minutes
- Instructional Walk-Through Documentation
- Parent/Community Engagement Surveys
- Professional Organization Memberships
- EILA/Professional Learning Experience Documentation
- Parent/Community Engagement Events Documentation
- Surveys
- School Schedules
- SBDM Minutes
- Budget



# THE CERTIFIED EVALUATION COMMITTEE



**CHRIS APPLEMAN**  
MATH TEACHER  
TKS



**NICOLE HINES**  
KINDERGARTEN TEACHER  
PA



**TRUMAN PADGETT**  
MATH TEACHER  
EHS



**DARIAN PARKER**  
4TH GRADE TEACHER  
HHES



**JAMES PRICE**  
SCIENCE/STEM TEACHER  
TKS



**HEATHER SMITH**  
2ND GRADE TEACHER  
MES



**JESSICA WHITLOCK**  
INTERVENTION TEACHER  
HHES

**CERTIFIED  
TEACHERS**



**CAIN ALVEY**  
DIRECTOR OF SPECIAL PROGRAMS  
EIS



**TERI LYNN DANDY**  
ASSISTANT PRINCIPAL  
TKS



**CHASE GOFF**  
ASSISTANT SUPERINTENDENT  
EIS



**JOSH HENDERSON**  
PRINCIPAL  
EHS



**DERISA HINDLE**  
DIRECTOR OF PERSONNEL  
EIS



**AARON HOWELL**  
PRINCIPAL  
HHES



**TORI LYNN**  
ASSISTANT PRINCIPAL  
MES

**CERTIFIED  
ADMINISTRATORS**