

**Carter County Schools
Certified Evaluation Plan
2020-2021**

The Standard of Excellence

Carter City Elementary
Heritage Elementary
Olive Hill Elementary
Prichard Elementary
Star Elementary
Tygart Creek Elementary
East Carter Middle School
West Carter Middle School
East Carter High School
West Carter High School
Carter County Career and Technical Center

Certified School Personnel Evaluation Plan
2018-2019

Carter County Schools
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Carter County SCHOOLS

Vision

The Standard of Excellence

Mission

The Mission of the
Carter County School System
is for all students to...

Collaborate

Achieve and

Relate, in order

To

Exemplify

Readiness for College or a Career

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District Certified Evaluation Plan

Certified Evaluation Plan Overview

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. Effective teaching supported by effective leadership will ensure all students are successful and graduate from high school college/career-ready.

The Adapted Danielson Framework for Teaching

The Framework for Teaching is designed to support student achievement and Summative through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's Summative will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a teacher and other school level professional. The role of evidence and professional judgment in the determination of ratings on the four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism as well as the overall rating is paramount in this process. However, professional judgment must be grounded in the common Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals.

Required Sources of Evidence

- o Professional Growth Planning and Self-Reflection
- o Observation
- o Other District Determined Measures of Student Learning
- o Products of Practice
- o Other Sources

All components and sources of evidence related supporting an educator's professional practice rating will be completed and documented to inform the Overall Performance Rating.

Roles and Definitions

1. **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.
2. **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.
3. **Certified School Personnel:** a person certified by the Kentucky Educational Professional Standards Board to teach specific subjects and/or grade levels.
4. **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.
5. **Corrective Action:** a process used in relation to the performance of one's assignment if said performance is found to be ineffective.
6. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
7. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The immediate supervisor of the certified school personnel member shall be designated as the primary evaluator. At the request of a teacher, observation by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers.
8. **Evaluatee:** District/School personnel that are being evaluated.
9. **Improvement Plan:** a plan for improvement up to twelve months in duration for:
 - Teachers and licensed professionals who are rated ineffective in Summative.
 - Principals who are rated ineffective in Summative.
10. **Job Category:** a group or class of certified school personnel positions with closely related functions.
11. **Multiple Measures of Evidence:** This can be including but not limited to documents or demonstrations, Growth Plan, Self-Reflection, Parent Contacts, Leadership Experience, etc that indicate proof of a particular description
12. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
13. **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.
14. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
15. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
16. **Principal:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by

the Educational Professional Standards Board pursuant to 16 KAR 3:050.

17. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
18. **Professional Growth Plan:** Professional growth plan means an individualized plan for a certified personnel that is focused on improving Summative 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.
19. **Summative:** The demonstration of planning, classroom climate and culture, instructional practice, and Summative in a given school.
20. **Summative Rating:** the rating that is assigned for a certified employee based on the Danielson Framework.
21. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
22. **Summative Evaluation:** is defined by KRS 156.557(1) (d) and means the summary of, and conclusions from, the evaluation data, including formative evaluation data that: 1. Occur at the end of an evaluation cycle; and 2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.
23. **Teacher or Licensed Employee:** 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 or license.
24. **Teacher Mentor Assistance Program:** A program designed to increase teacher effectiveness.
25. **Walk Through or Learning Walk:** Administrators will periodically conduct learning walks to gauge instructional practice and student engagement. Feedback will be given to the teacher, certified employee, or licensed employee after the learning walk has been conducted. The data from the learning walk will be retained as a multiple measure of teacher effectiveness.

Summative

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will be included as one source of evidence to determine teacher effectiveness. The plan will connect data from multiple sources including classroom observation feedback, data on student achievement, and professional growth needs. In collaboration with the administrators, teachers and certified employees will identify explicit goals which will drive the focus of professional growth activities, support, and ongoing reflection.

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

Required

- All teachers and certified or licensed employees will document professional growth planning.

By the 45th day of school the Professional Growth Plan (PGP) will be completed and a hard copy will be kept on file with the building administrator.

TIMELINE FOR SELF-REFLECTION AND PGP

1 st 30 Days of School with students	Teacher reflects on his/her current growth needs based on data and identifies an area of focus.
1 st 45 Days of School with students	Collaborates with his/her administrator to develop growth plan and action steps that align with school/district improvement plans. Administrator approves the plan.
Post-observation Conference/Conferences Held Throughout the Year	Implementation/Reflection on progress and impact of the plan on his/her Summative. Additional goals may be added as appropriate. Continued implementation and ongoing reflection.
Prior to May 1	Summative reflection on the degree of PGP goal and attainment and implications for next steps.

***Timeline will be tentative based on any adjustment of the calendar year.**

Observation

The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's Summative. the supervisor observation will be used to inform a summative rating.

Observation Model

- Tenured employees will have 1 observation and summative rating once every third year. Multiple observations may be completed throughout the three year cycle but one formal observation is required every third year.
- Non-Tenured employees will have one observation in the first semester and one observation in the second semester each year until the employee reaches tenured status.

Conferencing

Required

Observers will adhere to the following observation conferencing requirements

- Post-observation conferences will be conducted within five (5) working days of the observation.
- Pre and post conferences for all observations will be conducted.
- Pre-conference documentation will be submitted electronically no later than two days prior to the observation.
- Pre-conferences will be documented through written electronic correspondence and/or face-to-face, and post-conferences will be documented in person.
- Post-conference will be held and documented to discuss the observation noting strengths and opportunities for growth.
- District may modify the number of observations for teachers, certified employees, or licensed employees if hired after the school start date (late hires).

Observation Schedule (see table below)

Required for Tenured and Non Tenured Certified or Licensed Employees

- Observations may begin 10 days after teachers' first day with students; however, observations will not occur until after evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Observations must be completed by May 1.

Observation and Conferencing Process

STEPS	PROCESS	TIMELINE
Step 1	<u>Orientation:</u> The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel within the first 30 calendar days of reporting for employment for the school year.	First 30 calendar days of reporting for employment.
Step 2*	<u>Individual Professional Growth Plan:</u> An individual professional growth plan shall be developed jointly by evaluator and evaluatee.	PGP will be developed by teachers & administrators by the 45 th day of school. The plans will be reviewed and modified periodically.
Step 3*	<u>Pre-Observation Conference (Teacher):</u> Principal holds a pre-observation conference with teachers to be evaluated during the year. Pre-observation forms will be completed electronically and submitted to the observer.	Prior to observations.
Step 4.1*	<u>KTIP Observation:</u> Conduct observation and collect formative data. Post Observation Conference held within (5) five working days of the full observation (as funded by legislature).	District will adhere to the KTIP approved guidelines when completing evaluations.
Step 4.2*	<u>Non Tenured Observation:</u> Conduct observation and collect formative data. Post Observation Conference held within (5) five working days of each observation.	One observation first semester and one observation second semester with post conference following each observation.
Step 4.3*	<u>Tenured Observation:</u> Conduct full observations and collect formative data. Post Observation held within (5) five working days of the full observation.	
Step 5*	<u>Summative Evaluation:</u> Evaluator completes the summative evaluation.	May 1-All forms submitted to the district office prior to May 15
Step 6	<u>Superintendent Recommendation:</u> Evaluator recommends re-employment / termination to superintendent	May 1
<p>*Documentation Process: Administrators will maintain documentation through a secure online platform. Documentation provided in the platform for each teacher will include Professional Growth Plans, Pre and Post Observation Conference Forms, Observations Forms with ratings, artifacts relevant to performance, and the Final Summative Evaluation Rating Form. Building Administrators will share the Final Summative Evaluation Rating Form with the Director of personnel. The form will be maintained in the employees' permanent personnel folder.</p>		

Observer Certification

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

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

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidences to support assessment of their own Summative. These evidences should yield information related to the teacher's practice within the domains.

- observations conducted by certified supervisor observer(s)
- professional growth plans
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations (Walk-Throughs)
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- engagement in professional organizations
- action research
- administrative and release committee meetings
- progress monitoring
- other – Sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

Determining the Summative Rating

Evaluators are responsible for determining an Overall Summative Rating for each teacher and other school level professionals at the conclusion of the summative evaluation year. A teacher/other professional's Overall Performance Rating is determined by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance

Measure's rating is based on professional judgment informed by evidence that demonstrates the educator's performance against the Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals Domains, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held. Performance will be rated for each Performance Measure according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

The Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains aligned to the four (4) Performance 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. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice and rate the teacher each Domain of the Kentucky Framework for teaching and Specialist Frameworks for Other School Level Professionals according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

Each of the four (4) Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals Domains align to each of the four (4) Performance measures shown within the following charts:

Teacher Performance Measures aligned to the Kentucky Framework for Teaching:

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: KY Framework for Teaching	Domain 1: Planning & Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities

Other Professionals Performance Measures aligned to the Kentucky Framework for Teaching:

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria: KY Framework for Teaching Specialist Framework for Other Professionals	Domain 1: Planning & Preparation	Domain 2: The Environment	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities

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

An educator's Overall Performance Rating is determined using the following criteria for determining a teacher's or other school level professional's rating:

- Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgement based on evidence to determine the teacher's or other school level professional's final Overall Summative Rating.

If....	Then....
Two Performance Measures are rated Developing, and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be ANY higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished

Professional Growth Plan and Interventions

Based on the overall Summative rating, supervisors will help teachers and Licensed Professionals determine the type of Professional Growth Plan and the level of interventions of the evaluation.

Type and Length of Educator Plan for Teachers and Licensed Professionals

Summative Rating	Non Tenured	Tenured
Exemplary	<ul style="list-style-type: none"> Goal set by educator with evaluator Input Plan activities are teacher directed Formative review annually 	<ul style="list-style-type: none"> Goals set by educator with evaluator input Plan activities are teacher directed Formative review annually
Accomplished		
Developing	Non Tenured <ul style="list-style-type: none"> Goal determined by evaluator Goals focus on low performance/outcome area Plans to address data analysis of student growth and record keeping on student performance Plan activities designed by evaluator with educator input Formative review at mid-point/Goal Adjustment if needed by evaluator Summative at end of plan Teacher Mentor Assistance Plan or Corrective Action may be implemented 	Tenured <ul style="list-style-type: none"> Goal set by educator with evaluator input initially One goal must focus on low performance/ outcome area Plans to address data analysis of student growth and record keeping on student performance Plan activities designed by evaluator with educator input Formative review at mid-point/Goal adjustment if needed by evaluator Summative at end of plan Teacher Mentor Assistance Plan
Ineffective	Non Tenured <ul style="list-style-type: none"> Goal determined by evaluator Focus on low performance area Focus on data analysis of student growth Plan activities designed by evaluator with educator input Formative review at mid-point/Goal Adjustment if needed by evaluator Summative at end of plan Teacher Mentor Assistance Plan or Corrective Action will be 	Tenured <ul style="list-style-type: none"> Goal determined by evaluator Focus on low performance area Focus on data analysis of student growth Plan activities designed by evaluator with educator input Formative review at mid-point/Goal Adjustment if needed by evaluator Summative at end of plan Teacher Mentor Assistance Plan or Corrective Action will be

	implemented	implemented	
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Appeals

Any appeal of a certified evaluation shall be in accordance with Board Policy 03.18. The District shall establish a panel to hear appeals from summative evaluations as required by law. Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All terms of panel members and alternates shall be for two (2) years and run from July 1 to June 30. Members may be reappointed or reelected.

According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(A) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(B) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(C) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(D) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(E) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Required

- According to current regulation, districts shall have an appeals process established.

Due Process – Teachers and Other Professionals

1. All parties have had representation in the design, research, development, and review of the evaluation systems and instruments. Knowledge and understanding of performance expectations is provided for staff through the distribution of the Certified Evaluation Plan.
2. Every teacher is provided an opportunity for familiarization with the system, its procedures, and its use.
3. Teachers and Licensed Professionals are provided rebuttal opportunity as part of each reporting

cycle.

4. All reports of unsatisfactory performance must be in writing and must enumerate shortcomings in a specific manner.
5. Each teacher is provided access to the file of his/her evaluation reports located in the Superintendent's office. A copy of the summative appraisal will be provided if requested by the teacher. An opportunity will be provided for all parties to review all documentation within a reasonable time frame.
6. The evaluatee may submit a written explanation or response statement to the summative evaluation. This statement must be submitted to the evaluator within (15) working days following the receipt of the summative report. The response statement will be attached to and filed with the summative evaluation report.
7. Appeal Procedure
 - A. The appeals panel shall hold office until successor(s) are elected or appointed according to the approved guidelines.
 - B. Certified employees who feel that they were not fairly evaluated or not evaluated according to the Carter County Schools District Certified Evaluation Plan as approved by the Kentucky Department of Education may submit an appeal to the panel for a timely review of their evaluation. All documentation submitted by both parties shall be available within ten (10) working days after the summative process is complete.
 - C. If the certified employee is not satisfied with the decision of the Carter County Schools Appeals Panel then that employee shall have the opportunity to appeal to the State Board of Elementary and Secondary Education.
 - D. All certified employees have the right to have a chosen representative present during all appeal procedures.

Appeals Hearing Procedure

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. The Panel chair will decide if parties are heard separately, if so requested.
3. The Panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not limited to, the following:
 - A. Upholding all parts of the original evaluation.
 - B. Voiding the original evaluation or parts of it.

- C. Ordering a new evaluation by a second certified employee.
 - D. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
 - E. Holding a hearing before the Board of Education.
8. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
 9. The Superintendent shall act on the recommendation(s) of the Panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
 10. The Superintendent or Board decision, as applicable, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
 11. The Panel's decision may be appealed to the State Board for Elementary and Secondary Education.

Evaluation Committee

An ad hoc evaluation 50/50 committee made up of an equal number of teachers and/or licensed professionals and administrators shall develop evaluation procedures and forms.

Training

Orientation shall be conducted annually within the first 30 calendar days of the new school year.

Certified Evaluation Plan for Administrators

Principals

Assistant Principals

District Certified Staff

Certified Evaluation Plan for Principals, Assistant Principals,

The vision for the Certified Evaluation Plan for Building Level Principals and Assistant Principals is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure building level administrators and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** a product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** a certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** a person certified by the Kentucky Educational Professional Standards Board to teach specific subjects and/or grade levels.
5. **Conference:** a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Corrective Action:** a process used in relation to the performance of one's assignment if said performance is found to be ineffective.
7. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
8. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5)(c)2. The immediate supervisor of the certified school personnel member shall be designated as the primary evaluator. At the request of a teacher, observation by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers.
9. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
10. **Evaluatee:** District/School personnel that are being evaluated.
11. **Improvement Plan:** a plan for improvement up to twelve months in duration for:
12. Teachers and licensed professionals who are rated ineffective in Summative.
13. Principals who are rated ineffective in Summative.
14. **Job Category:** a group or class of certified school personnel positions with closely related functions.
15. **Multiple Measures of Evidence:** This can be including but not limited to documents or demonstrations, Growth Plan, Self-Reflection, Parent Contacts, Leadership Experience, etc that indicate proof of a particular description.
16. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

17. **Observer Calibration:** the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and licensed professionals for the purposes of evaluation and providing feedback.
18. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and Licensed professionals for the purposes of evaluation and feedback.
19. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
20. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
21. **Principal:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
22. **Professional Growth Plan:** Professional growth plan means an individualized plan for a certified personnel that is focused on improving Summative 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.
23. **Summative:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
24. **Summative Rating:** the rating that is assigned for a principal or assistant principal.
25. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
26. **Sources of Evidence:** the multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of 704 KAR 3:370.
27. **Summative Evaluation:** is defined by KRS 156.557(1) (d) and means the summary of, and conclusions from, the evaluation data, including formative evaluation data that:
 1. Occur at the end of an evaluation cycle; and
 2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.
28. **Teacher or Licensed Employee:** 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 or license.
29. **Teacher Mentor Assistance Program:** A program designed to increase teacher effectiveness.

Certified Evaluation Plan Overview and Summative Model

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal, assistant principal, or other 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 is grounded in the performance of the Professional Standards for Educational Leaders.

Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the monitoring of the following standards:

1. Mission, Vision, and Core Values Standard
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Included in the Professional Standards for Educational Leaders are Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards 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 a principal's Summative will be situated within one or more of the ten standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

Summative and Timeline

The following sections provide a detailed overview of the various sources of evidence used to inform Summative Ratings. By the 45th day of school the Professional Growth Plan (PGP) will be completed with a hard copy forwarded to the district office, which will oversee the evaluation process. Observations or Site Visits can begin occurring after the tenth instructional school day and all observations and site visits will be finalized by May 15. The Summative evaluation will be completed by June 15th.

Self-Reflection - completed by principals, assistant principals, and other district certified staff

- *A Reflective Self Evaluation will be completed, approved, and submitted no later than April 15th for Certified District Personnel without administration certification or no later than June 15th for principal's, assistant principals, and certified district personnel with administration certification.
- All principals, assistant principals, and other certified district staff members will participate in self-reflection each year in collaboration with his or her immediate evaluator or designee.
- The Self-Evaluation Tool will be based on performance ratings of the Professional Standards for Educational Leaders.
- The plan will be submitted for approval to the certified district staff member's immediate evaluator or designee.
- The Reflective Practice Plan will be completed and approved no later than 90 workdays from the first day the certified district staff member reports for employment.
- On-going reflection and/or a mid-point review *may* occur between the district certified staff member with his or her immediate evaluator to reflect and/or review progress towards the goals/plan.

***Late Hires and Leaves of Absence**

- Reflective practice and professional growth planning requirements remain the same for certified district personnel who are hired late or take a leave of absence; however, times may have to be adjusted as needed.
- If a late hire or leave of absence interrupts the ability to complete the reflective practice and professional growth planning by the established timeline, then the reflective practice and professional growth planning timeline may be adjusted.
- An Evaluation Adjustment Form must be completed in writing, signed/dated by evaluatee and evaluator, and approved by the Superintendent.
- Reflective practice and professional growth planning documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.

Professional Growth Planning – completed by principals, assistant principals, and other district certified staff

The Professional Growth Plan will address realistic, focused, and measurable professional goals aligned to the school/district improvement plan. The plan will connect data from multiple sources including site-visit conferences, data on student achievement monitoring, and professional growth needs identified through self-assessment and reflection.

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

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

By the 45th day of school the Professional Growth Plan (PGP) will be completed with a hard copy forwarded to the district office, which will oversee the evaluation process.

Principal Site-Visits – completed by supervisor of principal –

Site visits are a method by which the superintendent/evaluator may gain insight into the principal's, practice in relation to the standards. During a site visit, the superintendent/evaluator will discuss various aspects of the job with the evaluate and will use the responses to determine issues to further explore with the faculty and staff. Additionally, the principal or assistant principal may explain the successes and trials the school community has experienced in relation to school improvement.

- A minimum of one each semester with adjustments made as needed for late hires.
- Post site visit conferences will be held.
- The connections to the performance standards will be determined in collaboration with the supervisor and principal through the use of artifacts or written documentation.
- Site-visits will be documented on district approved forms for summative evaluation.

While formal site visits are not required for assistant principals, principals will communicate with assistant principals regularly in regards to the progress made toward meeting the goals set in their professional growth plans.

Commented [MC-DoNGP1]: Multiple evidences required for assistant principals.

Certified District Staff Site-Visits – completed by supervisor of certified district staff

Workplace visits are a method by which the superintendent or designee may gain insight into the certified district staff member's practice in relation to the standards. During a workplace visit, the superintendent or designee will discuss various aspects of the job with the certified district staff member, and will use the district staff member responses to determine issues to further explore with the faculty and staff. Additionally, the district staff member may explain the successes and trials experienced in relation to school improvement. Workplace visits are conducted by the superintendent or designee for each district staff member every year, and utilize the following protocol(s):

- Workplace visit will occur at a minimum of once (1) per year to be completed no later than April 15 for certified district personnel without an administrator certification or June 15th for certified district personnel with administrator certification.
- The workplace visit will focus at minimum on the certified district staff member's identified targeted performance standard(s).
- Following a workplace visit a post-visit conference shall occur. During the post-visit conference, evidence towards the district staff member's identified targeted performance standard(s) will be reviewed.
- Post-visit conference documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.

- Certified district personnel who are hired after the last day in October will have at a minimum one-site visit completed no later than April 15 for certified district personnel without an administrator certification or June 15th for certified district personnel with administrator certification.
- Late Hires and Leaves of Absence
 - If the late hire or leave of absence interrupts the ability to complete the formal site-visit by the established timeline, then the formal site-visit timeline may be adjusted.
 - An Evaluation Adjustment Form must be completed in writing, signed/dated by evaluatee and evaluator, and approved by the Superintendent.

Evaluators may use the following evidence in determining overall ratings:

- Multiple Measures
 - Professional Growth Planning
 - Site-Visits
 - Communication with students, families, and the community
 - Data collection for student growth
 - Classroom observation data
 - SBDM Minutes
 - Minutes and Agendas from Professional Learning sessions
 - EILA/Professional Learning Experience and Documentation
 - Professional Organization Membership
 - School Schedules
 - Culture Surveys
 - Other – Sources of evidence determined with the collaboration of superintendent and administrator or principal and assistant principal that uniquely supports educator practice of effectiveness

Performance Measures Criteria Decision Rules

Evaluators will use the ten Performance Standards as a guide to inform the four Performance Measures. The four Performance Measures will receive an overall rating. The Kentucky Department of Education Guidance for Growth and Evaluation may serve as one resource for determining Performance Levels for the Performance Standards. Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgement based on evidence to determine the principal's, assistant principal's, and other certified district evaluatee's Overall Summative Rating:

If....	Then....
Two Performance Measures are rated Developing, and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be ANY higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished

Professional Standards for Educational Leaders

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

Professional Standard 1: Mission, Vision, and Core Values

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

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

Professional Standard 2: Ethics and Professional Norms

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

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

Performance Standard 3: Equity and Cultural Responsiveness

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

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

Professional Standard 4: Curriculum, Instruction, and Assessment

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

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

Professional Standard 5: Community of Care and Support for Students

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

- a) Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.
- b) Creates and sustains a school environment in which each student is known, accepted, and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivates and reinforces student engagement in school and positive student conduct.
- f) Infuses the school's learning environment with the cultures and languages of the school's community.

Professional Standard 6: Professional Capacity of School Personnel

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

- a) Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.
- b) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Professional Standard 7: Professional Community for Teachers and Staff

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

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

Professional Standard 8: Meaningful Engagement of Families and Community

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

- a) Is approachable, accessible, and welcoming to families and members of the community.
- b) Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school.
- e) Creates means for the school community to partner with families to support student learning in and out of school.
- f) Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develops and provides the school as a resource for families and the community.
- h) Advocates for the school and district and for the importance of education and student needs and priorities to families and the community.
- i) Advocates publicly for the needs and priorities of students, families, and the community.
- j) Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.

Professional Standard 9: Operations and Management

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

- a) Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Is a responsible, ethical, and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protects teachers' and other staff members' work and learning from disruption.
- f) Employs technology to improve the quality and efficiency of operations and management.
- g) Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.
- h) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develops and manages productive relationships with the central office and the school board.
- k) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manages governance processes and internal and external politics toward achieving the school's mission and vision.

Professional Standard 10: School Improvement

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

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

The Kentucky Framework for Personnel Evaluation

Role Group, Measure, and Performance Criteria

The grouping of the standards within the four different Performance Measures is simply a guide. The standards could be referenced across all four measures. Evaluators should use this document with professional judgement, identifying indicators and standards in the measure that is supported with evidence.

<i>Performance Criteria and Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
Teacher KY Framework for Teaching	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
Other Professional KY Framework for Teaching-Specialists Frameworks	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
Principal and District Certified Personnel Professional Standards for Educational Leaders	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community

Appeals

Any appeal of a certified evaluation shall be in accordance with Board Policy 03.18. The District shall establish a panel to hear appeals from summative evaluations as required by law. Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All terms of panel members and alternates shall be for two (2) years and run from July 1 to June 30. Members may be reappointed or reelected.

According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Required

- According to current regulation, districts shall have an appeals process established.

Due Process – Administrators

1. All parties have had representation in the design, research, development, and review of the evaluation systems and instruments. Knowledge and understanding of performance expectations is provided for staff through the distribution of the Certified Evaluation Plan.
2. Every administrator is provided an opportunity for familiarization with the system, its procedures, and its use.

3. Administrators are provided rebuttal opportunity as part of each reporting cycle.
4. All reports of unsatisfactory performance must be in writing and must enumerate shortcomings in a specific manner.
5. Each administrator is provided access to the file of his/her evaluation reports located in the superintendent's office. A copy of the summative appraisal will be provided if requested by the administrator. An opportunity will be provided for all parties to review all documentation within a reasonable time frame.
6. The evaluatee may submit a written explanation or response statement to the summative evaluation. This statement must be submitted to the evaluator within (15) working days following the receipt of the summative report. The response statement will be attached to and filed with the summative evaluation report.
7. Appeal Procedure
 - A. The appeals panel shall hold office until successor(s) are elected or appointed according to the approved guidelines.
 - B. Certified employees who feel that they were not fairly evaluated or not evaluated according to the Greenup County Schools District Certified Evaluation Plan as approved by the Kentucky Department of Education may submit an appeal to the panel for a timely review of their evaluation. All documentation submitted by both parties shall be available within ten (10) working days after the summative process is complete.
 - C. If the certified employee is not satisfied with the decision of the Greenup County Schools Appeals Panel then that employee shall have the opportunity to appeal to the State Board of Elementary and Secondary Education.
 - D. All certified employees have the right to have a chosen representative present during all appeal procedures.

Appeals Hearing Procedure

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. The Panel chair will decide if parties are heard separately, if so requested.
3. The Panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not limited to, the following:
 - A. Upholding all parts of the original evaluation.

- B. Voiding the original evaluation or parts of it.
 - C. Ordering a new evaluation by a second certified employee.
 - D. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
 - E. Holding a hearing before the Board of Education.
8. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the Panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Superintendent or Board decision, as applicable, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the State Board for Elementary and Secondary Education.

Evaluation Committee

An ad hoc 50/50 evaluation committee made up of an equal number of teachers and/or other professionals and administrators shall develop evaluation procedures and forms.

Training

Orientation shall be conducted annually within the first 30 calendar days of the new school year.

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Certified Evaluation Plan Appendices

Appendix A
CARTER COUNTY TEACHERS
Reflective Practice & Professional Growth Planning Template

Teacher	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
- Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
- 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	
5A - Student Growth	I	D	A	E	

Identify area/areas of focus for the PGP	
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Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> • What do I want to change about my instruction that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are the measures of success? 	
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Action Plan				
Professional Learning	Resources/Support	Documentation	Evidence of Growth	Targeted Completion Date

Teacher Signature:	Date:
Administrator Signature:	Date:

Part C: On-going Reflection – Progress toward Professional Growth Goal – To be completed during at least one post conference session.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal - To be completed at the end of each year.

Date:	End of Year Reflection:

Next Steps:	
Teacher Signature:	Date:
Administrator Signature:	Date:

Appendix B
CARTER COUNTY COUNSELORS
REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Teacher	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Rating:				Evidence
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
Component:	Rating:				Evidence
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	

Identify area/areas of focus for the PGP

Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal:

- What do I want to change about my instruction that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

Action Plan				
Professional Learning	Resources/Support	Documentation	Evidence of Growth	Targeted Completion Date

Part C: On-going Reflection – Progress toward Professional Growth Goal – To be completed during at least one post conference session.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal - To be completed at the end of each year.

Date:	End of Year Reflection:

Next Steps:

Counselor Signature:	Date:
Administrator Signature:	Date:

Appendix C
CARTER COUNTY LIBRARY MEDIA SPECIALIST
REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Teacher	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Rating:				Evidence
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
Component:	Rating:				Evidence
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	I	D	A	E	

Responsiveness					
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	

Identify area/areas of focus for the PGP	
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Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 	
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Action Plan				
Professional Learning	Resources/Support	Documentation	Evidence of Growth	Targeted Completion Date

Part C: On-going Reflection – Progress toward Professional Growth Goal – To be completed during at least one post conference session.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:
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Part D: Summative Reflection- Level of Attainment for Professional Growth Goal - To be completed at the end of each year.

Date:	End of Year Reflection:

Next Steps:

Library Media Specialist Signature:	Date:
Administrator Signature:	Date:

APPENDIX D
CARTER COUNTY THERAPEUTIC SPECIALISTS
REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Teacher	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Self-Assessment:				Rationale:
1A. Demonstrating knowledge and skill in the specialist therapy, 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 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, to meet the needs of individual students	I	D	A	E	
1F. Developing a plan to evaluate the therapy program	I	D	A	E	
2A. Establishing rapport with students	I	D	A	E	
2B. Organizing time effectively	I	D	A	E	
2C. Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D. Establishing standards of conduct in the treatment center	I	D	A	E	
2E. Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A. Responding to referrals and evaluating student needs	I	D	A	E	
3B. Developing and implementing treatment plans to maximize students' success	I	D	A	E	
3C. Communicating with families	I	D	A	E	
3D. Collecting information writing reports	I	D	A	E	
3E. Demonstrating flexibility and responsiveness	I	D	A	E	
4A. Reflecting on practice	I	D	A	E	
4B. Collaborating with teachers and administrators	I	D	A	E	
4C. Maintaining an effective data management system	I	D	A	E	
4D. Participating in a professional community	I	D	A	E	
4E. Engaging in professional development	I	D	A	E	

Identify area/areas of focus for the PGP	
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Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal:

- What do I want to change about my instruction that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

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Action Plan

Professional Learning	Resources/Support	Documentation	Evidence of Growth	Targeted Completion Date

Part C: On-going Reflection – Progress toward Professional Growth Goal – To be completed during at least one post conference session.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal - To be completed at the end of each year.

Date:	End of Year Reflection:

Next Steps:

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Therapeutic Specialist Signature:	Date:
Administrator Signature:	Date:

APPENDIX E
CARTER COUNTY INSTRUCTIONAL SPECIALIST
REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

Teacher	
School	
Grade Level/Subject(s)	

Part A: Initial Reflection – Establishing Priority Growth Needs

Component:	Rating:				Evidence
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	

Component:	Rating:				Evidence
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B -Engaging teachers in learning new instructional skills	I	D	A	E	
3C - <i>Sharing expertise with staff</i>	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Identify area/areas of focus for the PGP	
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Part B: Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 	
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Action Plan				
Professional Learning	Resources/Support	Documentation	Evidence of Growth	Targeted Completion Date

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Part C: On-going Reflection – Progress toward Professional Growth Goal – To be completed during at least one post conference session.

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

Part D: Summative Reflection- Level of Attainment for Professional Growth Goal - To be completed at the end of each year.

Date:	End of Year Reflection:

Next Steps:

Therapeutic Specialist Signature:	Date:
Administrator Signature:	Date:

APPENDIX F

Teacher Observation EVALUATOR Instrument Electronic Forms Provided at www.cartercountyschools.org

Subject:

Date:

Time:

Observer:

Components

Rating

1A: Demonstrating Knowledge of Content and Pedagogy	Select Rating
1B: Demonstrating Knowledge of Students	Select Rating
1C: Selecting Instructional Outcomes	Select Rating
1D: Demonstrating Knowledge of Resources	Select Rating
1E: Designing Coherent instruction	Select Rating
1F: Designing Student Assessment	Select Rating

Overall Rating for Domain 1: Utilize evidences from pre and post conferences	Select Rating
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2A: Creating an Environment of Respect and Rapport	Select Rating
2B: Establishing a Culture for Learning	Select Rating
2C: Managing Classroom Procedures	Select Rating
2D: Managing Student Behavior	Select Rating
2E: Organizing Physical Space	Select Rating

Overall Rating for Domain 2	Select Rating
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3A: Communicating with Students	Select Rating
3B: Using Questioning and Discussion Techniques	Select Rating
3C: Engaging Students in Learning	Select Rating
3D: Using Assessment in Instruction	Select Rating
3E: Demonstrating Flexibility and Responsiveness	Select Rating

Overall Rating for Domain 3	Select Rating
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4A: Reflecting on Teaching	Select Rating
4B: Maintaining Accurate Records	Select Rating
4C: Communicating with Families	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Growing and Developing Professionally	Select Rating
4F: Demonstrating Professionalism	Select Rating

Overall Rating for Domain 4: Utilize evidences from pre and post conferences	Select Rating
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APPENDIX G

Counselor Observation EVALUATOR Instrument

Electronic Forms Provided at www.cartercountyschools.org

Guidance Counselor:	Grade/Group:
Activity:	Date:
Time:	Observer:
Enter observed Evidence statement below	Select which component evidence aligns
	Select Component

Components	Rating
1A: Demonstrating Knowledge of Counseling Theory and Techniques	Select Rating
1B: Demonstrating Knowledge of Child and Adolescent Development	Select Rating
1C: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	Select Rating
1D: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School	Select Rating
1E: Plan in the Counseling Program Integrated with the Regular School Program	Select Rating
1F: Developing a Plan to Evaluate the Counseling Program	Select Rating
Overall Rating for Domain 1: Utilize evidences from pre and post conferences	Select Rating
2a: Creating an Environment of Respect and Rapport	Select Rating
2b - Establishing a culture for productive communication	Select Rating
2c - Managing routines and procedures	Select Rating
2d - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Select Rating
2e: Organizing Physical Space	Select Rating
Overall Rating for Domain 2	Select Rating
3a - Assessing student needs	Select Rating
3b - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	Select Rating
3c - Using counseling techniques in individual and classroom programs	Select Rating
3d - Brokering resources to meet needs	Select Rating
3e - Demonstrating flexibility and responsiveness	Select Rating
Overall Rating for Domain 3	Select Rating
4A: Reflecting on Practice	Select Rating
4B: Maintaining Records and Submitting them in a Timely Fashion	Select Rating
4C: Communicating with Families	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Engaging in Professional Development	Select Rating
4F: Showing Professionalism	Select Rating
Overall Rating for Domain 4: Utilize evidences from pre and post conferences	Select Rating

APPENDIX H

Library Media Specialist Observation EVALUATOR Instrument

Electronic Forms Provided at www.cartercountyschools.org

Library/Media Specialist:	School:
Activity:	Date:
Time:	Observer:
Enter observed Evidence statement below	Select which component evidence aligns
	Select Component
Components	Rating
1A: Demonstrating Knowledge of Content Curriculum and Process	Select Rating
1B: Demonstrating Knowledge of Students	Select Rating
1C: Supporting Instructional Goals	Select Rating
1D: Demonstrating Knowledge and Use of Resources	Select Rating
1E: Demonstrating Knowledge of Literature and Lifelong Learning	Select Rating
1F: Collaborating in the Design of Instructional Experiences	Select Rating
Overall Rating for Domain 1: Use evidences from pre and post conferences	Select Rating
2A: Creating an Environment of Respect and Rapport	Select Rating
2B: Establishing a Culture for Learning	Select Rating
2C: Managing Library Procedures	Select Rating
2D: Managing Student Behavior	Select Rating
2E: Organizing Physical Space	Select Rating
Overall Rating for Domain 2	Select Rating
3A: Communicating Clearly and Accurately	Select Rating
3B: Using Questioning and Research Techniques	Select Rating
3C: Engaging Students in Learning	Select Rating
3D: Assessment in Instruction	Select Rating
3E: Demonstrating Flexibility and Responsiveness	Select Rating
Overall Rating for Domain 3	Select Rating
4A: Reflecting on Practice	Select Rating
4B: Maintaining Accurate Records	Select Rating
4C: Communicating with School Staff and Community	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Growing and Developing Professionally	Select Rating
4F: Collection Development and Maintenance	Select Rating
Overall Rating for Domain 4: Use evidences from pre and post conferences	Select Rating

APPENDIX I

Therapeutic Specialist Observation EVALUATOR Instrument

Electronic Forms Provided at www.cartercountyschools.org

Therapeutic Specialist:	School:
Activity:	Date:
Time:	Observer:
<hr/>	
<u>Enter observed Evidence statement below</u>	<u>Select which component evidence aligns</u>
	Select Component
<hr/>	
<u>Components</u>	<u>Rating</u>
1A: Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate	Select Rating
1B: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	Select Rating
1C: Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	Select Rating
1D: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	Select Rating
1E: Planning the Therapy Program Integrated with the Regular School Program to Meet the Needs of	Select Rating
1F: Developing a Plan to Evaluate the Therapy Program	Select Rating
Overall Rating for Domain 1: Utilize evidences from pre and post conferences	Select Rating
2a: Establishing Rapport with Students	Select Rating
2b: Organizing Time Effectively	Select Rating
2c: Establishing and Maintaining Clear Procedures for Referrals	Select Rating
2d: Establishing Standards of Conduct in the Treatment Center	Select Rating
2e: Organizing Physical Space for Testing of Students and Providing Therapy	Select Rating
Overall Rating for Domain 2	Select Rating
3a: Responding to Referrals and Evaluating Student Needs	Select Rating
3b: Developing and Implementing Treatment Plans to Maximize Student Success	Select Rating
3c: Communicating with Families	Select Rating
3d: Collecting Information; Writing Reports	Select Rating
3e: Demonstrating Flexibility and Responsiveness	Select Rating
Overall Rating for Domain 3	Select Rating
4A: Reflecting on Practice	Select Rating
4B: Collaborating with Teachers and Administrators	Select Rating
4C: Maintaining an Effective Data Management System	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Engaging in Professional Development	Select Rating
4F: Showing Professionalism; Including Integrity, Advocacy, and Maintaining Confidentiality	Select Rating
Overall Rating for Domain 4: Utilize evidences from pre and post conferences	Select Rating

APPENDIX J

INSTRUCTIONAL SPECIALIST Observation EVALUATOR Instrument

Electronic Forms Provided at www.cartercountyschools.org

Instructional Specialist:	Grade/Group:
Activity:	Date:
Time:	Observer:
Enter observed Evidence statement below	Select which component evidence aligns
	Select Component
Components	Rating
1A: Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	Select Rating
1B: Demonstrating Knowledge of the School's Program and Levels in Teacher Skill in Delivering that	Select Rating
1C: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teac	Select Rating
1D: Demonstrating Knowledge of Resources Both Within and Beyond the School and District	Select Rating
1E: Planning the Instructional Support Program Integrated with the Overall School Program	Select Rating
1F: Developing a Plan to Evaluate the Instructional Support Program	Select Rating
Overall Rating for Domain 1: Utilitize evidences from pre and post conferences	Select Rating
2A - Creating an environment of trust and respect	Select Rating
2B - Establishing a culture for ongoing instructional improvement	Select Rating
2C - Establishing clear procedures for teachers to gain access to the instructional support	Select Rating
2D - Establishing and maintaining norms of behavior for professional interactions	Select Rating
2E - Organizing physical space for workshops or training	Select Rating
Overall Rating for Domain 2	Select Rating
3A - Collaborating with teachers in the design of instructional units and lessons	Select Rating
3B - Engaging teachers in learning new instructional skills	Select Rating
3C - Sharing expertise with staff	Select Rating
3D - Locating resources for teachers to support instructional improvement	Select Rating
3E - Demonstrating flexibility and responsiveness	Select Rating
Overall Rating for Domain 3	Select Rating
4A: Reflecting On Practice	Select Rating
4B: Preparing and Submitting Budgets and Reports	Select Rating
4C: Coordinating Work with Other Instructional Specialists	Select Rating
4D: Participating in a Professional Community	Select Rating
4E: Engaging in Professional Development	Select Rating
4F: Showing Professionalism Including Integrity and Confidentiality	Select Rating
Overall Rating for Domain 4: Utilitize evidences from pre and post conferences	Select Rating

APPENDIX K

TEACHER and THERAPEUTIC SPECIALIST PRE-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

Teacher Name		Conference Date
Observer Name	School	Grade Level
# of Students	# of IEP Students	Date of Lesson
Subject	Topic	Time of Lesson

Guiding Questions from the Framework for Teaching Domain 1: Planning and Preparation
1. Is the lesson based on current standards? (Component 1c)
2. How are the learning targets congruent with the current standards? (Component 1c)
3. How are the instructional activities congruent to the learning targets? (Component 1a)
4. What learning experiences are designed for students to engage with the intended outcomes? (Component 1e)
5. How do you plan to assess students? How do you plan to use the results of the assessment? (Component 1f)

Guiding Question from the Framework for Teaching Domain 4: Professional Responsibilities
1. How will your Professional Growth impact this lesson?

Guiding Questions: Student Growth
1. How would you describe the rigor of this lesson's content?
2. Will this lesson impact your current student growth goal? If yes, explain.

I have received a copy of the pre-Observation form following discussion with my observer.

Teacher:		Date:	
Observer:		Date:	

APPENDIX L

COUNSELOR PRE-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

Professional

School

Grade Level/Subject(s)

Observer

Date of Conference

Date of Lesson/Activity

Questions for Discussion

Notes

What is your expected outcome?

To which part of your program does this lesson/activity relate?

How does this activity support students both socially and academically?

Briefly describe the students in this class/group, including those with special needs, as appropriate?

How will this task meet the needs of your students?

What will you do?

How does the activity help students overcome barriers to learning?

How and when will you know you have successfully completed the activity?

Is there anything that you would like me to observe during the lesson?

APPENDIX M

LIBRARY MEDIA SPECIALIST PRE-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

Professional

School

Grade Level/Subject(s)

Observer

Date of Conference

Date of Lesson/Activity

Questions for Discussion

Notes

What is the skill you will address for the activity/lesson/process?
Which demonstrator from your library media program does this activity/lesson/process relate?
How does this activity/lesson/process fit into the OPGES Library Media Specialist Framework?
How will this activity/lesson/process support teachers in the Common Core Standards (Crosswalk) and help students achieve in the 21st century?
What dispositions in action and responsibilities will you address during the activity/lesson/process?
How will the activity/lesson/process support professional best practice through the four domains of the library media specialist framework?
Is there anything in particular that you would like me to observe during the activity/lesson/process?

APPENDIX N

INSTRUCTIONAL SPECIALIST PRE-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

Curriculum Specialist PRE-OBSERVATION DOCUMENT

Professional				
EPSB ID#				
School				
Grade Level/Subject(s)				
Observer				
Date of Conference				
Date of Lesson/Activity				
Observation Type	M1	M2	Full	Peer

Preconference (Planning Conference)

Questions for Discussion	Notes
What is your expected outcome?	
To which part of your program does this lesson/activity relate?	
How does this activity support students both socially and academically?	
How will this task meet the needs of students in your school/district?	
What will you do?	
How does the activity help students overcome barriers to learning?	
How and when will you know you have successfully completed the activity?	
Is there anything that you would like me to observe during the lesson?	

Professional

Evaluator

APPENDIX O

TEACHER and THERAPEUTIC SPECIALIST POST-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

Carter County Schools <u>Professional Growth and Effectiveness System</u> Post Observation Form (3/14)		
Teacher	Observer	Date
Positive Observations:		
Guiding Questions from the Framework for Teaching Domain 2: Classroom Environment		
1. Describe the culture for learning that has been established in this classroom. 2. What were the group activities in this lesson? In what ways was the group work effective? 3. What are your expectations of student behavior? Were these expectation met during this lesson? 4. Did you do anything different to utilize your classroom space or physical resources?		
Guiding Questions from the Framework for Teaching Domain 3: Instruction		
1. What was your questioning strategy entering this lesson? How did it go? 2. How would you describe the purpose of the assignment? 3. How will you provide feedback to students? How will students be asked to self-assess? 4. In what ways would adjust this lesson before teaching it again?		
Guiding Questions from the Framework for Teaching Domain 4: Professional Responsibilities		
1. As you reflect on the lesson, to what extent were students productively engaged? 2. Were students successful in learning the instructional goals? (How do you know?) 3. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?		
Suggested Improvements:		
Teacher Comments:		
I have participated in a post-observation conference and have received a copy of this document. Teacher _____ Date _____ Observer _____ Date _____		

APPENDIX P

COUNSELOR POST-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

POST-OBSERVATION DOCUMENT

Professional

School

Grade Level/Subject(s)

Observer

Date of Conference

Date of Lesson/Activity

Guiding Questions from Your Framework

Domain 4: Professional Responsibilities

- 1 As I reflect on the activity, how was student success impacted?
 - 2 Was the task completed as expected? Were my goals met? How do I know?
 - 3 If I had the opportunity to repeat this activity again, what would I do differently? Why?
- Additional Comments:

Teacher

Observer

APPENDIX Q

LIBRARY MEDIA SPECIALIST POST-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

POST-OBSERVATION DOCUMENT

Professional
School
Grade Level/Subject(s)
Observer
Date of Conference
Date of Lesson/Activity

Guiding Questions from Your Framework

Domain 4: Professional Responsibilities

- 1 As I reflect on the activity/lesson/process, to what extent did I support teachers and help students achieve lifelong learning? (Component 4A, 1E, 3C)
 - 2 Did the activity/lesson/process progress as planned? Were my goals met? How do I know? (Components 1F and 4A)
 - 3 If I had the opportunity to repeat this activity/lesson/process, would I do it differently? Why or why not? (Component 4A)
- Additional Comments:

Teacher

Observer

APPENDIX R

INSTRUCTIONAL SPECIALIST POST-CONFERENCE FORM

Electronic Forms Provided at www.cartercountyschools.org

Curriculum Specialist POST-OBSERVATION DOCUMENT

Professional				
EPSB ID#				
School				
Grade Level/Subject(s)				
Observer				
Date of Conference				
Date of Lesson/Activity				
Observation Type	M1	M2	Full	Peer

Guiding Questions from Your Framework	
Domain 4: Professional Responsibilities	
1	As I reflect on the activity, how was student success impacted?
2	Was the task completed as expected? Were my goals met? How do I know?
3	If I had the opportunity to repeat this activity again, what would I do differently? Why?
Additional Comments:	

Teacher

Observer

APPENDIX S

SUMMATIVE SUBMISSION FORM

Electronic Forms Provided at www.cartercountyschools.org

CARTER COUNTY SCHOOLS

Professional Growth and Effectiveness System

SUMMATIVE EVALUATION FOR CLASSROOM TEACHERS

(rev. March 2014)

Evaluatee:	Position:			
Evaluator:	Position:			
Location:	Tenured		Non-tenured	

Observation Record		
Pre-Observation Conference Date		
Classroom Observation Date		
Post-Observation Conference Date		

Overall Performance Ratings				
Overall Performance Rating	I	D	A	E

Evaluatee Signature, Date, and Comments:
Evaluator Signature, Date, and Comments:

This review has been discussed with the employee who has been given a copy.

Signatures acknowledge completion of the evaluation and not necessarily agreement.

Opportunities for appeal processes at both the local and state levels are a part of the Carter County District's evaluation plan.

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

**Reflective Practice
Professional Growth Planning Template**

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

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 at the end of this form.

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

Notes Section:

B. Connecting Priority Growth Needs to Professional Growth Planning (PGP)

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection, complete this section at the beginning of the school year.

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

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

C. Site Visit Documentation

Superintendents/designees will utilize the KY Guidance Document and other resources in reflecting on the activities observed during the site visit.

Standards	Notes from Visit
1. Mission, Vision, and Core Values Standard	
2. Ethics and Professional Norms	
3. Equity and Cultural Responsiveness	
4. Curriculum, Instruction, and Assessment	

5. Community of Care and Support for Students	
6. Professional Capacity of School Personnel	
7. Professional Community for Teachers and Staff	
8. Meaningful Engagement of Families and Community	
9. Operations and Management	
10. School Improvement	

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

Mid Year Review - Principal Growth Plan	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Principal's Signature _____ Superintendent's Signature _____

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

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

Date:	End of Year Professional Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	<div><input type="checkbox"/> Data attached</div>

Next Steps:

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

