

DAYTON INDEPENDENT SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN



Dayton Board of Education
200 Clay Street
Dayton, KY 41074

Mr. Rick Wolf, Superintendent

Approved by the Dayton Independent Board of Education on _____

Certified Evaluation Committee
Dayton Independent Schools
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Dayton, KY 41074
(859) 491-6565

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CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

Signature of the Superintendent of Schools

Signature of the Chairperson of the Board of Education

Members of 2025 – 2026 50/50 Evaluation Committee

Administrators	Teachers
Christopher Wright Director of Teaching and Learning	Amanda Berringer LES Teacher
Tim Chenot LES Assistant Principal	Jackie Ellison LES Teacher
Heather Dragan LES Principal	Brenda Sceifres LES Teacher
Scott Meyers DHS Principal	Angela Kohrs DHS Teacher
Brian Volpenhein DHS Assistant Principal	Kyle Fitzgerald DHS Teacher

Dayton Independent Public Schools

CERTIFIED EVALUATION PLAN OVERVIEW

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

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

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

The Director of Teaching and Learning shall serve as the District contact person responsible for monitoring evaluation training and implementing the Certified Evaluation Plan.

Purpose

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

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

Notification

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

Observer Certification

To ensure consistency of observations, evaluators must complete the state-approved observer certification process for an evaluator who is observing teachers for the purpose of evaluation. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching are applied in observation. Evaluators must complete an initial 12 hours of training and 6 hours of update training each year.

Evaluators

The immediate supervisor of the evaluatee shall be designated as the primary evaluator. Tenured and Non-tenured teachers and other professionals will be evaluated yearly.

Dual role employees and supervisor will determine the criteria for evaluating the dual role employee within the first 30 days of school.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee.

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

Certified Employees

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

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

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

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

Specific Procedure for Conducting Evaluations

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

Corrective Action Plan

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

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

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

Appeals/Hearings

Evaluation Appeals Panel

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

Panel Members and Alternates

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

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

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All regular panel members and alternates shall be certified employees of the District at the time of appointment or election and during their term of office.

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

Alternates shall serve when:

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

Appeals

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel within five (5) working days of receipt of the summative evaluation. Appeals submitted after the 5-day deadline shall be considered untimely and shall not be reviewed.

Appeals shall be conducted in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. Both parties shall be provided an opportunity to review all documentation five (5) days prior to the hearing. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall not be carried away from the established meeting by either party involved or the panel members.
2. Arrangements shall be made for the panel to meet to review pertinent documents after the regular school day. The panel shall be permitted to use school facilities and equipment needed to implement its duties.
3. The panel will meet, review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.

4. The panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time and place to appear before the panel to answer questions.
5. A chosen representative may be present during the hearing to represent either or both parties.
6. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and a chosen representative will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin, followed by the evaluator.
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the panel will make closing remarks.
7. The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation
 - b. Voiding the original evaluation or parts of it
 - c. Ordering a new evaluation by a second certified employee
 - d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file
8. The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator and the Superintendent within ten (10) working days from the date an appeal is received. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Superintendent or Board decision, as applicable, the Panel's recommendation and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Department of Education.
12. Neither a panel member nor an alternate may hear an appeal filed by his/her immediate supervisor.

Confidentiality of Records

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

Accessibility

Evaluation records will be accessible only to:

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

Roles and Definitions

1. **Appeals:** A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB pursuant to Title 16 KAR Chap 3.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB pursuant to Title 16 1 KAR Chap 3.
5. **Certified Evaluation Plan:** means the procedures and forms for evaluation of certified personnel below the level of superintendent developed by and evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
6. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by EPSB pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
7. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
8. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
9. **Evaluatee:** the certified school personnel who is being evaluated.
10. **Evaluator:** the immediate supervisor/designee of certified personnel, who has satisfactorily completed all required evaluation training, and if evaluating teachers, observation certification training.
11. **Evaluator Certification:** means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluates demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
12. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
13. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
14. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
15. **Individual Corrective Action Plan:** A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as "Ineffective."
16. **Job Category:** A group or class of certified school personnel positions with closely related functions.

17. **Kentucky Framework for Personnel Evaluation:** means the statewide framework a school district uses to develop a local certified personnel evaluation system.
18. **Late Hire:** certified professionals who do not report for work sixty (60) or more consecutive school days.
19. **Leave and Absence:** See Board Policy
20. **Local Formative Growth Measures:** Is defined by CEP and District
21. **Mini Observation** – an observation that is conducted during a partial class period.
22. **Non-Tenured Teacher:** a teacher on a “limited contract.” A “limited contract” shall mean a contract for the employment of a teacher for a term of one (1) year only or for that portion of the school year that remains at the time of employment.
23. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
24. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
25. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
26. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee’s performance.
27. **Post Conference:** A meeting between the evaluator and the certified personnel employee (evaluatee) to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee’s accomplishments and areas for growth, and leading to the establishment of a professional growth plan.
28. **Pre-Conference:** A meeting between the evaluator and the certified personnel (evaluatee) to discuss the upcoming scheduled observation.
29. **Preschool Teacher:** a certified school personnel who holds a certificate required by 16 KAR 2:040 and who meets the preschool lead teacher qualifications required by 704 KAR 3:410, Section 7.
30. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
31. **Principal Student Growth Criteria:** based on school need Interim Assessment data sources can include but not be limited to: Interim assessment data; common imbedded assessment data, overall previous year’s state assessment scores, working conditions, gap reduction, and growth.
32. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise and other characteristics.
33. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
34. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

- 35. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- 36. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- 37. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
- 38. **SMART Goal Criteria:** acronym/criteria for developing Principal student growth goals (Smart, Measurable, Attainable, Realistic, Time-bound)
- 39. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 40. **Surveys:** tools used to provide information to principals about perception of job performance.
- 41. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- 42. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
- 43. **Tenured Teacher:** A teacher who is on a "continuing contract," shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.
- 44. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System

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

SECTION 1 - TEACHER

Certified Evaluation Plan – Certified Teacher

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

The Kentucky Framework for Teaching

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

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

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

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

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

Required Sources of Evidence

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

Teacher Evaluation Timeline	
Evaluation Activity	Timeline
Certified Evaluation Orientation	Must occur within the first thirty (30) calendar days of each school year.
Self-Reflection Professional Growth Plan	<ul style="list-style-type: none"> All teachers reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. On or before September 30th: All teachers complete the self-reflection process and professional growth goal in the state/district approved platform.
First Observation Window (First Semester)	Begins the day after the evaluation process has been explained to certified personnel and concludes the end of first semester <ul style="list-style-type: none"> Non-Tenured Teacher: One mini observation may be completed by evaluator during this window. *Tenured Teacher: Full observation may occur in the first or second window set by the district.
Second Observation Window (Second Semester)	Beginning of Second Semester and concludes April 15 <ul style="list-style-type: none"> Non-Tenured Teacher: One mini observation may occur during the second window and one full observation will be completed by evaluator during this window. Tenured Teacher: Full observation may occur in the first or second window set by the district.
Non-Tenured Summative Evaluation Completed	On or before April 30
Non-Tenured Summative Evaluations to District Contact Person	On or before May 15
Tenured Summative Evaluation Completed	On or before May 30
Tenured Summative Evaluations to District Point of Contact	On or before June 10
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Evaluations to District Contact Person	On or Before May 15
Summative Self-Reflection Professional Growth Plan Review	<ul style="list-style-type: none"> Completed by the summative conference Teachers not on a summative year will meet with primary evaluator by May 31st.
Corrective Action Plan	As Needed Throughout the Process

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

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

- **All teachers will document self-reflection in the state/district approved platform on or before September 30th.**
- All certified staff hired after the first day of school, will have 30 calendar days from their start date to complete their professional growth plan and self-reflection.
- Teachers in their summative year will continuously self-reflect.
- **Professional growth plans shall be completed in the state/district approved platform on or before September 30th of each school year and approved annually by the primary evaluator.** Professional growth plans shall be aligned with the school/district improvement plans.
- The summative self-reflection and final review of **the professional growth plan will be completed at a teacher's summative conference or by May 15th if the teacher is not in their summative year.**

Professional Practice

Self-Reflection and Professional Growth Planning (For Teachers and Other Professionals)

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

- Professional Growth Goals in the district-approved technology platform shall be completed, in collaboration with the teacher's supervisor, on or before the end of the first quarter of the school year.
- All teachers and other professionals, in collaboration with the primary evaluator, will create a professional growth goal and student growth goal in the district approved technology platform prior to the end of the first quarter.

Observation

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

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

Observation Model

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

2nd Window- Beginning of the 2nd semester through April 15

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

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

The administrator's full observation of a tenured teacher can occur within the first or second observation window.

If requested by the teacher, observations by another administrator who has been trained in the state-approved certification program will be provided. The selection of the third-party observer will, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

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

Pre-Conferences

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

Post-Conferences

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

Observer Certification

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

Student Growth

Teachers will use classroom assessment data, benchmark assessment data, progress monitoring data and/or some other form of data to track and measure student growth throughout the school year.

Determining the Overall Performance Category

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

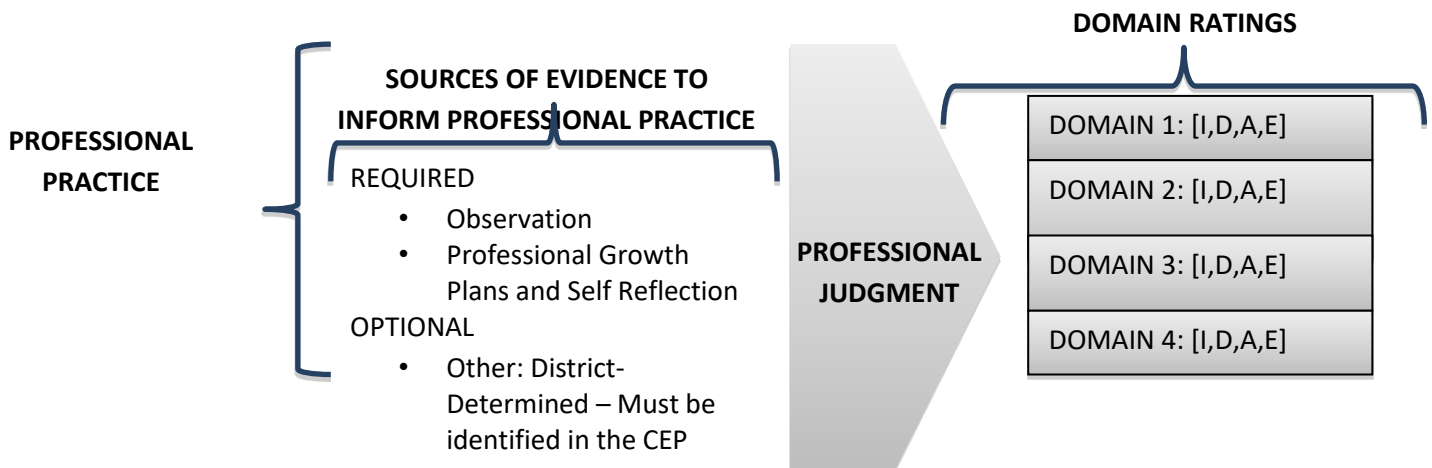
An educator's Overall Performance Category is determined by the following steps:

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply State Decisions Rules for determining an educator's Professional Practice.

Rating Professional Practice

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. A summative rating for each domain will be recorded in the district approved technology platform.



Products of Practice/Other Sources of Evidence

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teachers practice within the domains.

- Evaluators will provide a summative rating for each domain based on evidence and professional judgment.
- All ratings must be recorded in district approved technology platform.
- Evaluators will apply state decision rules for determining an educator's professional practice. (See Chart Below)
- Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. Examples include

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

Decision Rules for Rating Professional Practice

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

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

Professional Growth Plan and Summative Cycle

The Overall Performance Category, in combination with trends of multiple measures, will be used to determine the educator's summative cycle and growth plan.

NON-TENURED TEACHERS

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

TENURED TEACHERS

- Based on the overall Professional Practice rating, supervisors shall assist tenured teachers to determine the type of Professional Growth Plan and the length of the summative cycle. The following matrix details the type and length of the plan for tenured teachers based on ratings.

- For tenured teachers, evaluation cycles are determined by the growth plan matrix as identified in the following chart.

		TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 		
	ACCOMPLISHED	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3. 		
	DEVELOPING	ONE-YEAR DIRECTED CYCLE <ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goals set by educator with evaluator input; one must address low performance or outcomes. • Plan activities designed by educator with evaluator input. • Formative Review annually. 	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> • Goal Determined by evaluator • Focus on low performance area • Summative at end of plan 	ONE-YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	
		LOW	EXPECTED	HIGH

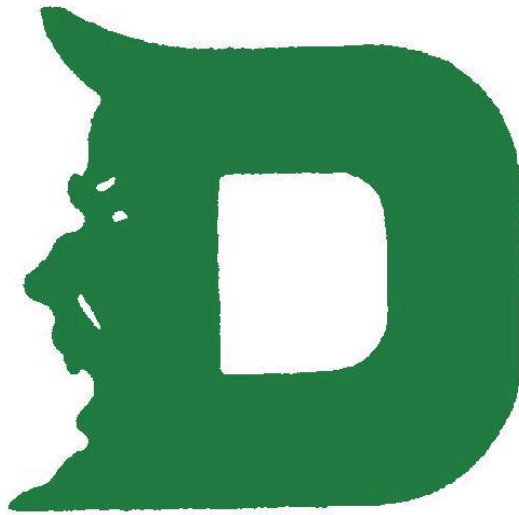
Corrective Action Plan

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

Summative Evaluation Appeal

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

Teacher Forms



Dayton Independent Schools
Teacher Self-Reflection Template

Evaluatee: Click here to enter text.

School Year: Choose an item.

DOMAIN 1: PLANNING AND PREPARATION

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

Rationale for Domain 1

Click here to enter text.

DOMAIN 2: CLASSROOM ENVIRONMENT

Component	Self-Assessment			
	I	D	A	E
2a: Creating Environment of Respect & Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establish Culture of Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Maintaining Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Domain 2

Click here to enter text.

DOMAIN 3: INSTRUCTION

Component	Self-Assessment			
	I	D	A	E
3a: Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Questioning & Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Using Assessment in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility & Responsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Domain 3

[Click here to enter text.](#)

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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

Rationale for Domain 4

[Click here to enter text.](#)

Dayton Independent Schools
Teacher Professional Growth Plan Template

Evaluatee: Click here to enter text.

School Year: Choose an item.

Guiding Questions for Goal Development

1. Professional Practice

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

Click here to enter text.

2. Connecting Priority Growth Needs to Professional Growth Planning

Please select one or more areas that show how your goal connects with a priority area of need.

- ☐ Self-Reflection
- ☐ Student Growth Goals
- ☐ Observations
- ☐ Student Voice
- ☐ Framework for Teaching
- ☐ Comprehensive District or School Improvement Plan

3. Component Alignment

- ☐ 1a: Knowledge of content/pedagogy
- ☐ 1b: Demonstrate knowledge of students
- ☐ 1c: Setting Instructional Outcomes
- ☐ 1d: Demonstrates knowledge of resources
- ☐ 1e: Designing Coherent Instruction
- ☐ 1f: Designing Student Assessment
- ☐ 2a: Creating Environment of Respect & Rapport
- ☐ 2b: Establish Culture of Learning
- ☐ 2c: Maintaining Classroom Procedures
- ☐ 2d: Managing Student Behavior
- ☐ 2e: Organizing Physical Space
- ☐ 3a: Communicating with Students
- ☐ 3b: Questioning & Discussion Techniques
- ☐ 3c: Engaging Students in Learning
- ☐ 3d: Using Assessment in Learning
- ☐ 3e: Demonstrating Flexibility & Responsive
- ☐ 4a: Reflecting On Teaching

- ☐ 4b: Maintaining Accurate Records
- ☐ 4c: Communicating With Families
- ☐ 4d: Participating in Professional Learning Community
- ☐ 4e: Growing & Developing Professionally
- ☐ 4f: Showing Professionalism

4. Professional Learning

What personal learning is necessary to make that change?

[Click here to enter text.](#)

5. Monitoring Progress

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

[Click here to enter text.](#)

Action Plan

Action Plan

What is my plan of action to advance my professional growth?

[Click here to enter a date.](#)

Support and Resources

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

[Click here to enter text.](#)

Target Completion Date

What is my target completion date for achievement of my goal?

[Choose an item.](#)

Signatures – Upon Approval of Professional Growth Plan by Primary Evaluator

Evaluator's Signature

Date

Evaluatee's Signature

Date

End of Year Reflection

Professional Learning Update

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

[Click here to enter text.](#)

Instructional Changes

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

[Click here to enter text.](#)

Professional Learning Impact

Describe the impact the professional learning activities have had on student learning.

[Click here to enter text.](#)

End of Year Status

Select the status of your goal.

☐ Achieved

☐ Revised

☐ Continued

Evaluator's Signature

Date

Evaluatee's Signature

Date

**Dayton Independent Schools
Pre-Conference Document**

Teacher Name:		School:	
Grade Level:		Subject:	
Date of Conference:		Date of Observation:	
Questions for Discussion		Notes:	
1. What is your identified student learning target?			
2. To which part of your curriculum does this lesson relate?			
3. How does this learning fit in the sequence of learning for this class?			
4. Briefly describe the students in this class, including those with special needs.			
5. How will you engage students in the learning? What will you do? What will the students do? Will the students be in groups, work individually, or as a large group? Provide any materials that students will be using.			
6. How will you differentiate instruction for individuals or groups of students?			
7. How and when will you know whether the students have achieved the learning target?			
8. Is there anything that you would like me to specifically observe during the lesson?			

Dayton Independent Schools
Teacher Evaluation Template

Evaluatee: [Click here to enter text.](#)

School Year: [Choose an item.](#)

Evaluator: [Choose an item.](#)

Evaluation Type: [Choose an item.](#)

DOMAIN 1: PLANNING AND PREPARATION

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

Rationale for Domain 1: Planning and Preparation

[Click here to enter text.](#)

DOMAIN 2: CLASSROOM ENVIRONMENT

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

Rationale for Domain 2: Classroom Environment

[Click here to enter text.](#)

DOMAIN 3: INSTRUCTION

Component	Performance Levels				
	I	D	A	E	N/A
3a: Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3b: Questioning & Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Using Assessment in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating Flexibility & Responsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Domain 3: Instruction

Click here to enter text.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Self-Assessment				
	I	D	A	E	N/A
4a: Reflecting On Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating With Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in Professional Learning Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Growing & Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rationale for Domain 4: Professional Responsibilities

Click here to enter text.

Summary of Formative Performance

Additional Notes: [Click here to enter text.](#)

Evaluatee's Name: _____

Evaluatee's Signature _____

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

Dayton Independent Schools
Summative Performance Review
Certified School Personnel

Evaluatee:				
Position:				
School:				
Evaluator:				
Date(s) of Observation(s):				
Date(s) of Conference(s):				
Standard	Rating			
	I	D	A	E
1. Planning and Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Classroom Environment/Environment/The Library Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instruction/Delivery of Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employment Recommendation to the Central Office

☐ Meets standards for re-employment

☐ Does not meet standards for re-employment

Evaluator Comments: [Click here to enter text.](#)

Evaluator's Name: _____

Evaluator's Signature: _____

Date: _____

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

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

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

Evaluation Appeal Form for Teachers

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

Employee's Name _____

Home Address _____

Position

Location

Grade or Department

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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

Employee's Signature

Date

COMPLETING THE INDIVIDUAL CORRECTIVE ACTION PLAN

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

- 1. Domain Number/Immediate Change in Behavior or Practice**

Identify the specific component(s) that has an “ineffective” rating assigned, or indicate the immediate change required in behavior or practice.

- 2. Objectives**

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

- 3. Strategies**

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

- 4. Assessment Method and Target Dates**

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

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

SCHOOL YEAR _____

DAYTON INDEPENDENT SCHOOLS

Corrective Action Plan

Name: _____

Date: _____

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

*Add additional pages if needed

Date of Expected Correction: _____ Immediate _____ Within 30 days _____ Other (specify below)

Corrective Action Plan Developed:

Corrective Action Plan Reviewed:

Status: _____ MET _____ NOT MET
_____ CONTINUE

Evaluatee's Signature Date

Evaluatee's Signature Date

Evaluator's Signature Date

Evaluator's Signature Date

SECTION 2 – OTHER PROFESSIONALS

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

Other Professionals

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

The Kentucky Framework for Other Professionals

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

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

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

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

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

Other Professionals Overview	
Evaluation Activity	Timeline
Certified Evaluation Orientation	Must occur within the first thirty (30) calendar days of each school year.
Self-Reflection Professional Growth Plan	<ul style="list-style-type: none"> All Other Professionals reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. On or before September 30th: All Other Professionals complete the self-reflection process and professional growth goal in the state/district approved platform.
First Observation Window (First Semester)	Begins the day after the evaluation process has been explained to certified personnel and concludes the end of first semester <ul style="list-style-type: none"> Non-Tenured Other Professional: One mini observation may be completed by evaluator during this window. *Tenured Other Professional: Full observation may occur in the first or second window set by the district.
Second Observation Window (Second Semester)	Beginning of Second Semester and concludes April 15 <ul style="list-style-type: none"> Non-Tenured Other Professional: One mini observation may occur during the second window and one full observation will be completed by evaluator during this window. Tenured Other Professional: Full observation may occur in the first or second window set by the district.
Non-Tenured Summative Evaluation Completed	On or before April 30
Non-Tenured Summative Evaluations to District Contact Person	On or before May 15
Tenured Summative Evaluation Completed	On or before May 30
Tenured Summative Evaluations to District Point of Contact	On or before June 10
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Evaluations to District Contact Person	On or Before May 15
Summative Self-Reflection Professional Growth Plan Review Student Growth Goal	<ul style="list-style-type: none"> Completed by the summative conference Teachers not on a summative year will meet with primary evaluator by May 31st.
Corrective Action Plan	As Needed Throughout the Process

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

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

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

- ❖ Final Summative Ratings shall be entered into approved on / or before June 15th

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

- Other Professionals shall complete the self-reflection and professional growth goal in the state/district approved platform on or before September 30th of each school year.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Other Professionals in their summative cycle will continuously self-reflect.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a professional's summative conference or by May 15th if the professional is not in their summative year.

Observation/Workplace Visit

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

- All observations must be documented in the state/district approved platform.

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

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

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

Pre-Conferences

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

Post-Conferences

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

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

2nd Window-5 days after beginning of 2nd semester through March 30th

OP Observation Model and Schedule	
OP Tenured	Non-Tenured
Within a three-year period, three observations by the administrator. In the summative year, the administrator must conduct summative evaluation.	Annually, the administrator must conduct a total of two observations, one being a mini observation during the first observation window. A full observation must be conducted in the second window.

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

- If requested by the other professional, observations by another administrator who has been trained in the state-approved certification program will be provided. The selection of the third-party observer will, if possible, be determined through mutual agreement by evaluator and evaluatee. An other professional who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the other professional's written request, the evaluator shall select the third-party observer.
- Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each professional at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the professional's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the professional's performance against the Domains and decision rules that establish a common understanding of performance thresholds to which all professionals are held.

Rating Professional Practice

The Kentucky Frameworks for other professionals stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual professional based on these concrete descriptions of practice.

Supervisors and professionals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of a professional's cycle.

- Evaluators will provide a summative rating for each domain based on evidence and professional judgment.
- Professionals may provide additional evidences to support assessment of their professional practice. These evidences should yield information related to the professional's practice within the domains. Examples include:
 - lesson plans
 - communication logs
 - timely, targeted feedback from mini or informal observations

- student data records
 - student work
 - student feedback
 - minutes from PLCs
 - reflections and/or self-reflections
 - committee or team contributions
 - parent engagement surveys
 - records of student and/or professional attendance
 - video lessons
 - engagement in professional organizations
 - action research
- All ratings must be recorded in the state/district approved platform.
 - Evaluators will apply state decision rules for determining a professional's professional practice. (See chart below.)

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

Professional Growth Plan and Summative Cycle

The Overall Performance Category, in combination with trends of multiple measures, will be used to determine the educator's summative cycle and growth plan.

NON-TENURED OTHER PROFESSIONALS

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

TENURED OTHER PROFESSIONALS

- Based on the overall Professional Practice rating, supervisors shall assist tenured teachers to determine the type of Professional Growth Plan and the length of the summative cycle. The following matrix details the type and length of the plan for tenured other professionals based on ratings.
- For tenured other professionals, evaluation cycles are determined by the growth plan matrix as identified in the following chart.

		TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 		
	ACCOMPLISHED	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3. 		
	DEVELOPING	ONE-YEAR DIRECTED CYCLE <ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goals set by educator with evaluator input; one must address low performance or outcomes. • Plan activities designed by educator with evaluator input. • Formative Review annually. 	FIVE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> • Goal Determined by evaluator • Focus on low performance area • Summative at end of plan 	ONE-YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	
		LOW	EXPECTED	HIGH

Corrective Action Plan

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

Summative Evaluation Appeal

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

Self-reflection and Professional Growth Planning

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

Other Professional Forms



Guidance Counselor Observation Instrument

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

Guidance Counselor: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

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

--	--	--	--	--	--

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

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

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

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

Evaluatee's Signature/Date

Evaluator's Signature/Date

Media Specialist Observation Instrument

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

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

School: Click here to enter

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

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

3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	

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

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

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

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

Evaluatee's Signature Date

Evaluator's Signature Date

Speech Therapist Observation Instrument

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

Therapeutic Specialist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

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

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

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

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

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

Evaluatee's Signature Date

Evaluator's Signature Date

Instructional Coach Observation Instrument

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

Instructional Specialist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

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

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

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

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

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

Evaluatee's Signature Date

Evaluator's Signature Date

Psychologist Observation Instrument

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

Psychologist: Click here to enter text.

School: Click here to enter text.

Evaluator: Click here to enter text.

Date: Click here to enter text.

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

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

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

3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F - Demonstrating flexibility and responsiveness	I	D	A	E	

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

Complete as appropriate:

	NT/T	Full	Mini	Summative
Window 1				
Window 2				

Comments:

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

Evaluatee's Signature Date

Evaluator's Signature Date

SECTION 3 – DISTRICT ADMIN/P/AP/

Overview and Summative Model

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

Professional Standards for Educational Leaders (PSEL)

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

ADMINISTRATOR TIMELINES

ADMINISTRATOR Evaluation Activity	Timeline
Explanation and Review of Certified Evaluation Process with Administration	<ul style="list-style-type: none"> • Must occur within the first thirty (30) calendar days of employment
Self-Reflection Professional Growth Plan	<ul style="list-style-type: none"> • Administrators will reflect on his/her data from IMPACT, achievement data, non-academic measures, superintendent feedback, etc. prior to completion of PGP. • On or before September 30th: All administrators complete the self-reflection process and professional growth goal in district/state-approved technology plan
IMPACT Working Conditions Goal	<ul style="list-style-type: none"> • By the end of the first quarter of school– All administrators, in collaboration with the Superintendent or designee, create a professional growth plan and one working conditions goal. • Assistant Principals will inherit the goal of the principal.
IMPACT Kentucky Working Conditions Survey	<ul style="list-style-type: none"> • IMPACT Survey – administered during the required KDE window • Interim – IMPACT surveys
Summative Evaluation Completed	<ul style="list-style-type: none"> • On or before June 15
Corrective Action Plan	<ul style="list-style-type: none"> • As needed throughout the process

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

Professional Practice

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

Professional Growth Planning and Self-Reflection – completed by principals, assistant principals, and district administrators

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. PGP and self-reflections will be completed in collaboration with the superintendent and approved by the superintendent by September 30th.

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

Observations of Assistant Principals– Completed by Evaluator of Assistant Principal

Observations are a method by which the principal may gain insight into the assistant principal's practice in relation to the standards. During an observation, the principal will discuss various aspects of the job with the assistant principal.

- Observations are to be conducted at least once each year by the principal/designee, but additional observations may be conducted if needed
- All assistant principals will be evaluated and receive summative evaluations annually

Working Conditions Goal (Principal Goal Inherited by the Assistant Principal)

Principals/Administrators are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent IMPACT Kentucky Survey. The administrator's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- The working conditions goal is developed following the completion of the IMPACT Kentucky Survey.
- Each principal is required to create (1) 2-year goal.
- In the year in which the IMPACT survey is not given, a district developed on line survey will be created and sent to all teachers. The district developed on line survey will use the same language as the IMPACT survey and will address the areas in which the district scored lowest on the most recent IMPACT survey.
- The administrator, in collaboration with the superintendent, will establish a working conditions goal rubric to measure the outcome of the working conditions growth goal. Below is an example that can be used.

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

Determining the Overall Performance Category

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

Rating Professional Practice

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

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. All ratings will be recorded in the district approved technology platform on or before June 15th.

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

Decision rules for determining an Administrators' professional practice

CRITERIA FOR DETERMINING AN ADMINISTRATORS' PROFESSIONAL PRACTICE RATING	
IF...	THEN...
At least three (3) standards are rated as EXEMPLARY and no standard is rated below ACCOMPLISHED	Professional Practice Rating shall be EXEMPLARY
At least three (3) standards are rated as ACCOMPLISHED and no standard is rated below DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED

At least three (3) standards are rated as DEVELOPING	Professional Practice Rating shall be DEVELOPING
Two (2) or more standards are rated as INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE

Decision Rules for Determining Educator's Overall Performance Category

An administrator's Overall Performance Category is determined by the evaluator based on the ratings on each standard. Evaluators record final ratings in approved state technology platform by June 15th of each year.

Determining the Overall Performance Category

An Administrator's Overall Performance Category is determined by the evaluator based on the ratings on each standard.

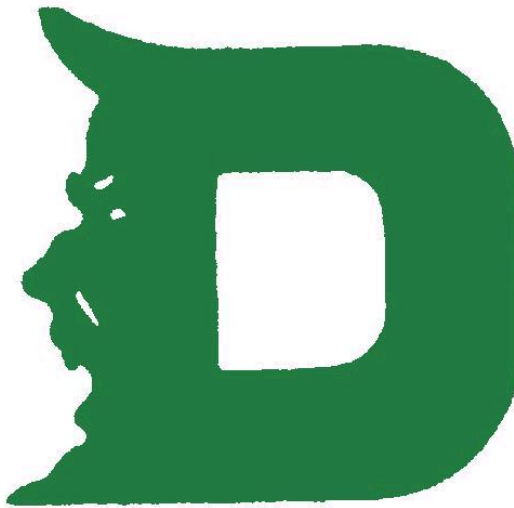
Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an "Ineffective" standard rating in the evaluation plan cycle or when an immediate change is required in principal/assistant principal behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. Corrective Action Plans can be located in the "forms" section of the certified evaluation plan.

Appeals

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

Administrator Forms



Administrator Forms

The Superintendent/designee maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice, Student Growth and Professional Growth Planning Template Goal Setting Form, Administrator Summative Performance Report, and Corrective Action Plan* (if needed).

Form		Documentation Completed by	
		Superintendent	Principal
Student Growth/ Professional Growth & Reflection	Student Growth Planning/Professional Growth Planning Template and Reflective Practice	<input type="checkbox"/>	<input type="checkbox"/>
Observation/ Site Visit	Observation/Site Visit Form	<input type="checkbox"/>	
Documentation	Documentation Form		<input type="checkbox"/>
Reports	Principal Mid-Year Performance Review	<input type="checkbox"/>	
	Principal Summative Performance Report	<input type="checkbox"/>	
Improvement	Support Dialogue Form (<i>optional</i>)	<input type="checkbox"/>	

Reflective Practice, IMPACT KY Working Conditions and Professional Growth Planning Template

Part A: Reflection on the Standards *Reflect on the effectiveness and adequacy of your practice in each*

Administrator	
Role	
Level	
School (if applicable)	

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

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

Measure	Self-Assessment				Strengths and areas for growth
1. Planning – Standard 1 – Mission, Vision, and Core Values; Standard 9 – Operations and Management; Standard 10 – School Improvement	I	D	A	E	
2. Environment – Standard 3 – Equity and Cultural Responsiveness; Standard 7 – Professional Community for Teachers and Staff.	I	D	A	E	
3. Instruction – Standard 4 – Curriculum, Instruction, Assessment; Standard 5 – Community of Care and Support for Students; Standard 6 – Professional Capacity of School Personnel.	I	D	A	E	
4. Professionalism – Standard 2 – Ethics and Professional Norms; Standard 8 – Meaningful	I	D	A	E	

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

Part C: Principal's IMPACT Kentucky Working Conditions Goal

Target Question(s) from IMPACT Kentucky Results:

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

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

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

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

Sample:

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

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

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

Part D: Professional Growth & Effectiveness Data Reflection

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

Other Information on which to Reflect

Survey Results ☐ Other: _____

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

Questions to Consider:

- What did teachers/staff perceive as major strengths?
- What did teachers/staff perceive as major weaknesses?
- List factors that might have influenced the results.

Other Data:

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

Data Selected	Results

Questions to Consider:

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

Part E: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
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Connection to Standards			
The Administrator should connect the PGP Goal to the appropriate performance standard and list that standard below:			
Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

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

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

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

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

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

3) Summative Reflection:

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.

Date:	End of Year IMPACT KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Reflection:

Next Steps:	
Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Professional Standards for Educational Leaders (PSEL)

STANDARD 1. MISSION, VISION, AND CORE VALUES

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

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school. e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

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.

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Fails to develop an educational mission for the school.	Develops an educational mission for the school that only promotes academic success and well-being of some students.	Develops an educational mission for the school to promote the academic success and well-being of each student.	Ensures all school resources are aligned with the educational mission to promote the academic success and well being of each student
B	Fails to collaborate with members of the school or community to create a vision for student success.	Inconsistently (collaborates with members of the school or community in using relevant data to develop a vision for the school on the successful learning and development of each	In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and	Builds capacity of members of the school and community to use relevant data, develop and promote a transformative vision for the school on the successful learning and development of each child and on instructional and

		child and on instructional and organizational practices that promote such success.	organizational practices that promote such success.	organizational practices that promote such success.
C	Fails to articulates values that define the school's culture and does not stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Inconsistently articulates and/or advocates core values that define the school's culture and attempts to stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.	Consistently articulates, advocates and cultivates transformative core values that define the school's culture and creates the conditions for the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.
D	Fails to develop, implement and evaluate actions taken to achieve the vision for the school.	Inconsistently develops, implements and/or evaluates actions to achieve the vision for the school.	Strategically develops, implements and evaluates actions to achieve the vision for the school.	Strategically and collaboratively develops, implements and evaluates actions to achieve an innovative and transformative vision for the school.
E	Fails to review the school's mission and vision.	Inconsistently reviews the school's mission and vision and/or adjusts them to changing expectations and opportunities for the school and changing needs and situations of students.	Reviews the school's mission and vision and adjusts them to changing expectations and opportunities for the school and changing needs and situations of students.	Reviews the school's mission and vision annually and makes innovative and transformative adjustments based on changing expectations and opportunities for the school, along with needs and situations of students.
F	Fails to demonstrate a sense of understanding and/or commitment by the leader to the mission, vision and/or core values within the school and the community.	Demonstrates a personal understanding of the mission, vision and core values, yet lacks an attempt to develop a shared understanding and commitment within members of the school community.	Develops shared understanding of and commitment to mission, vision and core values within the school and the community.	Demonstrates a culture where the mission, vision and core values are consistently accepted and integrated into the work of the school.
G	Fails to model the school's mission, vision or core values in their leadership of the school.	Inconsistently models and/or pursues the school's mission, vision and/or core values.	Models and pursues the school's mission, vision and core values in all aspects of leadership.	Models and exemplifies the school's mission, vision and core values, particularly as an innovative and transformational leader, in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

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

Effective leaders:

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

Standard 2: Ethics and Professional Norms

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

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Fails to act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, or in any other aspect of school leadership.	Inconsistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources and/or in any other aspect of school leadership.	Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	Consistently holds and models the highest standards of personal and professional conduct in all aspects of school leadership and is recognized as a "leader among leaders."
B	Does not practice or promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning or continuous improvement.	Inconsistently practices and/or promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and/or continuous improvement.	Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement.	Creates systems that promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement within

				the school and community.
C	Fails to place children at the center of education and takes little to no responsibility for the academic success and well-being for students	Inconsistently places children at the center of education and accepts minimal responsibility for each student's academic success and well-being.	Places children at the center of education and accepts responsibility for each student's academic success and well-being.	Creates a shared responsibility that ensures prioritizing children at the center of education to ensure each student's academic success and well-being.
D	Does not safeguard or promote the values of democracy, individual freedom and responsibility, equity, social justice, community, or diversity.	Inconsistently safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	Creates a shared responsibility within the school community to prioritize the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.
E	Fails to lead with interpersonal and communication skills, lacks social emotional insight, or exhibits minimal understanding of all students' and staff members' backgrounds and cultures.	Inconsistently leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	Builds the capacity of all members of the school community to utilize interpersonal and communication skills and social emotional insight that demonstrates understanding of all students' and staff members' backgrounds and cultures.
F	Fails to provide moral direction for the school or fails to promote ethical and professional behavior among faculty and staff.	Inconsistently provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	All systems within the school operate from a perspective of moral, ethical and professional behavior.
G				

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

Effective leaders:

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

Standard 3: Equity and Cultural Responsiveness

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

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Lacks efforts to ensure each student is treated fairly, respectfully or with an understanding of each student's culture and context.	Limited and inconsistent efforts to ensure each student is treated fairly, respectfully and/or with an understanding of each student's culture and context.	Ensures that each student is treated fairly, respectfully and with an understanding of each student's culture and context.	Builds capacity among all members of the school community and serves as a model to ensure each student is treated fairly, respectfully, and with an understanding of the student's culture and context.
B	Does not recognize, respect, and employ each student's strengths, diversity and culture as assets for teaching and learning.	Inconsistently recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.	Recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.	Builds capacity of all members of the school community to consistently recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning.
C	Does not ensure equitable access, for each student, to effective teachers,	Attempts to provide equitable access, for each student, to effective teachers,	Ensures that each student has equitable access to effective teachers, learning	Builds and sustains systems to ensure that each student has equitable access to

	learning opportunities, academic and social support, and other resources necessary for success.	learning opportunities, academic and social support and other resources necessary for success.	opportunities, academic and social support, and other resources necessary for success.	effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
D	Does not have a policy or fails to follow student policies to address student misconduct in a positive, fair and unbiased manner.	Attempts to develop student policies and/or inconsistently addresses student misconduct in a positive, fair and unbiased manner.	Develops student policies and addresses student misconduct in a positive, fair and unbiased manner.	Routinely refines and implements student policies and consistently addresses student misconduct in a positive, fair, and unbiased manner.
E	Ignores or does not confront 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.	Does not consistently or effectively 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.	Confronts and alters 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.	Builds the capacity of others and serves as a model, to confront and alter institutional biases of marginalization, deficit-based schooling and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
F	Does not understand the need for the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	Attempts to promote the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	Develops systems, serves as a model and consistently promotes the preparation of students to live productively and positively impact the diverse cultural contexts of a global society.
G	Demonstrates a lack of cultural competence and/or responsiveness in their interactions, decision-making and/or practice.	Inconsistently acts with cultural competence and responsiveness in their interactions, decision-making and practice.	Acts with cultural competence and responsiveness in their interactions, decision-making and practice.	Ensures the development of all to act with cultural competence and responsiveness in their interactions, decision-making and practice.
H	Ignores or does not understand matters of equity and cultural responsiveness in all aspects of leadership.	Inconsistently addresses matters of equity and cultural responsiveness in aspects of leadership.	Addresses matters of equity and cultural responsiveness in all aspects of leadership.	Urgently addresses and prioritizes matters of equity and cultural responsiveness in all aspects of leadership and requires the same for all members of the school community.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

Effective leaders:

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

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.

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Fails to implement an effective system of curriculum, instruction and assessment.	Limited implementation of a system of curriculum, instruction and assessment, and/or lacks connection to the mission, vision and core values of the school, and/or may not communicate high expectations for student learning, partially aligned with academic standards and/or not culturally responsive.	Implements 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.	Builds the capacity of other administrators, teacher teams and individual teachers to assume collective responsibility for ensuring there is schoolwide implementation, monitoring and refinement of highly effective systems of curriculum, instruction and assessment that correlate to the school's principles and strategic plan, that exemplify high student learning expectations for ALL, tightly align with grade level academic standards and embraces culturally responsive teaching.

B	Attempts to align and/or focus systems of curriculum, instruction, and assessment within and/or across grade levels to promote positive student outcomes of academic and emotional development.	Coordinates systems of curriculum, instruction and assessment within and across grade levels to support academic growth and personal/emotional development of students.	Aligns and focuses 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 a healthy sense of self.	Continually evaluates the effectiveness of aligned and focused systems of curriculum, instruction, and assessments and adjusts plans to strengthen coherence and alignment across grade levels and disciplines to accelerate student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
C	Lacks an awareness of how to promote instructional practice and/or is inconsistent with supporting and/or recognizing best practice techniques.	Attempts to promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and/or the needs of each student.	Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	Builds the capacity of others to utilize instructional practice that is indicative of a deep understanding of child learning and development, highly effective pedagogy, and targeted to meet the unique needs of each student.
D	Fails to ensure instructional practices are intellectually challenging, authentic to student experiences and/or strengths. Lacks awareness of the importance of differentiated and personalized instruction.	Encourages instructional practices that are intellectually challenging, authentic and student focused, but utilizes limited and/or ineffective structures to ensure implementation.	Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	Fosters an environment of systemic accountability for ensuring all members of the school community utilize instructional practice that is intentionally designed to elicit high levels of student engagement and significant cognitive challenge, has purposeful relevance to student experiences, and amplifies student strengths through differentiation and personalization of learning.
E	Superficially supports the use of technology within the learning environment.	Demonstrates limited knowledge of technology and its value related to teaching and learning.	Promotes the effective use of technology in the service of teaching and learning.	Evaluates the effective use of instructional technology to maximize teaching and learning that leads to high levels of student achievement through a systemic process that is grounded in evidence and action planning.
F	Demonstrates a lack of awareness of the attributes of valid assessments and evidence, reflects minimal knowledge of child learning and development, and	Demonstrate awareness of key attributes of valid assessments and evidence, reflects some knowledge of child learning and development, and technical standards of	Employs valid assessments that are consistent with knowledge of child learning and development, and technical standards of measurement.	Evaluates a system of review in which assessments that are consistent with extensive knowledge of child learning and development and technical standards of measurement are analyzed and refined in order to

	technical standards of measurement in connection to assessment.	measurement in connection to assessment.		ensure validity and consistency of implementation.
G	Exhibits limited knowledge of assessment data and/or unsuccessfully utilizes it to monitor student progress or improve instruction.	Demonstrates basic knowledge of assessment data and attempts to use it appropriately to monitor student progress and improve instruction, but has inconsistent success.	Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	Builds the capacity of staff to collaboratively and continuously analyze summative and interim learning outcomes for identified student groups, predictive indicators and school practices; builds the capacity of staff to diagnose the current state of the school, set school priorities and goals, and establish grade level targets using disaggregated data.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct. f) Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 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.

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Does not build and maintain a safe, caring and healthy school environment that meets the academic,	Attempts to build and maintain a safe, caring, and healthy school environment that meets the academic, social,	Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional	Evaluates and builds the capacity of others to ensure the maintenance of the safe, caring, and healthy school environment, and enhances

	social, emotional and physical needs of each student.	emotional and physical needs of each student.	and physical needs of each student.	the academic, social, emotional, and physical needs of each student by providing targeted support systems for each student.
B	Does not create and sustain a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.	Inconsistently creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.	Creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.	Collaborates with community stakeholders to sustain and enhance a school environment in which all students are known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community and society.
C	Provides a disjointed, stand alone systems of academic and social support services that do not show evidence of meeting the range of learning needs of students.	Provides a system of academic and social support services, extracurricular activities, and accommodations that is somewhat interconnected and interdependent, that meets most learning needs of groups of students.	Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	Evaluates the effectiveness of the system and responds to the data as part of a consistent review. The systems in place produce evidence/data that the diverse learning needs of students are not only being met, but that student success also is accelerated.
D	Does not promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.	Attempts to promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	Models how to build the capacity of others to sustain positive relationships by promoting adult-student, student-peer, and school-community relationships that value, support and promote academic learning and positive social and emotional development of each student.
E	Does not cultivate and reinforce student engagement in school and positive student conduct.	Begins to cultivate student engagement in school and positive student conduct with some degree of success.	Cultivates and reinforces student engagement in school and positive student conduct.	Builds the capacity of the school community to prioritize high levels of student engagement in school and focus on positive student conduct, and creates a space for students to offer input on what is working/not working in terms of student engagement and student behavior.
F	Does not infuse the school's learning environment with the cultures and languages	Attempts to infuse the school's learning environment with the cultures and languages	Infuses the school's learning environment with the cultures and languages of the school's community.	Showcases the infusion of cultures and languages; the cultures and languages of the school's community permeate throughout and

	of the school's community.	that represent the students of the school.		there is an intentional and strategic focus on the unique diversity of the school's community.
G				

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

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

Effective leaders:

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

Standard 6: Professional Capacity of School Personnel

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

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Unsuccessfully recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff	Attempts to develop practices to recruit, hire, support, develop and retain effective and caring teachers and other professional staff,	Recruits, hires, supports, develops and retains effective and caring teachers and other professional staff and forms them into an	Builds stakeholder capacity and commitment to utilize intentional strategies to recruit, hire, support, develop and retain a highly effective and caring school

	and/or consistently misses opportunities to form them into an educationally effective faculty.	but the leader's personnel practices are inconsistent or ineffective. There is limited ownership by the school leader regarding faculty growth and development.	educationally effective faculty.	staff that willingly assumes collective responsibility for the growth and development of all staff.
B	Does not effectively plan for and manage staff turnover and succession, and/or consistently misses opportunities for effective induction and mentoring of new personnel.	Reacts to staff turnover and succession when it occurs and has a basic plan of action to support new personnel.	Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	Builds stakeholder capacity and commitment to proactively engage in strategic planning and management of staff turnover and succession, empower school staff to design and facilitate highly-effective and innovative induction and mentoring programs while seeking to consistently improve systems of support for new personnel.
C	Lacks evidence of professional learning impact regarding participants' professional knowledge, skills and practice. Does not prioritize differentiated opportunities for learning and growth and/or does not utilize best practices to support professional learning experiences for teachers and staff members.	Utilizes a surface-level approach to develop teachers' and staff members' professional knowledge, skills and practice while utilizing some differentiated opportunities for learning and growth, minimal evidence demonstrates intentional design structures.	Develops teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	Builds the capacity of the school community to collaboratively develop teachers' and staff members' extensive professional knowledge, enhanced skills and accomplished practice through strategically designed opportunities for deep learning and evidence-based growth, guided by an application of professional and adult learning structures grounded in extensive research.
D	Leads some continuous school improvement efforts but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.	Promotes a continuous improvement process that addresses individual and collective instructional capacity; as a result, some improvement in student performance and school effectiveness is evident.	Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	In collaboration with the school community, leads a systemic continuous improvement process that results in an action plan that promotes personal and group instructional capacity and in turn nets improved student academic achievement, enhanced student well-being and greater school effectiveness.
E	Allocates little time to deliver feedback and/or delivers token feedback as required by the	Delivers non-specific feedback about instruction and other professional practice.	Delivers actionable feedback about instruction and other professional practice through valid, research-	Sustains a culture where stakeholders independently seek, reflect on and utilize actionable feedback, from

	mandated evaluation system.	Feedback includes some degree of intentionality to a goal but has minimal impact on the evaluatee's growth and development.	anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	various sources, about instruction and other professional practice through vetted systems of supervision, evaluation and growth models to support the continuous improvement of teachers' and staff members' application of extensive knowledge, high-leverage skills and research-based practice.
F	Accepts basic professional practice and/or minimal effort toward learning and improvement.	Encourages teachers and staff to enhance professional practice and promotes continuous learning and improvement.	Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	Sustains a culture where stakeholders empower and motivate others to the highest levels of professional practice and continuous learning and improvement is a valued and expected norm guiding professional growth.
G	Lacks investment in developing and/or supporting authentic leadership opportunities within the school and/or designs leadership opportunities that lack ownership and decision making.	"Articulates the value of teacher leadership and leadership from other members of the school community and identifies some leadership opportunities for those who express interest."	"Develops the capacity, opportunities and support for teacher leadership and leadership from other members of the school community."	Sustains systems and structures that encourage ALL stakeholders to engage in diverse leadership opportunities.
H	Vocalizes support for the personal and professional health, well-being, and work-life balance of faculty and staff; however, does not demonstrate correlating action and/or over time restricts school personnel from prioritizing personal and professional health, well-being, and work-life balance.	Exerts effort to design structures to support the personal and professional health, well-being, and work-life balance of faculty and staff; however, there is limited implementation and moderate impact.	Promotes the personal and professional health, well-being and work-life balance of faculty and staff.	Champions systems and structures designed to ease the challenge of achieving work-life balance for faculty and staff while also purposefully addressing and assessing their professional health and well-being through strategic support and expertise.
I	Dismisses the importance of personal growth and/or trivializes the possibility of achieving a healthy work-life balance.	Inconsistently focuses on own learning and effectiveness, utilizes limited tools for growth and sporadically uses strategies to achieve a healthy work-life balance.	Tends to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.	Purposefully models the value of self-directed learning and increased effectiveness through strategic reflection, targeted study and outcomes-based personal growth while stimulating interest in

				innovative ways to prioritize and sustain a healthy-work life balance.
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STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Standard 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.

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Workplace conditions are underdeveloped or negatively impact professional development, practice and student learning.	Develops workplace conditions for teachers and other professional staff that attempt to promote effective professional development, practice and student learning, and there is minimal evidence of success.	Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.	Establishes a system/cycle to maintain and continuously improve workplace conditions for teachers and other professional staff to ensure continued effective professional development, practice and student learning.
B	Acts as a consultant to teachers and staff so that decisions about meeting the various needs of students is made at the school leader level, with little to no consideration of mission, vision and the core values of the school	Collaborates with teachers and staff to meet various needs of students, with some connection to the mission, vision and core values of the school.	Empowers and entrusts 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.	Sustains a culture of teacher and staff empowerment and collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.
C	Unsuccessfully establishes and sustains a professional culture of engagement and commitment to shared vision, goals or objectives pertaining to the education of the whole child; or fails to hold high expectations for professional work, including ethical and equitable practice, trust and open communication, collaboration, collective efficacy or continuous improvement.	Attempts to establish a professional culture of engagement and commitment to some of the following: a shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.	Establishes and sustains a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement.	Establishes a system to ensure all key stakeholders collectively monitor and regularly evaluate the professional culture as it relates to engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
D	Does not promote responsibility among teachers and other professional staff for each student's success	Promotes individual accountability for teachers and other professional staff without prioritizing and fostering mutual	Promotes mutual accountability among teachers and other professional staff for each student's success and the	Sustains a culture of collective efficacy among teachers and other professionals to ensure success for each student, and continuously shows

	or the effectiveness of the school as a whole.	accountability among teachers and other professionals for each student's success or effectiveness of the school as a whole.	effectiveness of the school as a whole.	improvement of school effectiveness, as a whole.
E	Unsuccessfully develops and/or supports open, productive, caring or trusting working relationships among leaders, faculty and staff to promote professional capacity or the improvement of practice.	Attempts to develop and support open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice with limited evidence of success	Develops and supports open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.	Leverages a repertoire of strategies designed to assess, build and sustain open, caring and trusting working relationships among leaders, faculty and staff to cultivate high levels of professional capacity that leads to the continuous improvement of practice.
F	Fails to design or implement job-embedded or other opportunities for professional learning collaboratively for faculty and staff; or implementation shows no positive impact on instruction	Attempts to design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff that showcases some evidence of positive effects of implementation.	Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	Empowers and entrusts teachers and other professionals to design, implement and sustain effective job-embedded, personalized and relevant ongoing professional learning.
G	Unsuccessfully provides opportunities for collaborative examination of practice, collegial feedback and collective learning.	Attempts to provide opportunities for collaborative examination of practice, collegial feedback and collective learning.	Provides opportunities for collaborative examination of practice, collegial feedback and collective learning.	Empowers teachers and other professionals to sustain and further develop effective systems for collaborative examination of practice, collegial feedback and collective learning.
H	Is unable or unwilling to encourage faculty-initiated improvement of programs and practices.	Attempts to develop and encourage faculty-initiated improvement of programs and practices, but sometimes resorts to previously established, current practices.	Encourages faculty-initiated improvement of programs and practices.	Builds and sustains a system that supports faculty-initiated improvement of programs; shares autonomy and ensures mutual accountability of teachers and staff for improvement of programs and practices.

STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

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

Effective leaders:

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

Standard 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.

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Often fails to be approachable, accessible, and welcoming to families and members of the community.	Generally approachable, accessible and welcoming to families and members of the community.	Is approachable, accessible and welcoming to families and members of the community.	Builds the capacity of all school personnel to be approachable, accessible and welcoming to families and members of the community.
B	Fails to effectively engage in the conversations and activities necessary to develop mutually beneficial relationships with families and the community and/or does	Attempts to develop positive, collaborative and productive relationships with families and the community, but these attempts may be haphazard or less than fully effective.	Creates and sustains positive, collaborative and productive relationships with families and the community for the benefit of students.	Develops schoolwide capacity to establish trusting relationships and holds school personnel (and self) accountable for developing positive relationships among and between all stakeholder groups.

	not nurture positive relationships that exist.			
C	Communication with families and the community is minimal, lacks purpose and/or lacks inclusivity.	Communicates regularly and/or openly with families and the community about school-related issues, but the majority of the communication is one sided.	Engages in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.	Uses multiple strategies, languages and vehicles to continuously create reciprocal links with families and the community to support highly effective communication systems focused on school and student success.
D	Does not maintain an active presence in the community and/or fails to capitalize on the community as a valuable school partner.	Maintains some degree of presence in the community and attempts to promote a partnership between school and community,	Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school.	Maintains a strong and continuous presence in the community and actively seeks out and draws upon the community's resources while also building community commitment to the school and its students by prioritizing strategic partnerships.
E	Does not utilize effective structures between the school and families as a tool to support student success and/or limited connections between the school community and families exist.	Encourages active family participation in the learning process and uses basic communication structures to facilitate student learning.	Creates means for the school community to partner with families to support student learning in and out of school.	Evaluates the effectiveness of structures designed to promote dynamic family engagement in the learning process and advocates for innovative avenues to continuously strengthen the bond.
F	Makes little use of the community's cultural, social, intellectual and political resources as a means to advance student and school growth, and/or is not particularly aware of the community's resources and/or makes little effort to increase his/her understanding.	Developing an ability to identify the community's cultural, social, intellectual and political resources, and makes some use of those resources to strengthen the school and promote student learning and well-being.	Understands, values and employs the community's cultural, social, intellectual and political resources to promote student learning and school improvement.	Seeks out and draws frequently upon the community's cultural, social, intellectual and political resources to advance the school and extend learning opportunities for students.
G	Restricts the use of the school as a resource for families and the community and/or many obstacles discourage the use of the school as a resource for families and the community.	Provides limited use of the school as a resource for families and the community	Develops and provides the school as a resource for families and the community.	Promotes the school as a community center and actively seeks out opportunities for families and community members to engage in programs and activities that strengthen family and community member connections and

				validate the school as a joint asset.
H	Lacks conviction when communicating with families and the community regarding the value of the educational system and/or family, and community buy in of the message is low.	Verbalizes the value of the educational system and student well-being to families and community members periodically and evidence confirms some degree of buy in.	Advocates for the school and district, for the importance of education and student needs, and priorities to families and the community.	Empowers families and the community to advocate, on behalf of the school and district, the gravity of education and necessity of student well-being to fellow families and community members.
I	Fails to advocate publicly for the needs and priorities of students, families and the community, and/or makes moderate advocacy attempts that result in minimal impact.	Promotes the needs and priorities of students, families and the community.	Advocates publicly for the needs and priorities of students, families and the community.	Empowers all members of the school community to passionately advocate publicly, using a variety of platforms, for the needs and priorities of students, families and the community.
J	Dismisses partnerships with public and private sectors and/or has negative interactions that derail long-term, mutually beneficial relationships.	Seeks out some mutually beneficial partnerships with public and private sectors: however; the relationships are short-lived and/or are not grounded in a shared vision.	Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.	Consistently evaluates and expands innovative, mutually high-yielding partnerships with public and private sectors based on evolving needs of the school and individualized learning needs of each student resulting in elevated and shared success.

STANDARD 9: OPERATIONS AND MANAGEMENT

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

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption. f) Employ technology to improve the quality and efficiency of operations and management. g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board. k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 9: Operations and Management

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

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Fails to institute, manage or monitor operations and administrative systems that promote the mission and vision of the school.	Institutes operations and administrative systems that are loosely aligned to the mission and vision of the school and makes some attempt to monitor the effectiveness of these systems.	Institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school.	In collaboration with teachers and/or other administrative team members, the school leader institutes, manages and monitors operations and administrative systems that are tightly aligned with and accelerates the mission and vision of the school.
B	Management choices are primarily based on adult preferences	Some management choices may be strategic in order to optimize	Strategically manages staff resources, assigning and scheduling teachers and	Empowers teachers and other professionals to advocate for strategic

	and/or lack focus on student's learning needs.	professional capacity to address students' learning needs, while other choices may be based on adult preferences.	staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	management of staff resources, specifically requesting the assignment and scheduling of teachers and staff to roles and responsibilities that correlate to their identified instructional strengths to ensure the academic and emotional success of each student.
C	Fails to seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; or family and community engagement.	Inconsistently seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.	Seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.	Empowers others to innovatively and actively seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.
D	Lapses in acting responsibly and ethically in stewardship of the school's monetary and nonmonetary resources, resulting in ineffective budgeting and accounting practices.	Makes most decisions that demonstrate responsible, ethical and accountable actions in the management of the school's monetary and nonmonetary resources, while almost always engaging in effective budgeting and accounting practices.	Is a responsible, ethical and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.	Creates a system where all stakeholders are responsible, ethical and accountable stewards of the school's monetary and nonmonetary resources, engaging in strategic budgeting and accounting practices.
E	Fails to protect teachers' and other staff members' work and learning from disruption.	Inconsistently protects teachers' and other staff members' work and learning from disruption.	Protects teachers' and other staff members' work and learning from disruption.	Empowers the school community to hold self and others accountable for consistently ensuring that work and learning are protected from disruption.
F	There is limited effort to employ technology to improve the quality and efficiency of operations and management and/or there is no positive impact on quality or efficiency.	Uses the basic technology available to support operations and management, but technology integration has limited impact on the quality and efficiency.	Employs technology to improve the quality and efficiency of operations and management.	Continually researches and seeks recommendations for advancements in technology and then makes changes to current technology practices that result in accelerated quality and efficiency.
G	Sporadically uses data and communication systems to provide information that may or may not be actionable.	Uses data and communication systems to inform feedback for classroom and school improvement that is	Develops and maintains data and communication systems to deliver actionable information for	Continually evaluates data and communication systems and creates an effective plan for actionable feedback loops

		mostly actionable and/or consistently delivered.	classroom and school improvement.	resulting in highly effective teaching and learning.
H	Unaware and/or fails to comply with local, state and federal laws, rights, policies and regulations.	Knows and complies with local, state and federal laws, rights, policies and regulations to promote student success.	Knows, complies with and helps the school community understand local, state and federal laws, rights, policies and regulations to promote student success.	Leads advocacy efforts in collaboration with community members for tight adherence to local, state and federal laws, rights, policies and regulations so as to elevate academic success and social and emotional well-being of each student.
I	Inconsistently or fails to develop and manage relationships with feeder and connecting schools for enrollment management and/or instruction.	Develops and manages relationships with feeder and connecting schools for enrollment management with a limited degree of communication around curriculum and instruction.	Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Sustains and nurtures an ongoing communication system with feeder and connecting schools aimed at the holistic success and well-being of each student.
J	Fails to recognize the value in developing and managing productive relationships with the central office and school board and/or relationship primarily negative or stilted.	Engages in a relationship with the central office and the school board and outcomes reflect some elements of productivity.	Develops and manages productive relationships with the central office and the school board.	Sustains, ongoing, active and synergistic relationships with the central office and the school board.
K	Has a lack of awareness of the need for systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community.	Attempts to develop systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community, but there is inconsistent administration and implementation.	Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	Continuously monitors, evaluates and refines the systems for fair and equitable conflict management and builds capacity for all stakeholders to recognize and confront lapses in effective implementation.
L	Demonstrates lack of skill or will to adequately manage governance processes or internal/external politics.	Adequately manages governance processes and internal and external politics with some degree of success in achieving the school's mission and vision.	Manages governance processes and internal and external politics toward achieving the school's mission and vision.	Prioritizes the highly effective management of governance processes and internal and external politics with laser-like focus on achieving the school's mission and vision.

STANDARD 10: SCHOOL IMPROVEMENT

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

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Standard 10: School Improvement

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

Elements	Performance Levels			
	An Ineffective School Leader...	A Developing School Leader...	An Accomplished School Leader...	An Exemplary School Leader...
A	Demonstrates little commitment to personalizing improvement efforts to meet the needs of the school community and/or easily loses focus and reacts with	Maintains personal belief in the potential for improving student achievement and overall school effectiveness and attempts to prioritize efforts but may struggle	Seeks to make school more effective for each student, teachers and staff, families, and the community.	Prioritizes a relentless focus on improvement efforts targeted to match the specialized needs of each student, teachers and staff, families, and the community while demonstrating resilience

	visible frustration to challenges and setbacks and/or makes concessions on student achievement goals in the face of persistent challenges.	when faced with adversity.		and using every challenge as an opportunity to learn and develop themselves and their staff.
B	The leader's actions or attitude regarding the development and enactment of continuous improvement methods and school goals have a negative impact on the educational environment and/or fails to develop essential components of the continuous improvement process.	Inconsistent in planning, implementing and supporting actions associated with mission, vision and core values, and/or these actions have limited positive impact on the educational environment.	Uses methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.	Consistently and collaboratively plans, implements and supports actions that develop, advocate and enact a shared mission, vision and set of core values of high-quality education resulting in each student's success, and to significant improvements in or sustained excellence of the educational environment.
C	Passively manages school change while ignoring the role change may have on the school and/or community, and/or rarely provides support to stakeholders during times of change.	While focusing on improvement, provides time for the school and community to process change; embraces change that is in the best interest of students; anticipates reactions to change and initiates some degree of forward-moving momentum.	Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills and motivation to succeed in improvement.	While developing allegiance to the imperative of improvement, facilitates opportunities for the school and community to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.
D	Exerts minimal effort to collaborate with stakeholders throughout the cycle of continuous improvement and/or the continuous improvement cycle does not reflect many of the best practice principles.	Collaboratively establishes priorities for school improvement based on data/research and implements a system to monitor progress.	Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.	Utilizing a shared leadership approach that involves diverse stakeholders, leads a systematic continuous school improvement process that results in verified change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school and teacher effectiveness.

E	Minimally demonstrates inclusion of strategies and/or a plan to achieve school improvement goals.	Makes use of limited strategies within the school plan for improvement, with little attention to different phases of implementation and/or a sustainable system.	Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	Develops the capacity of stakeholders to employ situationally appropriate strategies within the school plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation, through a self-sustainable system.
F	Does not expect staff to be capable of assessing and applying emerging educational trends and research as a means to support continuous improvement and/or leadership is dismissive to exploring research-based educational trends.	Staff is moderately involved in the analytical process of discerning merit and relatedness of current educational trends/research and/or adoption is based on trend popularity instead of most effective for school.	Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.	Share decision making with staff to gauge effectiveness of the most appropriate research-based emerging educational trends that are targeted to support the unique, changing needs of the school while encouraging forward-thinking.
G	Completes a cursory review that lacks characteristics of a systemic process, of the school's strengths and weaknesses using annual student achievement results; may misinterpret patterns; may set goals unrelated to student learning and/or not adequately specific or measurable.	Implements a system to collect data and utilize; however, limited data sources are analyzed to diagnose the current state of the school and student achievement. Stakeholder connections are somewhat used to support system implementation and the well-being of some students.	Develops 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.	In collaboration with the school community, leads a systemic data review process using multiple and varied data sources over time to diagnose and respond to student needs and school improvement while prioritizing stakeholder collaboration and coherence as a critical component of ensuring significant and sustained gains in school improvement and attainment of rigorous student achievement goals as measured outcomes of the continuous review cycle.
H	Lacks an understanding of the power of interconnectedness and/or misses opportunities to align strategies.	Establishes coherence across initiatives in support of school improvement goals and in most areas of the school.	Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs and services.	Increases both the speed and breadth of the adoption of a systems perspective within all aspects of the school and community while using a communication strategy that ensures all school staff, district personnel and stakeholder groups have clarity of purpose,

				priorities and outcomes for district-focused and school-driven improvement efforts while utilizing the most appropriate drivers AND builds the capacity of staff to identify misalignment between school, district and community priorities.
I	Does not recognize the role that the change process will have on the school community and/or articulates that change will raise emotions and attempts to support staff but does not effectively manage all needs; and/or does not balance the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.	Demonstrates some understanding of the change process and uses leadership and facilitation skills to manage it effectively with minor gaps in performance.	Manages 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.	Provides modeling and coaching to colleagues in support of highly effective change management practices focusing specifically on barriers to successfully facilitating the change process.
J	Relies heavily on "power flows from the top down" leadership style and/or fails to ensure equitable access to leadership opportunities among staff.	Capitalizes on obvious teacher and staff strengths to unify improvement efforts and provides some opportunities for teacher and staff to assume leadership roles in activities designed to promote changes to school-wide systems.	Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	Fosters leadership potential among teachers/staff and monitors leaders in a variety of settings and provides specific feedback to support their continued leadership development within and beyond the school while serving as a mentor/model of effective leadership.

Principal/Assistant Principal/District Administrator Summative Form-Overall Performance Category

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

Administrator: _____ School Year: _____ School: _____

Measure	RATING				COMMENTS
1. Planning – Standard 1 – Mission, Vision, and Core Values; Standard 9 – Operations and Management; Standard 10 – School Improvement	I	D	A	E	
2. Environment – Standard 3 – Equity and Cultural Responsiveness; Standard 7 – Professional Community for Teachers and Staff.	I	D	A	E	
3. Instruction – Standard 4 – Curriculum, Instruction, Assessment; Standard 5 – Community of Care and Support for Students; Standard 6 – Professional Capacity of School Personnel.	I	D	A	E	
4. Professionalism – Standard 2 – Ethics and Professional Norms; Standard 8 – Meaningful	I	D	A	E	

Overall Professional Practice Rating: Choose an Overall Professional Practice Rating

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
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To be signed after all information above has been completed and discussed:

Evaluator's Name _____ Administrator's Name _____

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

Date _____ Date _____

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

Employment Recommendation to Central Office:

- ☐ Meets administrator standards for re-employment
☐ Does not meet administrator standards for re-employment

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

*Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan.

IF...	THEN...
Administrator is rated Exemplary in at least three of the measures and no standard below Accomplished.	Professional Practice Rating shall be Exemplary
Administrator is rated Accomplished in at least three standards and no standard is rating below Developing	Professional Practice Rating shall be Accomplished.
Administrator is rated Developing in at least three standards	Professional Practice Rating shall be Developing.
Administrator is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective.

Evaluation Appeal Form for Administrators

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

Employee's Name: _____

Home Address: _____

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

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

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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

Employee's Signature

Date

Superintendent

The Board of Education will evaluate the Superintendent annually.

Individual Professional Growth Plans

All other certified employees shall develop an Individual Professional Growth Plan using the **DAYTON INDEPENDENT PUBLIC SCHOOLS INDIVIDUAL PROFESSIONAL GROWTH PLAN for Other Administrators** that complies with the requirements of 704 KAR 3:345. Each other certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, district trajectory goals (School Report Card data) and professional development plans when considering areas for improvement. The goals must be written to support the district trajectory goal.

Central Office/District Administrators Procedures:

The evaluation of central office/district/school level administrators shall follow the procedures as described:

- A Superintendent/designee will be the evaluator for all other certified district administration.
- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by October 31 with the other certified district administration which will include:
 - Discuss areas of strengths and weaknesses
 - Finalize and clarify goals that have been mutually established in the PGP
 - Reviews plans for implementation of all goals and improvements
- The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
- The Final Summative Evaluation Form is due by June 15th. The Superintendent/designee will hold a conference before June 15th with the other certified district personnel which will include:
 - Discussion of job performance criteria
 - Review of PGP goals for the year
 - Discussion of district goals for upcoming school year

The evaluatee is provided an opportunity to respond in writing within five (5) school days to the evaluator's ratings and comments. The evaluator and the evaluatee must discuss the results of the appraisal and any recommended action pertinent to such, and both parties must sign the instrument in the assigned spaces. The evaluatee's signature indicates only that he/she has seen and read the evaluation. The instrument and all mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee. In case of an employee failing to meet a standard or whose actions require immediate need, a Corrective Action Plan (attached), will be jointly formulated by the evaluator and the evaluatee.