LaRue County Schools



# **Inspire. Empower. Achieve.**

# Certified Evaluation Plan

June 21, 2021

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**EVALUATION COMMITTEE –2021**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | |  |  | | | |  |
|  | LaRue County | | |  | (270) 358-4111 | | | |  |
|  | (Name of District) | | |  | (Telephone Number) | | | |  |
|  |  | | |  |  | | | |  |
|  | 208 College Street | | |  | Hodgenville |  | 42748 | |  |
|  | (Street) | | |  | (City) |  | (Zip) | |  |
|  |  | | |  |  |  | | |  |
|  | David Raleigh | | | | | | | |  |
|  | (Name of Superintendent) | | | | | | | |  |
|  |  |  |  | | | |  |  |  |
|  | Amanda Reed |  | Assistant Superintendent for  Student Achievement | | | |  | (270) 358-4111 |  |
|  | (Evaluation Contact Person) |  | (Position) | | | |  | (Telephone Number) |  |
|  |  |  |  | | | |  |  |  |

**LARUE COUNTY SCHOOLS**

**CERTIFIED EVALUATION AD HOC COMMITTEE**

|  |  |  |
| --- | --- | --- |
| **NAME** | **POSITION** | **LOCATION** |
| Kim Anderson | Teacher | Abraham Lincoln Elementary School |
| Crystal Wilkerson | Principal | Abraham Lincoln Elementary School |
| Jennifer Williams | Teacher | Hodgenville Elementary School |
| Chris Price | Principal | Hodgenville Elementary School |
| Suesan Locke | Teacher | LaRue County Middle School |
| Christina Boone | Principal | LaRue County Middle School |
| Summer Garris | Teacher | LaRue County High School |
| Denise Skaggs | Principal | LaRue County High School |
| Jennifer Price | Counselor | Hodgenville Elementary School |
| D. W. Cruse | Principal | The Life Connection / The NEST |
| Carla Preston | Teacher-at large | LaRue County Middle School |
| Amanda Reed | Assistant Superintendent for Student Achievement | Central Office |

**LARUE COUNTY BOARD OF EDUCATION**

Farrah Pruitt

Dawn Conner

Paul Cooper

Joanna Hinton

Price Smith

**ASSURANCES**

**CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN**

*The* LaRue County School District *hereby assures the Commissioner of Education that:*

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

|  |  |  |
| --- | --- | --- |
| **NAME** | **POSITION** | **LOCATION** |
| Kim Anderson | Teacher | Abraham Lincoln Elementary School |
| Crystal Wilkerson | Principal | Abraham Lincoln Elementary School |
| Jennifer Williams | Teacher | Hodgenville Elementary School |
| Chris Price | Principal | Hodgenville Elementary School |
| Suesan Locke | Teacher | LaRue County Middle School |
| Christina Boone | Principal | LaRue County Middle School |
| Summer Garris | Teacher | LaRue County High School |
| Denise Skaggs | Principal | LaRue County High School |
| Jennifer Price | Counselor | Hodgenville Elementary School |
| D. W. Cruse | Principal | The Life Connection / The NEST |
| Carla Preston | Teacher-at large | LaRue County Middle School |
| Amanda Reed | Assistant Superintendent for Student Achievement | Central Office |

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

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

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

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

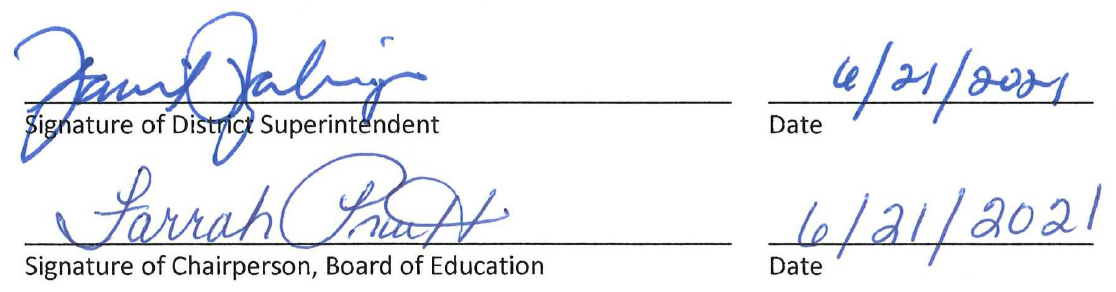
This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee’s official personnel record. (704 KAR 3:370)

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 21, 2021. (704 KAR 3:370)



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***District Certified Evaluation Plan***

***Roles and Definitions***

1. **Artifact:** A product of a certified school personnel’s work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified Evaluation Plan:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557and that uses clear and timely feedback to guide professional development.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **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.
7. **Corrective Action Plan:** A directed growth plan designed to assist a certified staff member who has either failed to meet a district standard on a summative evaluation, or when it is determined that an immediate change is required in practice or behavior.
8. **District Certified Evaluation Coordinator:** The district contact person responsible for monitoring evaluation training and implementation of the Certified Evaluation Plan.
9. **Evaluatee:** A certified school personnel who is being evaluated.
10. **Evaluator:** The primary evaluator, immediate supervisor.
11. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
12. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
13. **Group 1 District Certified Staff:** A certified employee, below the level of superintendent, who devotes the majority of time in a position whose job expectations align better with Professional Standards for Educational Leaders (PSEL) than superintendent standards. Current group 1 roles include: Curriculum Specialist, Reading Recovery Teacher Leader, and Gifted & Talented Resource Teacher.
14. **Group 2 District Certified Staff:** A certified employee, below the level of superintendent, who devotes the majority of time in a position whose job expectations align better with superintendent standards than Professional Standards for Educational Leaders (PSEL). Current group 2 roles include: Assistant Superintendent for Student Achievement, Director of Special Education, Instructional Supervisor, Director of Student Services, and Chief Information Officer.
15. **Improvement Plan:** A plan for improvement up to twelve months in duration for any certified staff who are rated ineffective overall.
16. **Job Category:** A group or class of certified school personnel positions with closely related functions.
17. **Measures:** The four categories by which all certified staff will receive evaluation ratings (Planning, Environment, Instruction, Professionalism), which will then be combined to determine the summative rating.
18. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
19. **Observation:** a data collection process conducted by a certified observer, in person 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.
20. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating certified personnel for the purposes of evaluation and feedback.
21. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
22. **One-Year Cycle Teacher/Other Professional:** A non-tenured teacher/other professional or a tenured teacher/other professional who has been identified for a one-year summative cycle.
23. **Other Professionals:** Certified school-based personnel, except for teachers, administrators, assistant principals, or principals.
24. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
25. **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.
26. **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.
27. **School Psychologist:** A staff member who devotes the majority of employed time in the role of school psychologist for which the Specialist Framework for School Psychologist is directly applicable.
28. **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.
29. **Sources of Evidence:** A variety of evidences listed in this plan, used along with professional judgement to determine ratings for each measure outlined in this plan.
30. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
31. **Summative Rating:** The summative description of the performance of a certified staff member below the level of superintendent, including the measures listed in 704KAR3:370 Section 8 (1).
32. **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.
33. **Three-Year Cycle Teacher/Other Professional:** A tenured teacher or other professional who has been identified for a three-year summative cycle.
34. **Working Condition’s Survey Goal:** a school improvement goal set by a principal and assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

**For Additional Definitions & Roles, see 704KAR 3:370 KY Framework for Personnel Evaluation.** ***OVERVIEW***  The LaRue County School District Certified Evaluation Plan aligns evaluation of all certified staff below the superintendent to the four common measures of Planning, Environment, Instruction, and Professionalism.

*LaRue County School District Certified Evaluation*

Role Group, Measure and Performance Criteria

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Performance Criteria***  ***And Role*** | ***Measures*** | | | |
| ***Planning*** | ***Environment*** | ***Instruction*** | ***Professionalism*** |
| Teacher  *KY Framework for Teaching* | Domain 1  Planning and Preparation | Domain 2  Classroom Environment | Domain 3  Instruction | Domain 4  Professional Responsibilities |
| Other Professionals  *The Kentucky Frameworks for Teaching – Specialists Frameworks* | Domain 1  Planning and Preparation | Domain 2  The Environment | Domain 3  Delivery of Service | Domain 4  Professional Responsibilities |
| Principal  *Professional Standards for Educational Leaders (PSEL)* | Standard 1  Mission, Vision and Core Values  Standard 9  Operations and Management  Standard 10  School Improvement | Standard 3  Equity and Cultural Responsiveness  Standard 7  Professional Community for Teachers and Staff | Standard 4  Curriculum, Instruction and Assessment  Standard 5  Community of Care and Support for Students  Standard 6  Professional Capacity of School Personnel | Standard 2  Ethics and Professional Norms  Standard 8  Meaningful Engagement of Families and Community |
| District Certified Personnel  *GROUP 1: Professional Standards for Educational Leaders (PSEL)* | Standard 1  Mission, Vision and Core Values  Standard 9  Operations and Management  Standard 10  School Improvement | Standard 3  Equity and Cultural Responsiveness  Standard 7  Professional Community for Teachers and Staff | Standard 4  Curriculum, Instruction and Assessment  Standard 5  Community of Care and Support for Students  Standard 6  Professional Capacity of School Personnel | Standard 2  Ethics and Professional Norms  Standard 8  Meaningful Engagement of Families and Community |
| District Certified Personnel  *GROUP 2: Superintendent Performance Standards* | Standard 4  Human Resource Leadership  Standard 5  Managerial Leadership | Standard 3  Cultural Leadership  Standard 6  Collaborative Leadership  Standard 7  Influential Leadership | Standard 2  Instructional Leadership | Standard 1  Strategic Leadership |
| District Certified Personnel  *School Psychologist – Specialist Framework* | Domain 1  Planning and Preparation | Domain 2  The Environment | Domain 3  Delivery of Service | Domain 4  Professional Responsibilities |

This document includes separate sections for:

* Teacher & Other Professional Evaluation
* Certified Administrator Evaluation (Principals, Assistant Principal, & District Certified Staff)

***CERTIFIED EVALUATION PLAN NOTES***

1. Orientation of all certified staff to the evaluation plan, including the criteria on which certified staff are evaluated, must be conducted no later than the end of the first thirty (30) calendar days of reporting for employment for each school year.
2. Observation windows, timelines, and other requirements in this Certified Evaluation Plan may be adjusted by the primary supervisor in special circumstances where the evaluatee has been absent due to extenuating circumstances or is a late hire. The supervisor will complete the Modified CEP Timeline for Teachers & Other Professionals form (Appendix A), the Modified CEP Timeline for Principals form (Appendix H), or the Modified CEP Timeline for District Certified Staff form (Appendix I) within 10 working days of the evaluatee’s hire or return to work. The superintendent or other designee should approve the form and notify the evaluatee within 5 additional working days. New certified staff hired March 1 or later will complete the Self-Reflection, Professional Growth Plan, and have one mini-observation the year of hire. The summative evaluation that year will be completed based on the evidence available given the timeline. In the following year, they will complete all parts required of one-year cycle teachers.
3. Guidance Counselors will be evaluated on a three-year cycle, unless they are non-tenured or have been identified as needing a one-year cycle.
4. For District Certified Staff, if a change is made to role responsibilities, or if a new role is added during the school year, the district certified staff and their supervisor will have 30 calendar days to work together to determine the appropriate indicators for the role. The listing will be submitted to the Superintendent or designee for approval.
5. Curriculum Specialists are evaluated as Group 1 District Certified Staff. They are district level employees rather than school-based. Their work includes instructional coaching, however, there are many aspects of their job that go beyond the indicators in the Instructional Coach Specialist Framework. A modified version of the PSEL standards is a more complete match to their full performance expectations.

6. If in-person activity is limited due to an emergency, evaluation conferences may be completed using video conferencing technologies. If video conferencing technologies are not available other forms of telecommunication may be used. Evaluation forms needing signatures may be signed digitally, where each party types their own signature. Forms may be e-mailed to each other, shared in google, or other digital means to ensure all parties are given access to final forms with both signatures. This language supersedes any other language in the CEP, in the case of an emergency.

**TEACHER & OTHER PROFESSIONAL EVALUATION**

**LaRue County Schools Certified Evaluation Timeline for Teachers and Other Professionals**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Self Refl.** | **PGP** | **Supervisor Mini Observation\*** | | | | | **Supervisor Full Observation\*** | | **Summative** |
| **Who?** | **All** | **All** | **1 Yr** | | **3 Yr T1** | **3 Yr T2** | **3 Yr T3** | **NA for 3 Yr T1/T2** | | **1 Yr &**  **3 Yr T3** |
| **1 Yr** | **3 Yr T3** |
| **Aug** |  |  |  | |  | Observations may begin after the first 30 days of employment |  |  |  |  |
| **Sept** | End of | End of | **1 Mini** | |  |  | **0 Supervisor Mini** |  |  |  |
| **Oct** | 1stNW | 1st NW |  | |  |  |  |  |  | Includes information from all multiple measures |
| **Nov** | Form includes on-going reflection |  | End | | **1 Mini** | **1 Mini** |  |  |  |  |
| **Dec** |  |  | of 2nd  NW | |  |  |  |  | **1 Full** |  |
| **Jan** |  |  |  | |  |  |  | 3rd or  4thNW |  |  |
| **Feb** |  |  |  | |  |  |  | **1 Full** |  |  |
| **Mar** |  |  |  | | Prior  to last | Prior  to last |  |  |  |  |
| **Apr** |  | Conf. by May 1 Summ. |  | | 14  Instr.  Days | 14  Instr.  Days |  |  |  |  |
| **May** |  | Conf. by Closing Day for T1/T2 |  | |  |  |  | By  May 1  Summ. | By  May 1  Summ. | May 1 Summ.  Deadline |
| **On-going Evidence: “Other” sources of evidence (pg 22); letters & memos (pg 23).** | | | | | | | | | | |
| **KEY:** |  |  |  | **Schedule** | Unscheduled | | | Scheduled | | Scheduled |
| **1 Yr** | 1 year cycle teacher | |  | **Pre-Conf.** | No Pre-Conference | | | Electronic | | Electronic |
|  | Non-Ten + Ten. 1 Yr Cycle | |  | **Post-Conf.**  **5 work days** | 1 Yr: In Person\*\* | 3 Yr: Electronic unless either party prefers in person | | In Person\*\* | | In Person\*\* |
| **3 Yr T1** | Tenured—Year 1 | |
| **3 Yr T2** | Tenured—Year 2 | |  | |  | **Observation\* = Other Professional could be observation or site visit model**  **Conferences\*\*= May be video or telecommunication if Covid 19 limits in-person activity.** | |  | |  |
| **3 Yr T3** | Tenured—Year 3 | |  | |  |  | |  | |  |

***All observation and conference requirements are a MINIMUM. More may be completed as needed.***

***The Kentucky Framework for Teaching with***

***Specialist Frameworks for Other Professionals***

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

**Framework for Teaching Specialist Frameworks for Other Professionals**

Planning and Preparation Planning and Preparation

Classroom Environment Environment

Instruction Instruction/Delivery of Service

Professional Responsibilities Professional Responsibilities

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

All components and sources of evidence related to supporting an educator’s professional practice will be completed and documented to inform the Summative Rating.

*LaRue County School District Certified Evaluation*

Teacher and Other Professional—Sources of Evidence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Performance Criteria***  ***And Role*** | ***Measures*** | | | |
| ***Planning*** | ***Environment*** | ***Instruction*** | ***Professionalism*** |
| Teacher  *KY Framework for Teaching* | Domain 1  Planning and Preparation | Domain 2  Classroom Environment | Domain 3  Instruction | Domain 4  Professional Responsibilities |
| Other Professionals  *The Kentucky Frameworks for Teaching – Specialists Frameworks* | Domain 1  Planning and Preparation | Domain 2  The Environment | Domain 3  Delivery of Service | Domain 4  Professional Responsibilities |
| Self-Reflection |  |  |  |  |
| Professional Growth Plan |  |  |  |  |
| Observation/Site Visit |  |  |  |  |
| Observation/Site Visit Pre- and Post- Conference |  |  |  |  |

Kentucky’s Framework for Teaching is the basis for teacher evaluation. Kentucky’s Specialist Frameworks are the basis for other professional evaluation. Multiple evidences and professional judgement will be used to inform domain ratings which will lead to measure ratings which will lead to the summative rating.

**Summative Rating**

**Multiple Evidences**

Multiple Evidences

Multiple Evidences

**Professional** **Judgement**

**Measure Ratings**

**Domain Ratings**

Multiple Evidences

Multiple Evidences

***Self-Reflection and Professional Growth Planning***

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

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

* **Describe the process the district will use to document the development, approval and monitoring of self-reflection and the professional growth plan.**
* **Describe any differences for other professionals.**
* **Establish a timeline for ongoing Self-Reflection (include information to address late hires).**
* **Establish a timeline for the Professional Growth Plan (include information to address late hires).**

**All Teachers and Other Professionals participate in self-reflection and professional growth planning each year. Self-reflection and Professional Growth Plans will be developed and approved by the end of the first quarter of instruction each year. PGPs will be reviewed prior to closing day. PGPs will align with the school/district improvement plans.**

**Self-Reflections will be completed using the LCS Self-Reflection forms for each job category (Teacher, Counselor, Library/Media Specialist, and Therapeutic Specialist). A copy will be provided to the evaluator. Evaluatees will be encouraged to reflect on practice throughout the year. See Appendix B for Self-Reflection forms. PGPs will be completed using the LCS Professional Growth Plan form (Appendix C). The form includes space for conferencing and on-going reflection.**

**Evaluators will track the completion of self-reflections and PGPs. Employees hired after September 1 will negotiate a revised completion timeline with their evaluator. The new timeline will be included on the Modified CEP Timeline for Teachers & Other Professionals form—Appendix A. The supervisor will complete this form (Appendix A) within 10 working days of the evaluatee’s return to work. The superintendent or other designee should approve the form and notify the evaluatee within 5 additional working days.**

**The process for self-reflections and PGPs for other professionals and alternative settings will be the same as it is for other teachers.**

***Observation***

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides *documentation* *and feedback* to measure the effectiveness of professional practice and will be used to inform a summative rating.

***Observation Model***

* **Three-Year Cycle Teachers/Other Professionals: A minimum of three (3) observations in the summative cycle conducted by the supervisor**
* **One-Year Cycle Teachers/Other Professionals: A minimum of two (2) observations in the summative cycle conducted by the supervisor**
* **Final observation is a full observation.**
* **Address any differences for Other Professionals.**
* **Describe how the evidences of observations will be documented.**

**The observation model will be a minimum of 2 mini’s + 1 full for three-year cycle teachers/other professionals. For one-year cycle teachers/other professionals, the observation model will be a minimum of 1 mini + 1 full. Further details about the observation model are found in the next section, Observation Schedule. The full observation will be conducted in the summative year by the supervisor. The full observation is the last observation.**

**Observations will be documented on the LCS Supervisor Observation & Summative Form. Forms for teachers and other professionals are posted on the district website. The direct link to each form is included in Appendix E. Supervisors will use the form to script the observation, connecting evidence to specific components in the corresponding framework, and selecting a rating. Following the post-conference, the observation form will be printed, dated, and signed by the supervisor and the teacher/other professional. A copy will be given to the teacher/other professional with the original filed in the evaluation folder.**

**Other Professionals and their supervisors have the option to participate in the workplace visit model rather than the traditional observation model, or a combination. This decision will be made in advance between the other professional and their observer. Because many other professionals may not have consistent classes or groups of children they work with, observations may look more like a site visit. The observer may not actually see the other professional working with students, especially since some other professionals work in confidential situations. The observer should be ‘scripting’ and taking note of exactly what they see the other professional doing during the visit. They may also note the areas the other professional ‘presents’ to them during the visit. If this is work in an office setting or meeting, then script what is seen. An Other Professional should not ‘make up’ a lesson to teach to a class if this is not part of their regularly scheduled responsibilities. If an observer does not ‘observe’ all 4 domains during the visit, during the required post observation conference the observer may ask questions and collect evidence for other domains. It is possible for a component in a domain to be marked ‘NA’ if it is not observed or presented during the observation process. The same observation form will be used to document evidences for the observation model or the workplace visit model.**

**Late Hires or Significant Absence: The timeline for observations may be adjusted. The supervisor will complete the Modified CEP Timeline for Teachers/Other Professionals Form (Appendix A) within 10 working days of the teacher’s return to work/hire. The superintendent or other designee should approve the form and notify the teacher within 5 additional working days. Certified staff hired March 1 or later will have 1 supervisor mini-observation prior to the last 14 instructional days. The following year, the certified staff will have all one-year cycle observations as listed in the next section.**

***Observation Schedule***

* **Clearly define the observation schedule for Teachers and Other Professionals on a one year summative cycle.**
* **Clearly define the observation schedule for Teachers and Other Professionals on a three year summative cycle.**
* **Describe the observation schedule or process to address late hires.**

**One-year cycle teachers/other professionals will complete all observations in the summative year including 1 supervisor mini-observation, and 1 supervisor full observation.**

**Three-year cycle teachers/other professionals will complete observations in the following timeframe:**

**Year 1 – mini observation (supervisor)**

**Year 2 – mini observation (supervisor)**

**Year 3 – full observation (supervisor)**

**Due to the impact of Covid-19 in 2019-2020, some three-year cycle teachers who were not due for a summative evaluation last year did not get to complete the mini-observation. That observation has been delayed to 2020-2021 and will take place in addition to the regularly scheduled observation.**

**Both models represent a minimum requirement. Additional observations may be completed. No observations will be completed until orientation is complete within the first 30 calendar days of reporting for employment each school year.**

**1-Year Cycle Teachers/Other Professionals: The one supervisor mini-observation will take place by the end of the 2nd grading period. The supervisor full observation will take place during the 3rd or 4th grading periods but prior to the summative deadline of May 1.**

**3-Year Cycle Teachers/Other Professionals in Year 3 (Summative Year): The supervisor full observation will take place any time after the first 30 days of employment but prior to summative deadline of May 1. If the mini-observation did not take place in 19-20 due to the impact of Covid-19, the mini-observation will take place by the end of the 2nd grading period in 20-21.**

**3-Year Cycle Teachers/Other Professionals in Year 2 (Non-Summative Years): The supervisor mini-observation will take place at any time after the first 30 days of employment but prior to the last 14 instructional days. If the mini-observation did not take place in 19-20 due to the impact of Covid-19, this additional mini-observation will take place by the end of the 2nd grading period in 20-21.**

**3-Year Cycle Teachers/Other Professionals in Year 1 (Non-Summative Years): The supervisor mini-observation will take place at any time after the first 30 days of employment but prior to the last 14 instructional days.**

**For other professionals, the workplace visit model may be used. See prior section for further details.**

***Observation Conferencing***

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

* + **Describe the differences that may exist in pre-conferencing expectations for mini or full observations**
  + **Identify any differences that may exist in pre-conference expectations for Other Professionals observations.**
  + **Identify timelines for any required pre-conferences.**
  + **Describe the differences that may exist in post-conferencing expectations for mini or full observations**
  + **Identify any differences that may exist in post-conference expectations for Other Professionals observations.**

**Mini-Observation: All supervisor mini-observations will be unscheduled (no pre-conference). For one-year cycle teachers/other professionals, a face-to-face post-conference is required within 5 working days. For three-year cycle teachers/other professionals, a post conference is required within 5 working days but may be conducted electronically unless either the supervisor or the teacher/other professional request the conference to be face-to-face. Although the mini-observation is unscheduled, the teacher will be made aware that the supervisor’s purpose in the room is the mini-observation.**

**Full-Observation: All full-observations will be scheduled. Pre-conference is required prior to the observation using the Pre-Conference form (Appendix D). Pre-conference may be conducted electronically unless either the supervisor or the teacher/other professional request the conference to be face-to-face. A face-to-face post-conference is required.**

**All post-conferences will focus on evidences collected and connection to the components of the framework for teaching or other professional frameworks. For the workplace visit model that may be used for observations with other professionals, the same pre- and post-conference forms and processes apply.**

***Observer Certification***

All evaluators will complete initial certified evaluation training and testing provided by KDE or an approved provider.

* **Supervisors who have achieved initial certification and annual update training can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to achieve initial certification, the district will provide the following supports:**
  + **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**
  + **In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers and other professionals have access to observations**
* **Describe the process to ensure all supervisors obtain the initial certified evaluation training.**
* **Describe the process used to ensure all supervisors obtain observation certification.**
* **Describe support procedures for individuals who are not certified.**
* **Describe the process used to ensure teachers will have access to certified observers in cases where the supervisor is not certified.**
* **Describe the process used to ensure late hire supervisors obtain certification.**

**All supervisors who are evaluating certified personnel but have not yet achieved initial certification will be given the opportunity to complete certification training. The district’s certified evaluation coordinator, or their trained designee, will serve as a mentor to supervisors working towards initial certification.**

**If a supervisor has not yet completed initial certification within 1 calendar month of opening day, the Superintendent or designee will assign the supervisor to shadow other certified supervisors named by the Superintendent or designee for observations (with permission of the observee). In the uncertified supervisor’s own school, other certified administrators in the district as assigned by the Superintendent or designee will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all pre-conferences, observations, post-conferences, and discussions of the PGP. The only duty the uncertified supervisor will not perform is to assign evidence to domains. Once the uncertified supervisor obtains certification, he/she will assume all duties of the supervisor’s role.**

**The timeline will be adjusted for supervisors hired after opening day to allow one calendar month to complete the initial certification.**

**The district’s certified evaluation coordinator will maintain a list including the names of all certified evaluators who have achieved initial certification. Completion dates will reflect the date of initial certification.**

***Observer Annual Training***

A minimum of six (6) hours of EILA-approved training will be completed annually by each evaluator focusing on one or more of the following:

* KRS 156.557 and 704 KAR 3:370
* Effective observation & conferencing techniques when using observation to evaluate personnel
* Providing clear and timely feedback
* Establishing and assisting with a professional growth plan
* Summative decision techniques
* Ensuring consistent and reliable ratings

***Products of Practice/Other Sources of Evidence***

Teachers and Other Professionals 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.

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

* **program assurance evidence**
* **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 Professional Learning Community meetings**
* **teacher reflections and/or self-reflections**
* **teacher interviews**
* **teacher committee or team contributions**
* **parent engagement activities/surveys**
* **records of student and/or teacher attendance**
* **video lessons**
* **engagement in professional organizations**
* **action research**
* **student survey results**
* **state assessment results**

**These sources of evidence should be made available to the supervisor in a timely manner upon request. These sources of evidence will be used to determine ratings in the summative year.**

***Letters & Memos***

**In addition to district-adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.**

***Determining the Summative Rating***

Supervisors are responsible for determining a Summative Rating for each teacher or other professional at the conclusion of the summative evaluation year. The evaluator determines the Summative Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Measures (Domains), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

The Kentucky Framework for Teaching and Other Professional Frameworks stand as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. 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 organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Measure at the culmination of an educator’s cycle.

* **Provide a rating for each measure** **through the use of sources of evidence and professional judgment.**
* **Apply Decisions Rules for determining an educator’s Summative rating.**
* Observation
* Professional Growth Plans and Self Reflection
* Other Evidence
* Letters & Memos

**MEASURE RATINGS**

M1 Planning--DOMAIN 1: [I,D,A,E]

**SOURCES OF EVIDENCE TO INFORM MEASURE RATINGS**

**PROFESSIONAL JUDGMENT**

M2 Environment--DOMAIN 2: [I,D,A,E]

M3 Instruction--DOMAIN 3: [I,D,A,E]

M4 Professionalism--DOMAIN 4: [I,D,A,E]

**Summative Rating**

**PROFESSIONAL JUDGMENT & DECISION RULES**

**DECISION RULES FOR DETERMING TEACHER AND OTHER PROFESSIONAL**

**SUMMATIVE RATING FROM THE FOUR MEASURE RATINGS**

|  |  |
| --- | --- |
| **IF…** | **THEN…** |
| Measures 2 AND 3 are rated INEFFECTIVE | Summative Rating shall be INEFFECTIVE |
| Measures 2 OR 3 are rated INEFFECTIVE | Summative Rating shall by DEVELOPING or INEFFECTIVE |
| Measures 1 OR 4 are rated INEFFECTIVE | Summative Rating shall NOT be EXEMPLARY |
| Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED | Summative Rating shall be ACCOMPLISHED |
| Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY | Summative Rating shall be ACCOMPLISHED |
| Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY | Summative Rating shall be EXEMPLARY |

***Summative Conference***

**A summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1 and shall include all applicable certified evaluation data outlined in this plan. Measure ratings and the summative rating will be recorded on the summative tab of the Supervisor Observation and Summative Forms (Appendix E). The summative form will be printed and signed to become part of the official personnel file. A copy of the evaluation will be provided to the evaluatee. An opportunity for written response shall be provided to the evaluatee and, if submitted, included in the official personnel record.**

***Professional Growth Plan and Summative Cycle***

Based on the Summative rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

**PROFESSIONAL GROWTH PLAN AND CYCLE**

**FOR TENURED TEACHERS & OTHER PROFESSIONALS**

|  |  |  |
| --- | --- | --- |
| **SUMMATIVE RATING** | **EXEMPLARY** | **THREE-YEAR CYCLE**  **SELF-DIRECTED GROWTH PLAN**   * **Goals set by teacher with evaluator input** * **Plan activities are teacher directed and implemented with colleagues** * **Formative review annually** * **Summative occurs at the end of year 3** |
| **ACCOMMPLISHED** |
| **DEVELOPING** | **THREE-YEAR CYCLE**  **SELF-DIRECTED GROWTH PLAN**   * **Goal(s) set by teacher with evaluator input** * **One goal must address measure deficit** * **Formative review annually** * **Summative occurs at the end of year 3** |
| **INEFFECTIVE** | **ONE-YEAR CYCLE**  **DIRECTED GROWTH PLAN**   * **Goal(s) determined by evaluator** * **Goal(s) focus on measure deficit(s)** * **Plan activities designed by evaluator with teacher input** * **Summative occurs at the end of year 1** |

***Corrective Action Plan (CAP)***

**The purpose of the CAP is to develop a plan that assists a certified staff member who has failed to meet a district standard or when an immediate change is required in practice or behavior.**

**Procedure:**

* **Administrator initiates the Corrective Action Plan process**
* **Administrator and certified staff member collaborate to develop the CAP**
* **Administrator and certified staff member develop timeline**
* **Administrator and certified staff member develop appraisal method for CAP**
* **Administrator evaluates improvement of performance at target date**

**For tenured certified staff, the “ONE-YEAR CYCLE DIRECTED GROWTH PLAN” noted in the PGP Cycle for Tenured Teachers & Other Professionals matrix for ineffective summative rating *is* a Corrective Action Plan. However, a corrective action plan may be initiated at any time when an immediate change is required in practice or behavior, for tenured or non-tenured staff.**

**As the Corrective Action Plan is a targeted professional growth plan, the CAP will be entered on the Professional Growth Plan form (Appendix C) and be clearly designated as a CAP within the text of the document.**

**CERTIFIED ADMINISTRATOR EVALUATION (PRINCIPAL, ASSISTANT PRINCIPAL, & DISTRICT CERTIFIED STAFF)**

**LaRue County Schools Certified Evaluation Timeline for Administrators**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Self- Reflection** | **Professional Growth Plan** | **Working Conditions Goal** | **Student Growth Goal** | **Survey** | **Site Visit/Observation\*** | | | **Mid-Year Review** | **Summative** |
| **#1** | **#2** | |
| **Who?** | **All** | **All** | **Principal Only** | **All** | **Principal Only** | **All** | | | **All** | **All** |
| **Aug** |  |  |  |  |  |  | |  |  | Includes information from all multiple measures |
| **Sept** |  |  |  |  |  |  | |  |  |  |
| **Oct** | By Sept 30, or 2 weeks after the embargo release of Accountability data |  |  |  |  |  | |  |  |  |
| **Nov** |  |  |  |  |  |  | |  |  |  |
| **Dec** |  | Progress Check at Mid-Year Review |  |  |  | Fall  Semester | |  | May Be  Completed |  |
| **Jan** |  |  |  |  |  |  | | Spring  Semester | With Site  Visit #1 |  |
| **Feb** |  |  |  |  |  |  | |  |  |  |
| **Mar** |  |  |  |  | By April 1 |  | |  |  |  |
| **Apr** |  |  |  |  |  |  | |  |  |  |
| **May** | Conference by May 1 Summative |  |  |  |  |  | | By  May 1  Summ. |  | May 1 Summative  Deadline |

**On-going Evidence: “Other” sources of evidence (pg 39); letters & memos (pg 39).**

**\*Post-conference in-person within 5 working days.**

**Conferences\*\* = May be video or telecommunication if Covid 19 limits in-person meetings activity.**

***All observation and conference requirements are a MINIMUM. More may be completed as needed.***

*LaRue County School District Certified Evaluation*

Principal—Sources of Evidence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Performance Criteria***  ***And Role*** | ***Measures*** | | | |
| ***Planning*** | ***Environment*** | ***Instruction*** | ***Professionalism*** |
| Principal  *Professional Standards for Educational Leaders (PSEL)* | Standard 1  Mission, Vision and Core Values  Standard 9  Operations and Management  Standard 10  School Improvement | Standard 3  Equity and Cultural Responsiveness  Standard 7  Professional Community for Teachers and Staff | Standard 4  Curriculum, Instruction and Assessment  Standard 5  Community of Care and Support for Students  Standard 6  Professional Capacity of School Personnel | Standard 2  Ethics and Professional Norms  Standard 8  Meaningful Engagement of Families and Community |
| Self-Reflection |  |  |  |  |
| Professional Growth Plan |  |  |  |  |
| Working Conditions Goal |  |  |  |  |
| Student Growth Goal |  |  |  |  |
| Site Visit |  |  |  |  |
| Survey |  |  |  |  |

The Professional Standards for Educational Leaders (PSEL) are the basis for principal and assistant principal evaluation. Multiple evidences and professional judgement will be used to inform measure ratings that reflect the associated standards collectively. Measure ratings will lead to the summative rating.

**Summative Rating**

**Measure Ratings**

**Multiple Evidences**

Multiple Evidences

Multiple Evidences

**Professional** **Judgement**

*LaRue County School District Certified Evaluation*

District Certified Staff—Sources of Evidence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Performance Criteria***  ***And Role*** | ***Measures*** | | | |
| ***Planning*** | ***Environment*** | ***Instruction*** | ***Professionalism*** |
| District Certified Personnel  *GROUP 1: Professional Standards for Educational Leaders (PSEL)* | Standard 1  Mission, Vision and Core Values  Standard 9  Operations and Management  Standard 10  School Improvement | Standard 3  Equity and Cultural Responsiveness  Standard 7  Professional Community for Teachers and Staff | Standard 4  Curriculum, Instruction and Assessment  Standard 5  Community of Care and Support for Students  Standard 6  Professional Capacity of School Personnel | Standard 2  Ethics and Professional Norms  Standard 8  Meaningful Engagement of Families and Community |
| District Certified Personnel  *GROUP 2: Superintendent Performance Standards* | Standard 4  Human Resource Leadership  Standard 5  Managerial Leadership | Standard 3  Cultural Leadership  Standard 6  Collaborative Leadership  Standard 7  Influential Leadership | Standard 2  Instructional Leadership | Standard 1  Strategic Leadership |
| District Certified Personnel  *School Psychologist – Specialist Framework* | Domain 1  Planning and Preparation | Domain 2  The Environment | Domain 3  Delivery of Service | Domain 4  Professional Responsibilities |
| Self-Reflection |  |  |  |  |
| Professional Growth Plan |  |  |  |  |
| Growth Goal |  |  |  |  |
| Site Visit |  |  |  |  |

District Certified Staff other than principals and superintendents have varied roles. Some roles will be evaluated with PSEL standards (group 1) while other roles will be evaluated with superintendent standards (group 2). The School Psychologist will be evaluated using the School Psychologist Specialist Framework.

For Group 1 District Certified Staff, multiple evidences and professional judgement will be used to inform measure ratings that reflect the associated standards collectively. Measure ratings will lead to the summative rating.

**Summative**

**Rating**

**Measure Ratings**

**Multiple Evidences**

Multiple Evidences

Multiple Evidences

**Professional** **Judgement**

For Group 2 District Certified Staff, multiple evidences and professional judgement will be used to inform standard ratings which will lead to measure ratings which will lead to the summative rating.

**Summative**

**Rating**

**Multiple Evidences**

Multiple Evidences

Multiple Evidences

**Professional** **Judgement**

**Measure Ratings**

**Standard Ratings**

Multiple Evidences

Multiple Evidences

For the School Psychologist, multiple evidences and professional judgement will be used to inform domain ratings which will lead to measure ratings which will lead to the summative rating.

**Summative**

**Rating**

**Multiple Evidences**

Multiple Evidences

Multiple Evidences

**Professional** **Judgement**

**Measure Ratings**

**Domain Ratings**

Multiple Evidences

Multiple Evidences

Group 1 District Certified Staff are certified employees, below the level of superintendent, who devote the majority of time in a position whose job expectations align better with PSEL standards than superintendent standards. Current group 1 roles include: Curriculum Specialist, Reading Recovery Teacher Leader, and Gifted & Talented Resource Teacher.

Group 2 District Certified Staff are certified employees, below the level of superintendent, who devote the majority of time in a position whose job expectations align better with superintendent standards than principal standards. Current group 2 roles include: Assistant Superintendent for Student Achievement, Director of Special Education, Instructional Supervisor, Director of Student Services, and Chief Information Officer.

District Certified Staff are not expected to meet every indicator of every PSEL (group 1) or superintendent (group 2) standard. Expectations have been tailored to match each specific role. See Appendix F for the specific list of standards and indicators that apply to each group 1 role. See Appendix G for the specific list of standards and indicators that apply to each group 2 role.

School Psychologists are staff who devote the majority of time in a position for which the School Psychologist Specialist Framework is directly applicable.

If a change is made to role responsibilities, or if a new role is added during the school year, the district certified staff and their supervisor will have 30 calendar days to work together to determine the appropriate indicators for the role. The listing will be submitted to the Superintendent or designee for approval.

***Principal & District Certified Staff Evaluation Overview & 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 principals and district certified staff. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Professional Standards for Educational Leaders (PSEL) or The Superintendent Performance Standards.

***The following graphic outlines the summative model for Principals & Group 1 District Certified Staff Evaluation.***

-Self-Reflection

-Professional

Growth Plan

-Working

Conditions Goal

-Student Growth

Goal

-Site Visit

-Survey

**SUMMATIVE RATING**

**PROFESSIONAL JUDGMENT**

**STANDARDS**

**1:** Mission, Vision, &

Core Values

**2.** Ethics & Professional Norms

**3.** Equity & Cultural

Responsiveness

**4.** Curriculum, Instruction, &

Assessment

**5.** Community of Care & Support

for Students

**6.** Professional Capacity of

School Personnel

**7.** Professional Community for

Teachers & Staff

**8.** Meaningful Engagement of

Families & Community

**9.** Operations & Management

**10.** School Improvement

**SOURCES OF EVIDENCE TO INFORM RATINGS**

**PROFESSIONAL JUDGMENT & DECISION RULES**

**MEASURE RATINGS**

**1:** Planning

**2.** Environment

**3.** Instruction

**4.** Professionalism

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice through the standards of Mission, Vision, and Core Values;Ethics and Professional Norms;Equity and Cultural Responsiveness;Curriculum, Instruction, and Assessment;Community of Care and Support for Students;Professional Capacity of School Personnel;Professional Community for Teachers and Staff;Meaningful Engagement of Families and Community;Operations and Management;School Improvement. Included in the PSEL are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The PSEL provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting professional practice will be situated within one or more of the ten standards. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The measure rating will reflect the associated standards collectively. Then the 4 measure ratings will be collapsed into the Summative Rating. (See pg. 40 for decision rules).

**PROFESSIONAL JUDGMENT**

***The following graphic outlines the summative model for Group 2 District Certified Staff Evaluation.***

-Self-Reflection

-Professional

Growth Plan

-Student Growth

Goal

-Site Visit

**SUMMATIVE RATING**

**PROFESSIONAL JUDGMENT**

**STANDARD RATINGS**

**1:** Strategic Leadership

**2.** Instructional Leadership

**3.** Cultural Leadership

**4.** Human Resource Leadership

**5.** Managerial Leadership

**6.** Collaborative Leadership

**7**. Influential Leadership

**SOURCES OF EVIDENCE TO INFORM RATINGS**

**PROFESSIONAL JUDGMENT & DECISION RULES**

**PROFESSIONAL JUDGMENT**

**1:** Planning

**2.** Environment

**3.** Instruction

**4.** Professionalism

**MEASURE RATINGS**

***Superintendent Performance Standards (Group 2 District Certified Staff)***

The Superintendent Performance Standards are designed to support student achievement and professional best-practice through the standards of Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, Collaborative Leadership, and Influential Leadership. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting professional practice will be situated within one or more of the seven standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The seven standard ratings will be collapsed into the 4 measure ratings, then the 4 measure ratings will be collapsed into the Summative Rating. (See pg 41 for decision rules).

***School Psychologist***

The School Psychologist Specialist Framework is a research-based set of components of instruction, aligned to the INTASC standards, and 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: Planning & Preparation, Environment, Delivery of Service, and Professional Responsibility. (See pg. 41 for decision rules).

-Self-Reflection

-Professional

Growth Plan

-Student Growth

Goal

-Site Visit

**SUMMATIVE**

**RATING**

**PROFESSIONAL JUDGMENT**

**DOMAIN/MEASURE RATINGS**

**1:** Planning & Preparation

**2.** Environment

**3.** Delivery of Service

**4.** Professional Responsibility

**SOURCES OF EVIDENCE TO INFORM RATINGS**

**PROFESSIONAL JUDGMENT &**

**DECISION RULES**

***For All Principal & District Certified Staff***

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals & district certified staff 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 performance. These factors may include specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

**Required Sources of Evidence**

* + **Self-Reflection**
  + **Professional Growth Planning**
  + **Site-Visits**
  + **Survey (Principal only)**
  + **Working Conditions Goal (Principal Only)**
  + **Student Growth Goal**

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

* **Other Measures of Student Learning**
* **Products of Practice**
* **Other Sources**

***Sources of Evidence***

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

***Professional Growth Planning and Self-Reflection***

**Completed by principals, assistant principals & district certified staff**

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 practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

* **Explain the timeline for submission of Self-Reflection**
* **Explain the timeline for submission of PGP**
* **Describe how late hires will be addressed.**
* **Describe the process the district will use to document the development, approval and monitoring of self-reflection and the professional growth plan.**

**Self-reflection and Professional Growth Plans will be developed and approved by September 30 of each year. Timeline will be extended in years where state accountability data is released late. Principals & District Certified Staff will be allowed at least two weeks to complete the self-reflection and PGP after the embargo release of The School Report Card. PGPs will be reviewed mid-year and prior to the summative evaluation. Principal PGPs will align with the school/district improvement plans. District Certified Staff PGPs will align with the school/district improvement plans as is appropriate for the role.**

**The Principal & Group 1 District Certified Staff Self-Reflection form (Appendix J), the Group 2 District Certified Staff Self-Reflection form (Appendix K), or the School Psychologist Self-Reflection form (Appendix L) will be used to document the self-reflection. The Professional Growth Goal & Plan for Principals and District Certified Staff (Appendix M) will be used to document the PGP including action plans. These forms include documentation of required conferences and reflection on progress.**

**Principals & District Certified Staff hired after the embargo release of Unbridled Learning results will have one month to meet all self-reflection and PGP requirements. Conference timelines will be adjusted accordingly. The Modified CEP Timeline for Principals (Appendix H) or the Modified CEP Timeline for District Certified Staff (Appendix I) will be completed, signed and dated within 10 working days to document agreement to the new timeline. The form will be submitted to the district certified evaluation plan coordinator.**

***Site-Visits***

**Completed on principals, assistant principals, and district certified staff by the immediate supervisor– *formal site visits are not required for assistant principals or district certified staff***

Site visits are a method by which the supervisor may gain insight into the principal, assistant principal, or district certified staff’s practice in relation to the standards. During a site visit, the supervisor will discuss various aspects of the job, and will use responses to determine issues to further explore with the faculty and staff. Additionally, the principal, assistant principal, or district certified staff may explain the successes and trials the school or district community has experienced in relation to improvement. The evaluatee will be made aware that the supervisor’s purpose in the room is the site visit. All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting site visits for the purpose of evaluation.

* **Conducted at least twice each year. (Formal site-visits are not required for the assistant principal or district certified staff, however, the site visit form will be used to document performance at least twice each year.)**
* **Identify timeline for site-visits.**

**A minimum of 1 first semester, 1 second semester. Site visit will be scheduled.**

* **Describe conference expectations following site visits.**

**A post conference is required within five working days of the site visit but may be conducted electronically unless either the supervisor or the principal, assistant principal, or district certified staff request the conference to be face-to-face**

* **Describe site-visit connections to Principal or Superintendent Performance Standards.**

**During the follow-up conference, the supervisor will review all Principal or Superintendent Performance Standards applicable to the role and give feedback about each standard.**

* **Describe how late hires will be addressed.**

**Any Principal, Assistant Principal, or District Certified Staff hired after the first site visits are completed may have an adjusted timeline, but will still receive two site visits. The Modified CEP Timeline for Principals (Appendix H) or the Modified CEP Timeline for District Certified Staff (Appendix I) will be completed, signed and dated within 10 working days to document agreement to the new timeline. The form will be submitted to the district certified evaluation plan coordinator.**

* **Describe how the evidences of site-visits will be documented.**

**The site visit will be documented using the Principal or Superintendent Standard Site Visit and Summative form posted on the district’s website. A direct link to the form is included in Appendix P. Supervisors will use the form to document evidence from the site visit, connecting evidence to specific principal or superintendent performance standards applicable to the role, and selecting a rating. Following the site visit post-conference, the site visit form will be printed, dated, and signed by the supervisor and the principal, assistant principal, or district certified staff. A copy will be given to the principal, assistant principal, or district certified staff with the original filed in the evaluation folder. For assistant principals and district certified staff, formal site visits are not required but the Principal or Superintendent Standard Site Visit and Summative form will be used to document evidence at least twice each year. The same process will apply as for principals.**

***Survey***

**Completed for principals and assistant principals – *not completed for district certified staff***

The survey is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The results of the survey will be included as a source of evidence to inform each principal’s summative rating. The survey will be based on priorities set by the most recent state-required working conditions survey. It will be developed and administered locally and will be anonymous.

* **Conducted at least once every two years in the school year that the state-required working conditions survey is not administered.**
* **Identify a point of contact for overseeing the survey.**

**District Certified Evaluation Coordinator or designee**

* **Identify the frequency of the survey administration.**

**Once every two years, in the year the state-required working conditions survey is not administered.**

* **Identify the timeline for administration of the survey.**

**During the district-determined window of March.**

* **Describe how survey results will be used.**

**Results will be used by the supervisor as a source of evidence to inform summative ratings. Principals and assistant principals will use results to reflect on progress and develop their individual student growth/professional growth plan for the next year.**

* **Identify who will have access to the survey.**

**Results will be treated as confidential and only Principal and Supervisor will receive the survey results.**

* **Describe how late hires will be addressed.**

**All principals and assistant principals will complete the survey. If hired after the end of the 2nd Nine Weeks, the survey may be administered at a later date and will only be used for planning purposes. It will not be included as a source of evidence for summative ratings. The Modified CEP Timeline for Principals (Appendix H) will be completed within 10 working days and submitted to the District Certified Evaluation Coordinator.**

***Working Conditions Goal***

**Completed for principals and assistant principals – *not completed for district certified staff***

Principals and assistant principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent state-required working conditions survey. The principal’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. Principals and assistant principals may choose to have the same goal or different goals.

* **Developed following the completion of the** **state-required working conditions** **survey.**
* **Minimum of one two-year goal.**
* **Describe how a mid-point review will be conducted.**

**Prior to April 1, a survey (electronic or paper/pencil) will be given using the same state-required working conditions survey question(s) selected for growth. Additional detail questions, comment box, etc. may be added to the survey. Survey results will be shared with the supervisor. (See *SURVEY* section for further details)**

* **Identify any additional surveys or evidence that will be used to inform the Working Conditions Goal(s).**

**None beyond the survey stated above**

* **Describe how the evidences of the Working Conditions Goal will be documented.**

**The Principal Working Conditions Goal form (Appendix N) will be used to document the Working Conditions Goal, action plan, and progress. The form includes documentation of required conferences and reflection on progress. The Working Conditions Goal will be developed and approved by September 30 of each year. Timeline will be extended in years where state accountability data is released late. It will be reviewed mid-year.**

* **Describe how the Working Conditions Goal results will be used.**

**Results will be used by the supervisor as a source of evidence to inform summative ratings. Principals and assistant principals will use results to reflect on progress and develop their individual student growth/professional growth plan for the next year.**

***Products of Practice/Other Sources of Evidence***

Principals/Assistant principals/District certified staff may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to their practice within the principal or superintendent standards applicable to their role.

* **Identify other sources of evidence that can be used to support educator practice.**

**Other sources of evidence that can be used to support principal/district certified staff practice 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 activities/surveys**
* **records of student and/or teacher attendance**
* **video lessons**
* **engagement in professional organizations**
* **action research**
* **state assessment & accountability system results**
* **Other evidences specific to the role**

**These sources of evidence should be made available to the supervisor in a timely manner upon request. These sources of evidence will be used to determine summative ratings.**

## ***Letters & Memos***

**In addition to district-adopted evaluation forms, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dat****ed and signed by both parties.**

***Student Growth Goal***

**Completed by principals, assistant principals & district certified staff**

**Based on Local School or District Need**

The student growth goal should be based on school need. Principals and assistant principals may choose to have the same goal or different goals. Growth should be stated in terms of STUDENT growth for roles in which it is appropriate to do so. For any District Certified Staff who are not working directly with students, the goal may be written in terms of other school or district statistics.

* **Identify the number of local goals for principal ONE**
* **Describe process to develop the Student Growth.**
* **Describe how the evidences of the Student Growth Goal will be documented.**

**The Student Growth Goal form (Appendix O) will be used to document the Student Growth Goal, action plan, and progress. The form includes documentation of required conferences and reflection on progress. The Student Growth Goal will be developed and approved by September 30 of each year. Timeline will be extended in years where state accountability data is released late. It will be reviewed mid-year.**

* **Describe how the Student Growth Goal results will be used.**

**Results will be used by the supervisor as a source of evidence to inform summative ratings. Principals, assistant principals, and district certified staff will use results to reflect on progress and develop their individual student growth/professional growth plan for the next year.**

***Determining the Summative Rating***

Supervisors are responsible for determining a Summative Rating annually. The Summative Rating is informed by the ratings of each measure which reflect the associated standards combined with professional judgement collectively.

**Summative Rating for Principals and Group 1 District Certified Staff:**

**See graphics on pg. 33 for outline of summative ratings process.**

**Process:**

* **Supervisor will consider all sources of evidence and professional judgement to determine ratings for each measure reflecting the associated standards collectively. The Principal standards are used for this group. The standards and indicators applicable to each Group 1 District Certified Staff are included in Appendix F)**

|  |
| --- |
| **Measure Ratings** |
| **Planning (Standards 1, 9, 10)** |
| **Environment (Standards 3 & 7)** |
| **Instruction (Standard 4, 5, 6)** |
| **Professionalism (Standard 2 & 8)** |

* **The SUMMATIVE RATING will be determined by AVERAGING the measure ratings using a 4-point scale, rounding up if 0.5 or more. Exemplary = 4, Accomplished = 3, Developing = 2, Ineffective = 1.**

**Summative Rating for Group 2 District Certified Staff:**

**See graphics on pg. 34 for outline of summative ratings process.**

**Process:**

* **Supervisor will consider all sources of evidence and professional judgement to determine ratings for each STANDARD that is applicable to the role. The Principal standards are used for this group. The standards and indicators applicable to each Group 2 District Certified Staff are included in Appendix G)**
* **Standard Ratings will be collapsed into MEASURE ratings according to the table below.**

|  |
| --- |
| **Measure Ratings** |
| **Planning (Standards 4 & 5)** |
| **Environment (Standards 3, 6 & 7)** |
| **Instruction (Standard 2)** |
| **Professionalism (Standard 1)** |

**For measure ratings that align with more than one standard, the standard ratings will be AVERAGED, rounding up if 0.5 or more. Exemplary = 4, Accomplished = 3, Developing = 2, Ineffective = 1.**

* **The SUMMATIVE RATING will be determined by AVERAGING the measure scores using the same 4-point scale, rounding up if 0.5 or more.**

**Summative Rating for School Psychologist:**

**See graphics on pg. 34 for outline of summative ratings process.**

**Process:**

* **Supervisor will consider all sources of evidence and professional judgement to determine ratings for each DOMAIN/MEASURE that is applicable to the role. The School Psychologist Specialist Framework is the set of standards that applies to School Psychologist.**
* **Standard Ratings will be collapsed into MEASURE ratings according to the table below.**

|  |
| --- |
| **Measure Ratings** |
| **Planning & Preparation** |
| **Environment** |
| **Delivery of Service** |
| **Professional Responsibilities** |

**For measure ratings that align with more than one standard, the standard ratings will be AVERAGED, rounding up if 0.5 or more.**

* **The SUMMATIVE RATING will be determined by AVERAGING the measure scores using the same 4-point scale of Exemplary = 4, Accomplished = 3, Developing = 2, Ineffective = 1, rounding up if 0.5 or more.**

**A summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1 and shall include all applicable certified evaluation data outlined in this plan. Standard ratings, measure ratings, and the summative rating will be recorded on the summative tab of the Principal Standard Site Visit & Summative Form (Appendix P), the Superintendent Standard Site Visit & Summative Form (Appendix Q), or the School Psychologist Site Visit & Summative Form (Appendix R). The summative form will be printed and signed to become part of the official personnel file. A copy of the evaluation will be provided to the evaluatee. An opportunity for written response shall be provided to the evaluatee and, if submitted, included in the official personnel record.**

***Professional Growth Plan and Summative Cycle***

Based on the Summative rating, supervisors will determine the type of Professional Growth Plan required.

**PROFEESIONAL GROWTH PLAN AND CYCLE**

**FOR PRINCIPALS, ASSISTANT PRINCIPALS, AND DISTRICT CERTIFIED STAFF**

|  |  |  |
| --- | --- | --- |
| **SUMMATIVE RATING** | **EXEMPLARY** | **SELF-DIRECTED GROWTH PLAN**   * **Goals set by evaluatee with supervisor input** * **Plan activities are evaluatee directed and implemented with colleagues** * **Summative occurs annually** |
| **ACCOMMPLISHED** |
| **DEVELOPING** | **SELF-DIRECTED GROWTH PLAN**   * **Goals set by evaluatee with supervisor input** * **At least one goal must address measure deficit** * **Summative occurs annually** |
| **INEFFECTIVE** | **DIRECTED GROWTH PLAN**   * **Goal(s) determined by supervisor** * **Goal(s) focus on measure deficit(s)** * **Plan activities designed by supervisor with evaluatee input** * **Summative occurs annually** |

***Corrective Action Plan (CAP)***

**The purpose of the CAP is to develop a plan that assists a certified staff member who has failed to meet a district standard or when an immediate change is required in practice or behavior.**

**Procedure:**

* **Administrator initiates the Corrective Action Plan process**
* **Administrator and certified staff member collaborate to develop the CAP**
* **Administrator and certified staff member develop timeline**
* **Administrator and certified staff member develop appraisal method for CAP**
* **Administrator evaluates improvement of performance at target date**

**The “DIRECTED GROWTH PLAN” noted in the PGP Cycle matrix above for ineffective summative rating *is* a Corrective Action Plan. However, a corrective action plan may be initiated at any time when an immediate change is required in practice or behavior.**

**As the Corrective Action Plan is a targeted professional growth plan, the CAP will be entered on the Professional Growth Plan form (Appendix L) and be clearly designated as a CAP within the text of the document.**

**Appeals**

**According to 156.557 Section 8 and 9,**

**(8) The Kentucky Board of Education shall establish an appeals procedure for certified school personnel who believe that the local school district failed to properly implement the evaluation system. The appeals procedure shall not involve requests from individual certified school personnel members for review of the judgmental conclusions of their personnel evaluations.**

**(9) The local board of education shall establish an evaluation appeals panel for certified school personnel that shall consist of two (2) members elected by the certified employees of the local district and one (1) member appointed by the board of education who is a certified employee of the local board of education. Certified school personnel who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.**

**CERTIFIED EMPLOYEE EVALUATION APPEAL**

Purpose

**An Appeals Panel shall be established in accordance with KRS 156.557 and 704 KAR 3:370. Based on issues identified in an employee’s appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District’s evaluation plan and whether the summative evaluation is supported by the evidence.**

**The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.**

**MEMBERSHIP**

* + 1. **The certified employees shall elect two members and two alternates to serve on the panel by September 30 of odd years.**

**Each School and the central office shall nominate two certified employees willing to serve as a panel member.**

**Ballots listing the candidates shall be prepared and distributed to all certified staff members by the District Certified Evaluation Coordinator.**

**Ballots shall be collected by the secretary at each school and sent to the secretary to the Superintendent.**

**The secretary to the Superintendent shall total the votes. Tally sheets shall be kept on file at the Central Office for two years.**

**The candidates with the two largest vote totals shall be named members of the appeal panel.**

**The candidates receiving the third and fourth largest number of votes shall be named first and second alternate members, respectively.**

**Any ties shall be broken with the flip of a coin.**

**If vacated, a panel member’s position will be filled by the designated alternate.**

**2. The Board of Education shall appoint one certified employee and one alternate to serve on the panel by September 30 of odd years.**

**3. Terms shall be for two years to run from January 1 of the first year to December 31 of the second year.**

**4. A chairperson shall be elected by the three-member appeal panel.**

**5. Members may be reelected or reappointed.**

**APPEALS**

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

1. **Submit the Evaluation Appeal Form *(Appendix S)* within five (5) working days of the summative evaluation.**
2. **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. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the 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 as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.**
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. **Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.**
6. **The hearing will be audiotaped. A copy will be provided to both parties if requested in writing. The original will be maintained by the District.**
7. **Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee’s 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.**
3. **The evaluatee may present relevant evidence in support of the appeal.**
4. **The evaluator may present evidence in support of the summative evaluation.**
5. **The Panel may question the evaluatee and evaluator.**
6. **The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.**
7. **Each party (evaluator and evaluatee) will be asked to make closing remarks.**
8. **The chairperson of the Panel will make closing remarks.**
9. **The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:**
10. **Upholding all parts of the original evaluation.**
11. **Voiding the original evaluation or parts of it.**
12. **Ordering a new evaluation by a second certified employee who shall be a trained evaluator.**
13. **The chairperson of the Panel shall present the Panel’s decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.**
14. **The Superintendent may take appropriate action consistent with the Panel’s decision.**
15. **The Panel’s decision and the original summative evaluation form shall be placed in the employee’s evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file.**
16. **The Panel’s decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.**

**APPENDICES**

**Teachers & Other Professionals**

|  |  |
| --- | --- |
| **APPENDIX A:** | Modified CEP Timeline for Teachers and Other Professionals |
| **APPENDIX B:** | Self-Reflection Forms |
| **APPENDIX C:** | Professional Growth Plan |
| **APPENDIX D:** | Pre-Conference Form |
| **APPENDIX E:** | Supervisor Observation & Summative Forms |
|  |  |

**Principals & District Certified Staff**

|  |  |
| --- | --- |
| **APPENDIX F:** | Group 1 District Certified Staff Standards Guide |
| **APPENDIX G:** | Group 2 District Certified Staff Standards Guide |
| **APPENDIX H:** | Modified CEP Timeline for Principals |
| **APPENDIX I:** | Modified CEP Timeline for District Certified Staff |
| **APPENDIX J:** | Principals & Group 1 District Certified Staff Self-Reflection |
| **APPENDIX K:** | Group 2 District Certified Staff Self-Reflection |
| **APPENDIX L:** | School Psychologist Self-Reflection |
| **APPENDIX M:** | Professional Growth Goal & Plan for Principals & District Certified Staff |
| **APPENDIX N:** | Working Conditions Goal |
| **APPENDIX O:** | Student Growth Goal |
| **APPENDIX P:** | Site Visit & Summative Form for Principal Standards |
| **APPENDIX Q:** | Site Visit & Summative Form for Superintendent Standards |
| **APPENDIX R:** | Site Visit & Summative Form for School Psychologists |

**Appeals**

|  |  |
| --- | --- |
| **APPENDIX S:** | Evaluation Appeal Form |

**APPENDIX A**

## **Modified CEP timeline for Teachers or Other Professionals**



|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher/Other Professional** |  | **School** |  |
| **Supervisor** |  | **Cycle** |  |

**A modified timeline for Teachers & Other Professionals may be established for staff hired late or on extended leave. A reasonable timeline may be set by the supervisor within 10 working days of the teacher/other professional’s hire or return to work. The Superintendent or designee will receive and approve this form within an additional 5 working days. For staff hired March 1 or later see guidance on pg. 11.**

|  |  |
| --- | --- |
| **Mark the reason for needing an adjusted timeframe:** | |
| * **Late Hire** | * **Extended Leave** |
| **Date of hire: \_\_\_\_\_\_\_\_\_\_; Calendar Days: \_\_\_\_\_\_** | **Dates of leave: \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_ ; Calendar Days: \_\_\_\_\_\_** |

|  |  |  |
| --- | --- | --- |
| **TPGES/OPGES Measure** | **Original Timeline** | **Adjusted Timeline** |
| Self-Reflection—all staff | End of 1stquarter |  |
| Professional Growth Plan—all staff | End of 1stquarter |  |
| Supervisor Observation/Workplace Visit—varies by cycle  ***Mark Applicable Cycle:***   * 1 Year Cycle Staff (1Yr)   1 mini observation  1 full observation   * 3 Year Cycle Staff in Year 3 (3YrT3)   1 mini observation (if not in 19-20)  1 full observation   * 3 Year Cycle Staff in Year 2 (3YrT2)   1 mini observation (if not in 19-20)  1 mini observation   * 3 Year Cycle Staff in Year 1 (3YrT1)   1 mini observation  *\*\*No obs. before orientation/within last 14 instructional days* | Fall Semester  Spring Semester  Fall Semester  Spring Semester  Fall Semester  Any |  |

|  |  |
| --- | --- |
| Teacher Signature: | Date: |
| Supervisor Signature: | Date: |
| Superintendent/Designee Signature: | Date: |

**APPENDIX B**

## **REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher** |  | **School** |  |
| **Supervisor** |  | **Grade/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

**The self-reflection is for you as the teacher to identify your own strengths and areas for growth relative to the Framework for Teaching. If you rate yourself an I or a D, please include some key words in the Rationale section so you can easily remember why you gave yourself that rating.**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain:** | **Component:**  Circle Professional Growth Priority Components | | | | | | **Select a component from those circled for focused professional growth goal development (Part B):** | | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F |  | | | |
| The Classroom Environment | 2A | 2B | 2C | 2D | 2E |  |
| Instruction | 3A | 3B | 3C | 3D | 3E |  |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F |
| *Current Level of Performance for Selected Component:* | | | | | | | I | D | A | E |

|  |  |
| --- | --- |
| Teacher Signature: | Date: |

**Submit completed form to your supervisor after initial rating. Additional reflection and signature space is provided so it can be used as needed during the year. Sign, date, and return to your supervisor after each reflection.**

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| Teacher Signature: | Date: |

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| Teacher Signature: | Date: |

**REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Counselor** |  | **School** |  |
| **Supervisor** |  | **Grade/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

**The self-reflection is for you as the counselor to identify your own strengths and areas for growth relative to the Guidance Counselor Framework. If you rate yourself an I or a D, please include some key words in the Rationale section so you can easily remember why you gave yourself that rating.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| *1A -* Demonstrating knowledge of counseling theory and techniques | I | D | A | E |  |
| *1B -* Demonstrating knowledge of child and adolescent development | I | D | A | E |  |
| *1C* - Establishing goals for the counseling program appropriate to the setting and the students served | I | D | A | E |  |
| *1D -* Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district | I | D | A | E |  |
| *1E -* Plan in the counseling program integrated with the regular school program | I | D | A | E |  |
| *1F -* Developing a plan to evaluate the counseling program | I | D | A | E |  |
| *2A - Creating an environment of respect and rapport* | I | D | A | E |  |
| *2B -* Establishing a culture for productive communication | I | D | A | E |  |
| *2C - Managing routines and procedures* | I | D | A | E |  |
| *2D -* Establishing standards of conduct and contributing to the culture for student behavior throughout the school | I | D | A | E |  |
| *2E - Organizing physical space* | I | D | A | E |  |
| *3A - Assessing student needs* | I | D | A | E |  |
| *3B -* Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs | I | D | A | E |  |
| *3C -* Using counseling 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 |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain:** | **Component:**  Circle Professional Growth Priority Components | | | | | | **Select a component from those circled for focused professional growth goal development (Part B):** | | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F |  | | | |
| The Environment | 2A | 2B | 2C | 2D | 2E |  |
| Delivery of Service | 3A | 3B | 3C | 3D | 3E |  |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F |
| *Current Level of Performance for Selected Component:* | | | | | | | I | D | A | E |

|  |  |
| --- | --- |
| Counselor’s Signature: | Date: |

**Submit completed form to your supervisor after initial rating. Additional reflection and signature space is provided so it can be used as needed during the year. Sign, date, and return to your supervisor after each reflection.**

|  |  |
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| **Self-Reflection Notes** | |
| Counselor’s Signature: | Date: |

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| Counselor’s Signature: | Date: |

**REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Library/Media** |  | **School** |  |
| **Supervisor** |  | **Grade/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

**The self-reflection is for you as the library/medial specialist to identify your own strengths and areas for growth relative to the Library Media Specialists Framework. If you rate yourself an I or a D, please include some key words in the Rationale section so you can easily remember why you gave yourself that rating.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| 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 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain:** | **Component:**  Circle Professional Growth Priority Components | | | | | | | | | **Select a component from those circled for focused professional growth goal development (Part B):** | | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F |  |  |  |  | | | |
| The Library Environment | 2A | 2B | 2C | 2D | 2E |  |  |  |  |
| Instruction/Delivery of Service | 3A | 3B | 3C | 3D | 3E |  |  |  |  |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F | 4G | 4H | 4I |
| *Current Level of Performance for Selected Component:* | | | | | | | | | | I | D | A | E |

|  |  |
| --- | --- |
| Library/Media Signature: | Date: |

**Submit completed form to your supervisor after initial rating. Additional reflection and signature space is provided so it can be used as needed during the year. Sign, date, and return to your supervisor after each reflection.**

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| **Self-Reflection Notes** | |
| Library/Media Signature: | Date: |

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| Library/Media Signature: | Date: |

**REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Therapeutic Spec.** |  | **School** |  |
| **Supervisor** |  | **Grade/Subject(s)** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

**The self-reflection is for you as the therapeutic specialist to identify your own strengths and areas for growth relative to the Therapeutic Specialists Framework. If you rate yourself an I or a D, please include some key words in the Rationale section so you can easily remember why you gave yourself that rating.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| 1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license | I | D | A | E |  |
| 1B - Establishing goals for the therapy program appropriate to the setting and the students served | I | D | A | E |  |
| 1C- Demonstrating knowledge of District state and federal regulations and guidelines | I | D | A | E |  |
| 1D -Demonstrating knowledge of resources both within and beyond the school and district | I | D | A | E |  |
| 1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students | I | D | A | E |  |
| 1F - Developing a plan to evaluate the therapy program | I | D | A | E |  |
| 2A – Establishing rapport with students | I | D | A | E |  |
| 2B - Organizing time effectively | I | D | A | E |  |
| 2C - Establishing and maintaining clear procedures for referrals | I | D | A | E |  |
| 2D - Establishing standards of conduct in the treatment center | I | D | A | E |  |
| 2E - Organizing physical space for testing of students and providing therapy | I | D | A | E |  |
| 3A - Responding to referrals and evaluating student needs | I | D | A | E |  |
| 3B - Developing and implementing treatment plans to maximize 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 |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain:** | **Component:**  Circle Professional Growth Priority Components | | | | | | **Select a component from those circled for focused professional growth goal development (Part B):** | | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F |  | | | |
| The Environment | 2A | 2B | 2C | 2D | 2E |  |
| Delivery of Service | 3A | 3B | 3C | 3D | 3E |  |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F |
| *Current Level of Performance for Selected Component:* | | | | | | | I | D | A | E |

|  |  |
| --- | --- |
| Therapeutic Spec. Signature: | Date: |

**Submit completed form to your supervisor after initial rating. Additional reflection and signature space is provided so it can be used as needed during the year. Sign, date, and return to your supervisor after each reflection.**

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| Therapeutic Spec. Signature: | Date: |

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| Therapeutic Spec. Signature: | Date: |

**APPENDIX C**

**LaRue County Schools--Professional Growth Goal & Plan**

|  |  |
| --- | --- |
| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **□ Teacher □ Counselor □ Speech □ Library/Media** |
| **Primary Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **School Year:\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |
| --- | --- |
| **Consider the following to develop your Professional Growth Goal & Action Plan:** | |
| 1. **What do I want to change about my practice that will positively impact student learning?** 2. **What is my personal learning necessary to make that change?** | 1. **How will I monitor my progress towards my goal?** 2. **How will I know if I accomplished my goal?** |

**Part A: Identify Need(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sources of Evidence Used to Identify Needs:** | | | |
| * **Self-Reflection** * **Student Survey** | * **State Required Assessment Results** * **Formal Observation** | * **Local Assessment Results** * **Program Assurance** * **KY Framework for\_\_\_\_\_\_\_\_\_** | * **CSIP/CDIP** * **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Details:** | | | |
|  | | | |

**Part B: Goal**

|  |  |  |
| --- | --- | --- |
| **Professional Growth Goal** | | |
|  | | |
| **KY Framework—Mark the role, domain, and indicator that applies to your goal** | | |
| **Framework for:**  **□ Teaching □ Speech □ Counselor □ Library/Media** | **Domain:**  **□ 1 □ 2 □ 3 □ 4** | **Indicator:**  **□ A □ B □ C □ D □ E □ F □ G □ H □ I** |

**Part C: Action Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete These Columns PRIOR to Implementation** | | | | | **Complete AFTER Implementation** |
| **Specific Action** | | **Resources/**  **Support** | **Target Date** | **Measures of Goal Attainment\*** | **Review of Impact (How has my practice changed as a result?)** |
|  | |  |  |  |  |
|  | |  |  |  |  |
|  | |  |  |  |  |
|  | |  |  |  |  |
| **Expected Student Growth Impact:** |  | | | |  |

**\*Examples for “Measures of Goal Attainment”: Artifacts, Self-Assessment, On-Going Self-Reflection, Certificate of Completion, Teaming with Colleague, Observation Data, etc.**

|  |  |
| --- | --- |
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

|  |  |
| --- | --- |
| **End of Year Reflection:** | **Next Steps:** |
|  |  |

|  |  |
| --- | --- |
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

**APPENDIX D**

**LCS PRE-CONFERENCE FORM**

|  |  |
| --- | --- |
| **Teacher/Other Professional** |  |
| **School** |  |
| **Grade Level/Subject** |  |
| **Date of Conference** |  |

***\*Attach your lesson plan.***

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

***\*\*For Other Professionals Workplace Visit attach any additional notes observers may need***

**APPENDIX E**

**Supervisor Observation & Summative Forms**

These forms are expandable excel files. They are posted on the LaRue County Public School District Website at the following link:

<https://larue.kyschools.us/human-resources>

There are separate Supervisor Observation & Summative Forms for…

* Teachers
* Counselors
* Library/Media Specialists
* Therapeutic Specialists

**APPENDIX F**

**Group 1 District Certified Staff Standards Guide**

**PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL) MODIFIED FOR**

* **CURRICULUM SPECIALISTS (Elementary and Secondary)**
* **READING RECOVERY TEACHER LEADER\***
* **GIFTED & TALENTED RESOURCE TEACHER**

The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, district certified staff listed above are not expected to demonstrate each performance indicator.**

There are ten performance standards that guide performance. These ten standards are collapsed into the four evaluation measures of Planning, Environment, Instruction, and Professionalism as follows:

|  |  |
| --- | --- |
| **MEASURES** | **STANDARDS** |
| MEASURE 1:  *-PLANNING* | STANDARD 1: *Mission, Vision & Core Values*  STANDARD 9: *Operations & Management*  STANDARD 10: *School Improvement* |
| MEASURE 2:  *-ENVIRONMENT* | STANDARD 3: *Equity & Cultural Responsiveness*  STANDARD 7: *Professional Community for Teachers & Staff* |
| MEASURE 3:  *-INSTRUCTION* | STANDARD 4: *Curriculum, Instruction & Assessment*  STANDARD 5: *Community of Care and Support for Students*  STANDARD 6: *Professional Capacity of School Personnel* |
| MEASURE 4:  *-PROFESSIONALISM* | STANDARD 2: *Ethics & Professional Norms*  STANDARD 8: *Meaningful Engagement of Families & Community* |

District certified staff will receive their summative rating based on these measures. The standards will also inform professional growth planning, site visits/observations, conversations for feedback and formative, on-going assessments of performance.

\*For the Reading Recovery Teacher Leader, it is understood that PSEL reference to “school” or “site” is interpreted as the collective regional teacher group the Reading Recovery Teacher Leader supports.

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 1: Mission, Vision, and Core Values (MEASURE 1)**  *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
| X | X |  | 1.a Develop an educational mission for the school to promote the academic success and well-being of each student. |
| X | X |  | 1.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. |
| X | X | X | 1.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. |
| X | X |  | 1.d Strategically develop, implement, and evaluate actions to achieve the vision for the school. |
| X | X | X | 1.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. |
| X | X | X | 1.f Develop shared understanding of and commitment to mission, vision, and core values within the school and the community |
| X | X | X | 1.g Model and pursue the school’s mission, vision, and core values in all aspects of leadership. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 2: Ethics and Professional Norms**  **(MEASURE 4)**  *Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
| X | X | X | 2.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 |
| X | X | X | 2.b Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement |
| X | X | X | 2.c Place children at the center of education and accept responsibility for each student’s academic success and well-being |
| X | X | X | 2.d Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity |
| X | X | X | 2.e Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures. |
| X | X | X | 2.f Provide moral direction for the school and promote ethical and professional behavior among faculty and staff. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 3: Equity and Cultural Responsiveness (MEASURE 2)**  *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
|  | X | X | 3.a Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context. |
|  | X | X | 3.b Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning. |
| X | X | X | 3.c Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. |
|  |  | X | 3.d Develop student policies and address student misconduct in a positive, fair, and unbiased manner. |
| X | X | X | 3.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. |
|  | X | X | 3.f Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society |
| X | X | X | 3.g Act with cultural competence and responsiveness in their interactions, decision making, and practice. |
| X | X | X | 3.h Address matters of equity and cultural responsiveness in all aspects of leadership |

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| --- | --- | --- | --- |
| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 4: Curriculum, Instruction, and Assessment (MEASURE 3)**  *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
| X | X | X | 4.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. |
| X | X | X | 4.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. |
| X | X | X | 4.c Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. |
| X | X | X | 4.d Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized. |
| X | X | X | 4.e Promote the effective use of technology in the service of teaching and learning. |
| X | X | X | 4.f Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement. |
| X | X | X | 4.g Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 5: Community of Care and Support for Students (MEASURE 3)**  *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
|  | X | X | 5.a Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student. |
|  | X | X | 5.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. |
| X | X | X | 5.c Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. |
| X | X | X | 5.d Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. |
| X |  | X | 5.e Cultivate and reinforce student engagement in school and positive student conduct. |
|  | X | X | 5.f Infuse the school’s learning environment with the cultures and languages of the school’s community. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 6: Professional Capacity of School Personnel (MEASURE 3)**  *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
| X | X |  | 6.a Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty. |
| X | X |  | 6.b Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. |
| X | X | X | 6.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. |
| X | X | X | 6.d Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. |
| X | X |  | 6.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. |
| X | X |  | 6.f Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. |
| X | X |  | 6.g Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. |
|  | X |  | 6.h Promote the personal and professional health, well-being, and work-life balance of faculty and staff. |
| X | X |  | 6.i Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 7: Professional Community for Teachers and Staff (MEASURE 2)**  *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
| X |  |  | 7.a Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning. |
| X | X |  | 7.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. |
| X | X |  | 7.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. |
| X | X |  | 7.d Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole. |
| X | X |  | 7.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. |
| X | X | X | 7.f Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff |
| X | X | X | 7.g Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. |
| X | X | X | 7.h Encourage faculty-initiated improvement of programs and practices. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 8: Meaningful Engagement of Families and Community (MEASURE 4)**  *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
| X | X | X | 8.a Are approachable, accessible, and welcoming to families and members of the community. |
|  | X | X | 8.b Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. |
|  | X | X | 8.c Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. |
| X | X | X | 8.d Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. |
| X | X | X | 8.e Create means for the school community to partner with families to support student learning in and out of school. |
| X | X | X | 8.f Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement. |
|  | X | X | 8.g Develop and provide the school as a resource for families and the community. |
| X | X | X | 8.h Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. |
|  | X | X | 8.i Advocate publicly for the needs and priorities of students, families, and the community. |
|  | X | X | 8.j Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 9: Operations and Management**  **(MEASURE 1)**  *Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
|  | X |  | 9.a Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. |
|  |  |  | 9.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. |
|  | X |  | 9.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. |
|  | X |  | 9.d Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices. |
| X |  |  | 9.e Protect teachers’ and other staff members’ work and learning from disruption. |
| X | X |  | 9.f Employ technology to improve the quality and efficiency of operations and management. |
| X | X |  | 9.g Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. |
| X | X |  | 9.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. |
| X | X | X | 9.i Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. |
| X | X | X | 9.j Develop and manage productive relationships with the central office and school board. |
|  |  |  | 9.k Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. |
|  | X |  | 9.l Manage governance processes and internal and external politics toward achieving the school’s mission and vision. |

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| **Curriculum Specialist** | **Reading Recovery Teacher Leader** | **Gifted & Talented Resource Teacher** | **Performance Standard 10: School Improvement**  **(MEASURE 1)**  *Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.* |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **Effective district certified staff:** |
| X | X | X | 10.a Seek to make school more effective for each student, teachers and staff, families, and the community. |
| X | X | X | 10.b Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. |
| X | X |  | 10.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. |
| X | X |  | 10.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. |
| X | X |  | 10.e Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation. |
| X | X |  | 10.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. |
| X | X | X | 10.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. |
| X | X |  | 10.h Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services. |
| X | X |  | 10.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. |
| X | X |  | 10.j Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement. |

**APPENDIX G**

**Group 2 District Certified Staff Standards Guide**

**SUPERINTENDENT PERFORMANCE STANDARDS MODIFIED FOR OTHER DISTRICT CERTIFIED STAFF ROLES:**

* + **Assistant Superintendent for Student Achievement**
  + **Instructional Supervisor**
  + **Chief Information Officer**
  + **Director of Student Services**
  + **Director of Special Education**

The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, district certified staff listed above are not expected to demonstrate each performance indicator.**

There are seven performance standards that guide performance. These seven standards are collapsed into the four evaluation measures of Planning, Environment, Instruction, and Professionalism as follows:

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| **MEASURES** | **STANDARDS** |
| MEASURE 1: *PLANNING* | STANDARD 4: *Human Resource Leadership*  STANDARD 5: *Managerial Leadership* |
| MEASURE 2: *ENVIRONMENT* | STANDARD 3: *Cultural Leadership*  STANDARD 6: *Collaborative Leadership*  STANDARD 7: *Influential Leadership* |
| MEASURE 3:  *INSTRUCTION* | STANDARD 2: *Instructional Leadership* |
| MEASURE 4: *PROFESSIONALISM* | STANDARD 1: *Strategic Leadership* |

Administrators will receive their summative rating based on these measures. The standards will also inform professional growth planning, site visits/observations, conversations for feedback and formative, on-going assessments of performance.

***Superintendent standards have been annotated for use with other District Certified Staff roles***

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 1: Strategic Leadership (MEASURE 4)**  The district certified staff creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century (Vision-Relationships) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district’s vision, mission and goals (Vision-Monitor) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Creates processes to ensure the district’s identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district (Strategic Planning-Implementation) |
| ✓ | ✓ | ✓ | ✓ | ✓ | D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation)) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan (Strategic Planning -Resourcing) |
| ✓ | ✓ | ✓ | ✓ | ✓ | F. Facilitates the implementation of federal, state, and local education policies  (Policies) |
| ✓ | ✓ | ✓ | ✓ | ✓ | G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. (Strategic Planning -Goals) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 2: Instructional Leadership (MEASURE 3)**  The district certified staff supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Leads the District’s philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets  (Learning/Teaching Focus: High Expectations) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Models and applies learning for staff and students  (Professional Learning) |
| ✓ | ✓ | ✓ |  | ✓ | C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels (High Expectations) |
| ✓ | ✓ |  | ✓ | ✓ | D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.(Strategic Planning (Goals)) |
| ✓ | ✓ |  | ✓ | ✓ | E. Demonstrates awareness of all aspects of instructional programs  (Learning/High Expectations) |
| ✓ | ✓ | ✓ |  | ✓ | F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL**  **SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 3: Cultural Leadership (MEASURE 2)**  The district certified staff understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices (Vision/Beliefs) |
| ✓ | ✓ | ✓ | ✓ | ✓ | D. Builds trust and promotes a sense of well‐being between all stakeholders  (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Routinely celebrates and acknowledges district successes as well as areas needing growth (Celebrate/Acknowledge) |
| ✓ | ✓ | ✓ | ✓ | ✓ | F. Supports and engages in the positive cultural traditions of the community  (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | G. Creates opportunities for staff involvement in the community and community involvement in the schools (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | H. Creates an environment that values and promotes diversity  (Diversity) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 4: Human Resource Leadership (MEASURE 1)**  The district certified staff ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district’s goals for achievement and instruction (Resourcing) |
| ✓ | ✓ |  |  | ✓ | B. Creates and monitors processes for educators to assume leadership and decision-making roles (Staffing) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions) |
| ✓ |  |  | ✓ | ✓ | D. Uses data to create and maintain a positive work environment  (Culture/Environment) |
| ✓ | ✓ | ✓ |  | ✓ | E. Provides for results‐oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning) |
| ✓ |  | ✓ | ✓ | ✓ | F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 5: Managerial Leadership (MEASURE 1)**  The district certified staff ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Prepares and oversees a budget that aligns resources with district vision and needs  (Finance) |
|  | ✓ | ✓ | ✓ | ✓ | B. Identifies and plans for facility and technology needs  (Capital Planning) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Continually assesses programs and resource allocation  (Resourcing) |
| ✓ |  | ✓ |  | ✓ | D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Builds consensus and resolves conflicts effectively  (Conflict Resolution) |
| ✓ | ✓ | ✓ | ✓ | ✓ | F. Assures an effective system of districtwide communication  (Communication) |
|  |  | ✓ | ✓ | ✓ | G. Continually assesses the system in place that ensures the safety of students and staff  (Safety and security) |
|  |  | ✓ | ✓ |  | H. Works with local and state agencies to develop and implement emergency plans  (Safety and security) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 6: Collaborative Leadership (MEASURE 2)**  The district certified staff, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement) |
| ✓ | ✓ |  |  | ✓ | D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school (Stakeholder Involvement) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 7: Influential Leadership (MEASURE 2)**  The district certified staff promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Understands the political systems involving the district  (Political Context) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Defines, understands, and communicates the impact on proposed legislation  (Legal/Ethical) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Applies laws, policies and procedures fairly, wisely, and considerately  (Legal) |
|  |  |  | ✓ |  | D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement) |

**APPENDIX H**

## **MODIFIED CEP TIMELINE FOR PRINCIPALS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Principal/AP** |  | **School** |  |
| **Supervisor** |  | **Date** |  |

**A modified timeline may be established for staff hired late or on extended leave. A reasonable timeline may be set by the supervisor within 10 working days of the principal’s hire or return to work. The Superintendent or designee (if not the supervisor) will receive and approve this form within an additional 5 working days.**

|  |  |
| --- | --- |
| **Mark the reason for needing an adjusted timeframe:** | |
| * **Late Hire** | * **Extended Leave** |
| **Date of hire: \_\_\_\_\_\_\_\_\_\_; Calendar Days: \_\_\_\_\_\_** | **Dates of leave: \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_ ; Calendar Days: \_\_\_\_\_\_** |

|  |  |  |
| --- | --- | --- |
| **Principal Measure** | **Original Timeline** | **Adjusted Timeline** |
| Self-Reflection | Sept 30 (or 2 wk after embargo release) |  |
| Professional Growth Goal  Working Conditions Goal  Student Growth Goal | Sept 30 (or 2 wk after embargo release) |  |
| Survey | By April 1 |  |
| Site Visits  --Site Visit 1  --Site Visit 2  \*Formal Site Visit not required for AP, but supervisor uses Site Visit form to document evidence twice per year | Fall Semester  Spring Semester |  |
| Mid-Year Review  *\*May be completed in conjunction with site visit #1 post-conference* | December-January |  |

|  |  |
| --- | --- |
| Principal Signature: | Date: |
| Supervisor Signature: | Date: |
| Superintendent/Designee Signature: | Date: |

**APPENDIX I**

**MODIFIED CEP TIMELINE FOR DISTRICT CERTIFIED STAFF**

|  |  |  |  |
| --- | --- | --- | --- |
| **District Certified Staff** |  | **Role** |  |
| **Supervisor** |  | **Date** |  |

**A modified timeline for District Certified Staff may be established for staff hired late, or on extended leave, or when a new role is created or significant changes are made to the current role. A reasonable timeline may be set by the supervisor within 10 working days of the evaluatee’s hire, return to work, or establishment of standards for the role. The Superintendent or designee (if not the supervisor) will receive and approve this form within an additional 5 working days.**

|  |  |
| --- | --- |
| **Mark the reason for needing an adjusted timeframe:** | |
| * **Late Hire** | * **Extended Leave** |
| **Date of hire: \_\_\_\_\_\_\_\_\_\_; Calendar Days: \_\_\_\_\_\_** | **Dates of leave: \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_ ; Calendar Days: \_\_\_\_\_\_** |

|  |  |  |
| --- | --- | --- |
| **District Certified Staff Measure** | **Original Timeline** | **Adjusted Timeline** |
| Self-Reflection | Sept 30 (or 2 wk after embargo release) |  |
| Professional Growth Goal  Student Growth Goal | Sept 30 (or 2 wk after embargo release) |  |
| Site Visits/Observations  --Site Visit/Observation #1  --Site Visit/Observation #2  \*Formal Site Visit not required for some district certified staff, but supervisor uses Site Visit form to document evidence twice per year | Fall Semester  Spring Semester |  |
| Mid-Year Review  *\*May be completed in conjunction with site visit #1 post-conference* | December-January |  |

|  |  |
| --- | --- |
| Evaluatee Signature: | Date: |
| Supervisor Signature: | Date: |
| Superintendent/Designee Signature: | Date: |

**APPENDIX J**

**Principal & Group 1 District Certified Staff Self-Reflection**

|  |  |
| --- | --- |
| **Name** |  |
| **□Principal □Assistant Principal □Curriculum Specialist**  **□Reading Recovery Teacher Leader □ Gifted & Talented Resource Teacher** | |
| **Supervisor** |  |
| **School (if applicable)** |  |

**Reflection on the Principal & District Certified Staff Standards**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Strengths and areas for growth** |
| **1. Mission, Vision, and Core Values**  **(MEASURE 1)** *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.* | I | D | A | E |  |
| **2: Ethics and Professional Norms**  **(MEASURE 4)** *Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **3: Equity and Cultural Responsiveness (MEASURE 2)** *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **4: Curriculum, Instruction, and Assessment**  **(MEASURE 3)** *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **5: Community of Care and Support for Students (MEASURE 3)** *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.* | I | D | A | E |  |
| **6: Professional Capacity of School Personnel (MEASURE 3)** *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **7: Professional Community for Teachers and Staff (MEASURE 2)** *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **8: Meaningful Engagement of Families and Community (MEASURE 4)** *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **9: Operations and Management (MEASURE 1)**  *Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **10: School Improvement (MEASURE 1)**  *Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.* | I | D | A | E |  |

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

|  |  |
| --- | --- |
| **Evaluatee’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**On-Going Reflection**

*For the mid-year review and end-of year, make note of any changes in your self-reflection throughout the year.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Strengths and areas for growth** |
| **1. Mission, Vision, and Core Values**  **(MEASURE 1)** *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.* | I | D | A | E |  |
| **2: Ethics and Professional Norms**  **(MEASURE 4)** *Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **3: Equity and Cultural Responsiveness (MEASURE 2)** *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **4: Curriculum, Instruction, and Assessment**  **(MEASURE 3)** *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **5: Community of Care and Support for Students (MEASURE 3)** *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.* | I | D | A | E |  |
| **6: Professional Capacity of School Personnel (MEASURE 3)** *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **7: Professional Community for Teachers and Staff (MEASURE 2)** *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **8: Meaningful Engagement of Families and Community (MEASURE 4)** *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **9: Operations and Management**  **(MEASURE 1)** *Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.* | I | D | A | E |  |
| **10: School Improvement**  **(MEASURE 1)** *Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.* | I | D | A | E |  |

|  |  |
| --- | --- |
| **Evaluatee’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**APPENDIX K**

**Group 2 District Certified Staff Self-Reflection**

|  |  |
| --- | --- |
| **Name** |  |
| **□ Assistant Superintendent □ Instructional Supervisor □ Chief Information Officer**  **□ Director of Student Services □ Director of Special Education** | |
| **Supervisor** |  |

**Reflection on the District Certified Staff Standards (Superintendent)**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Strengths and areas for growth** |
| **1. Strategic Leadership (MEASURE 4)**  *The district certified staff creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the* *preferred future and then developing a vision.* | I | D | A | E |  |
| **2. Instructional Leadership (MEASURE 3)**  *The district certified staff supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.* | I | D | A | E |  |
| **3. Cultural Leadership (MEASURE 2)**  *The district certified staff understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.* | I | D | A | E |  |
| **4. Human Resource Leadership (MEASURE 1)**  *The district certified staff ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.* | I | D | A | E |  |
| **5. Managerial Leadership (MEASURE 1)**  *The district certified staff ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.* | I | D | A | E |  |
| **6. Collaborative Leadership (MEASURE 2)**  *The district certified staff, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.* | I | D | A | E |  |
| **7. Influential Leadership (MEASURE 2)**  *The district certified staff promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.* | 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.

|  |  |
| --- | --- |
| **Evaluatee’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**On-Going Reflection**

*For the mid-year review and end-of year, make note of any changes in your self-reflection throughout the year.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** |  |  |  |  | **On-Going Reflection Notes** |
| **1. Strategic Leadership (MEASURE 4)**  *The district certified staff creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the* *preferred future and then developing a vision.* | I | D | A | E |  |
| **2. Instructional Leadership (MEASURE 3)**  *The district certified staff supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.* | I | D | A | E |  |
| **3. Cultural Leadership (MEASURE 2)**  *The district certified staff understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.* | I | D | A | E |  |
| **4. Human Resource Leadership (MEASURE 1)**  *The district certified staff ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.* | I | D | A | E |  |
| **5. Managerial Leadership (MEASURE 1)**  *The district certified staff ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.* | I | D | A | E |  |
| **6. Collaborative Leadership (MEASURE 2)**  *The district certified staff, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.* | I | D | A | E |  |
| **7. Influential Leadership (MEASURE 2)**  *The district certified staff promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.* | I | D | A | E |  |

|  |  |
| --- | --- |
| **Evaluatee’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**APPENDIX L**

**REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE**

|  |  |
| --- | --- |
| **School Psychologist** |  |
| **Supervisor** |  |

**Part A: Initial Reflection – Establishing Priority Growth Needs**

**The self-reflection is for you as the therapeutic specialist to identify your own strengths and areas for growth relative to the School Psychologist Framework. If you rate yourself an I or a D, please include some key words in the Rationale section so you can easily remember why you gave yourself that rating.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component:** | **Self-Assessment:** | | | | **Rationale:** |
| 1A - Demonstrating knowledge and skill 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 |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain:** | **Component:**  Circle Professional Growth Priority Components | | | | | | **Select a component from those circled for focused professional growth goal development (Part B):** | | | |
| Planning & Preparation | 1A | 1B | 1C | 1D | 1E | 1F |  | | | |
| The Environment | 2A | 2B | 2C | 2D | 2E |  |
| Delivery of Service | 3A | 3B | 3C | 3D | 3E | 3F |
| Professional Responsibilities | 4A | 4B | 4C | 4D | 4E | 4F |
| *Current Level of Performance for Selected Component:* | | | | | | | I | D | A | E |

|  |  |
| --- | --- |
| School Psychologist Signature: | Date: |

**Submit completed form to your supervisor after initial rating. Additional reflection and signature space is provided so it can be used as needed during the year. Sign, date, and return to your supervisor after each reflection.**

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| School Psychologist Signature: | Date: |

|  |  |
| --- | --- |
| **Self-Reflection Notes** | |
| School Psychologist Signature: | Date: |

**APPENDIX M**

**Professional Growth Goal & Plan for Principals and District Certified Staff**

|  |  |
| --- | --- |
| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **□ Principal □ Assistant Principal □ Curriculum Specialist □ RR Teacher Leader □ School Psychologist □ Gifted & Talented Resource Teacher □ Assistant Superintendent □ Instructional Supervisor □ Chief Information Officer □ Director of Student Services □ Director of Special Ed** |
| **Primary Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **School Year:\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |
| --- | --- |
| **Consider the following to develop your Professional Growth Goal & Action Plan:** | |
| 1. **What do I want to change about my practice that will have a positive impact?** 2. **What is my personal learning necessary to make that change?** | 1. **How will I monitor my progress towards my goal?** 2. **How will I know if I accomplished my goal?** |

**Part A: Identify Need(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sources of Evidence Used to Identify Needs:** | | | |
| * **Self-Reflection** * **Prior Site Visit** | * **State Required Data Results** * **Local Data Results** | * **Staff Feedback (such as the Working Conditions Survey)** * **CSIP/CDIP** | * **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Details:** | | | |
|  | | | |

**Part B: Goal**

|  |  |  |
| --- | --- | --- |
| **Professional Growth Goal** | | |
|  | | |
| **Mark the role, standard/domain, and indicator that applies to your goal** | | |
| **Standards for: □ Superintendent**  **□ Principal □ School Psych** | **Standard/Domain:**  **□ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10** | **Indicator(s):**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Part C: Action Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Complete These Columns PRIOR to Implementation** | | | | | **Complete AFTER Implementation** |
| **Specific Action** | | **Resources/**  **Support** | **Target Date** | **Measures of Goal Attainment\*** | **Review of Impact (How has my practice changed as a result?)** |
|  | |  |  |  |  |
|  | |  |  |  |  |
|  | |  |  |  |  |
| **Expected Impact:** |  | | | |  |

**\*Examples for “Measures of Goal Attainment”: Artifacts, Self-Assessment, On-Going Self-Reflection, Certificate of Completion, Teaming with Colleague, Data, etc.**

|  |  |
| --- | --- |
| Principal/District Certified Staff Signature: | Date: |
| Supervisor Signature: | Date: |

**Part D: On-Going Reflection – Progress Towards Professional Growth Goal & Plan**

|  |  |  |
| --- | --- | --- |
| **Date:** | **Status of Professional Growth Goal & Plan:** | **Revisions/Modifications:** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| Principal/District Certified Staff Signature: | Date: |
| Supervisor Signature: | Date: |

**Part E: Summative Reflection- Level of Attainment for Professional Growth Goal**

|  |  |
| --- | --- |
| **End of Year Reflection:** | **Next Steps:** |
|  |  |

|  |  |
| --- | --- |
| Principal/District Certified Staff Signature: | Date: |
| Supervisor Signature: | Date: |

**APPENDIX N**

**Principal Working Conditions Goal**

|  |  |
| --- | --- |
| **Principal/AP** |  |
| **Supervisor** |  |
| **School** |  |

**Part C: Principal’s Working Conditions Survey Goal**

**Target Question(s) from the state-required working condition survey Results:**

Following a review of the state-required working conditions survey results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

|  |
| --- |
|  |

**Target Performance Standard:**

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

|  |
| --- |
|  |

**Working Conditions Growth Goal Statement:**

The Working Conditions 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 the state-required working conditions survey.

|  |
| --- |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Principal’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**2) On-going Reflection:** Complete this section in the year between the state-required working conditions survey to identify progress towards the Working Conditions Goal. Administer a mini-survey, then describe goal progress and other relevant data.

|  |  |
| --- | --- |
| **Status of Working Conditions Goal** | **Revisions/Modifications of Strategies or Action Plans** |
|  |  |

|  |  |
| --- | --- |
| **Principal’s Signature:** | **Date:** |
| **Supervisor’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*

|  |
| --- |
| **End of Year Working Conditions Growth Reflection:** |
|  |

|  |
| --- |
| **Next Steps:** |
|  |

|  |  |
| --- | --- |
| **Principal’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**APPENDIX O**

**Principal & District Certified Staff Student Growth Goal**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |  | | |
| **□ Principal □ Assistant Principal □ Curriculum Specialist □ RR Teacher Leader □ School Psychologist □ Assistant Superintendent □ Instructional Supervisor □ Chief Information Officer**  **□ Director of Student Services □ Director of Special Ed □ Gifted & Talented Resource Teacher** | | | |
| **Supervisor** |  | | |
| **School Year** |  | **School (if applicable)** |  |

**Growth should be stated in terms of STUDENT growth for roles in which it is appropriate to do so. For any District Certified Staff who are not working directly with students, the goal may be written in terms of other school or district statistics. A minimum of one growth goal is required, however, you may have more than one goal if you choose.**

**Student Growth**

|  |  |  |
| --- | --- | --- |
| **Student Growth Goal Statement** (*Based on local data that can be concluded by mid-April)* | | |
| **Student Growth Plan**  *This plan will outline what the* ***principal/district certified staff*** *will do to impact the student growth goal.*  *(Should be different than the school CSIP plan strategies/actions)* | | |
| **Strategies/Actions**  What strategies/actions will I need to do in order to assist my school/district in reaching the goal?  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? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Principal/District Certified Staff Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**2) On-going Reflection:** Complete this section at mid-year to identify progress toward the Student Growth Goal. Describe goal progress and other relevant data.

|  |  |
| --- | --- |
| **Status of Student Growth Goal** | **Revisions/Modifications of Strategies or Action Plans** |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Principal/District Certified Staff Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

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

|  |  |
| --- | --- |
| **Date:** | **End of Year Student Growth Reflection:** |
| **End-of-Year Data Results** (Accomplishments at the end of year.) | Data attached |

|  |
| --- |
| **Next Steps:** |
|  |

|  |  |
| --- | --- |
| **Principal/District Certified Staff Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**APPENDIX P**

**Site Visit & Summative Form for Professional Standards for Educational Leaders (PSEL)**

This form is an expandable excel file. It is posted on the LaRue County Public School District Website at the following link:

<https://larue.kyschools.us/human-resources>

**APPENDIX Q**

**Site Visit & Summative Form for Superintendent Standards**

This form is an expandable excel file. It is posted on the LaRue County Public School District Website at the following link:

<https://larue.kyschools.us/human-resources>

**APPENDIX R**

**Site Visit & Summative Form for School Psychologists**

This form is an expandable excel file. It is posted on the LaRue County Public School District Website at the following link:

<https://larue.kyschools.us/human-resources>

PERSONNEL 03.18 AP.21

**APPENDIX S**

**- CERTIFIED PERSONNEL -**

**Evaluation Appeal Form**

INSTRUCTIONS

***This form is to be used by certified employees who wish to appeal their performance***

***evaluations to the Appeal Panel.***

|  |  |  |
| --- | --- | --- |
| **Employee’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Home Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **Job Title**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Building**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Grade or Department**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*I hereby give my consent for my evaluation records to be presented to the members of the*

*Evaluation Appeal Panel for their study and review.*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Employee's Signature Date***

**RELATED PROCEDURES:**

03.18 AP.11

03.18 AP.12