

# Professional Growth and Certified Personnel Evaluation Plan



Estill County Schools  
June 2018

# Certified Personnel Evaluation Plan

## Estill County Schools

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**Mr. Jeffery Saylor – Superintendent**

Tonya Isaacs – Assistant Superintendent/District Evaluation Point of Contact

<b>Personnel Evaluation Committee</b>		
<b>Name</b>	<b>Title</b>	<b>Building</b>
Banks, Andrea	Teacher	Estill County Middle
Campbell, Beth	Teacher	South Irvine Early Learning Center
Durham, Katelyn	Teacher	West Irvine Intermediate
Farmer, Amy	Teacher	Estill County High
Isaacs, Tonya	Assistant Superintendent	Central Office
Mullins, Jessica	Principal	Estill Springs Elementary
Snowden, Margaret	Director of Special Education	Central Office
Winkler, Chris	Principal	Estill County High
Williams, Andrea	Principal	Estill County Middle
Wynn, Brittany	Teacher	Estill Springs Elementary

## Table of Contents

ASSURANCES.....	4
INTRODUCTION.....	5
PROFESSIONAL CODE OF ETHICS .....	5
CERTIFIED TEACHER EVALUATION .....	8
PROFESSIONAL GROWTH PLANNING AND SELF-REFLECTION .....	8
SOURCES OF EVIDENCE FOR TEACHERS.....	10
TEACHER OBSERVATION .....	11
DETERMINING OVERALL PERFORMANCE FOR TEACHERS .....	13
PRE-OBSERVATION DISCUSSION AND PLANNING .....	19
OBSERVATION FORM FOR TEACHERS.....	20
SUMMATIVE EVALUATION FOR CERTIFIED TEACHERS .....	22
INDIVIDUAL CORRECTIVE ACTION PLAN.....	23
OTHER PROFESSIONALS CERTIFIED EVALUATION.....	27
GUIDANCE COUNSELORS .....	30
OBSERVATION/SITE VISIT MODELS FOR OTHER PROFESSIONALS .....	31
DETERMINING OVERALL PERFORMANCE FOR OTHER PROFESSIONALS .....	33
PROFESSIONAL GROWTH PLANNING FOR OTHER PROFESSIONALS.....	36
OBSERVATION/SITE VISIT FORM FOR OTHER PROFESSIONALS.....	39
SUMMATIVE EVALUATION FOR OTHER CERTIFIED PROFESSIONALS .....	41
INDIVIDUAL CORRECTIVE ACTION PLAN.....	42
PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION.....	46
DETERMINING OVERALL PERFORMANCE FOR PRINCIPALS.....	50
PROFESSIONAL GROWTH PLANNING FOR PRINCIPALS .....	53
PRINCIPAL SITE VISITS.....	57
SUMMATIVE EVALUATION PRINCIPALS.....	64
OTHER CERTIFIED DISTRICT PERSONNEL .....	66
DETERMINING OVERALL PERFORMANCE FOR DISTRICT PERSONNEL.....	70
PROFESSIONAL GROWTH PLANNING FOR OTHER CERTIFIED DISTRICT PERSONNEL.....	73
DISTRICT SITE VISITS.....	77
SUMMATIVE EVALUATION FOR OTHER CERTIFIED DISTRICT PERSONNEL.....	84
APPEALS PROCEDURE .....	86
LINKS TO FRAMEWORKS.....	89

# ASSURANCES

## CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Estill County Board of Education hereby assures the Commissioner of Education that:

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

Name:	Title:
Banks, Andrea	Teacher
Campbell, Beth	Teacher
Durham, Katelyn	Teacher
Farmer, Amy	Teacher
Isaacs, Tonya	Assistant Superintendent
Mullins, Jessica	Principal
Snowden, Margaret	Director of Special Education
Winkler, Chris	Principal
Williams, Andrea	Principal
Wynn, Brittany	Teacher

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

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

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

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

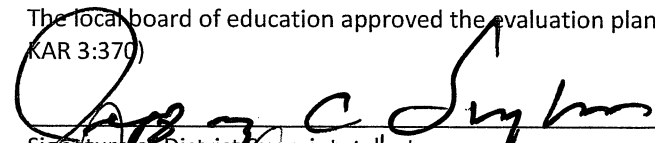
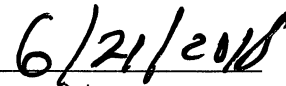
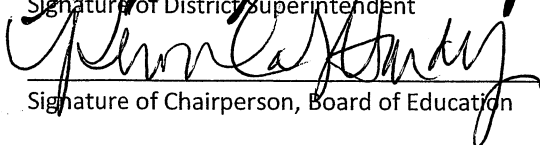
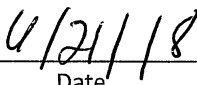
This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on <date>. (704 KAR 3:370)

	
Signature of District Superintendent	Date
	
Signature of Chairperson, Board of Education	Date

# **Estill County Schools**

## **Certified Evaluation Plan**

### **INTRODUCTION**

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities.

The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years.

Administrators and other certified staff will be evaluated annually by the superintendent or by the superintendent's designee.

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

### **Teacher Evaluation**

Effective teaching depends on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The vision for Estill County Schools is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth and continuous improvement.

### **Professional Code of Ethics**

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

### **Certified Personnel in the Commonwealth**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

### **To students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

### **To parents**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

### **To the education profession**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

# Certified Teacher Evaluation

**KTIP, Non-Tenured, Tenured, Special Educator**

## **Certified Teacher Evaluation**

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

Reflective practices and professional growth planning are iterative processes. Teachers will follow these steps:

1. Reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
2. Collaborate with his or her administrator to develop a professional growth plan and action steps
3. Implement the plan
4. Regularly reflect on the progress and impact of the plan on his or her professional practice
5. Modify the plan as appropriate
6. Continue implementation and ongoing reflection
7. Conduct a summative reflection on the degree of goal attainment and the implications for next steps

Self-reflections can be completed within a PLC if all teachers and other professionals in the PLC have a common goal.

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

Teachers will participate in self-reflection and professional growth planning each year. Teachers will document self-reflection and professional growth planning in the district approved platform. Teachers complete their self-reflection and professional growth plan and submit to evaluator for approval within the first 30 days of school. Late hire full-time teachers, and full-time certified employees with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

#### **DEVELOPMENT AND APPROVAL OF SELF-REFLECTION AND PGP**

- All teachers must complete and submit their final Self-Reflection and PGP in the district approved platform no later than September 30<sup>th</sup> of each school year or within 30 days of hire date after September 1<sup>st</sup>. This may be completed prior to school starting.
- All teachers will utilize their Self-Reflection information in the development of their PGP.
- The PGP must be developed in collaboration with the administrator/designee.
- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.



## The Kentucky Framework for Teaching

The KY Framework for Teaching will be utilized for teachers (**KTIP, non-tenured, tenured, and special educator**) and is designed to support student achievement and professional practice through the domains of:

- Planning and Preparation
- Classroom Environment
- Instruction
- 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. **A link to the Framework is located at the end of this document.**

Evidence supporting a teacher's professional practice 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.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

## Performance Measures

The performance measures (areas, skills, outcomes) on which certified teachers are evaluated consist of:

- Planning
- Environment
- Instruction
- Professionalism

**Forms for the process of teacher evaluation are at the end of this section.**

## Sources of Evidence for Teachers

Teachers will provide evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the performance measures. All evidence must be products of an educator’s work that demonstrate knowledge and skills of the educator. In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning.

Framework for Teaching	Performance Measures	Planning	Environment	Instruction	Professionalism
	Domain	Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Required Sources of Evidence	Supervisor Observation	Pre and Post Conferences	Observation		Pre and Post Conferences
	Professional Growth Plan	Professional Growth Plan & Self Reflection			
	Self-Reflection				
	Professional Learning Communities	PLC Participation (Agendas & Minutes)			
	Teacher Communication	Communication with Stakeholders (Parent contacts, teacher-to-teacher, etc.)			
<b>Optional Sources of Evidence Can include, but are not limited to:</b>					
Optional Sources of Evidence	<ul style="list-style-type: none"> <li>• Team Developed Curriculum Units/Documents</li> <li>• Lesson Planning Documents</li> <li>• Student Formative and/or Summative Assessments</li> <li>• Assessment Data including, but not limited to: (Measures of Academic Progress (MAP), CERT, Common assessments, KOSSA, End of Course, SNAP, Fountas &amp; Pinnell (F &amp; P), Brigance, Reading Running Records)</li> <li>• Student Work</li> <li>• Discipline Data</li> <li>• Walkthroughs</li> <li>• Other evidence provided by teacher in support of the standards</li> </ul>				

All components and sources of evidence related supporting an educator’s professional practice will be completed and recorded in the district approved platform.

## Teacher Observation

The observation process is one source of evidence to determine teachers’ effectiveness for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher’s practice. The supervisor observation will be used to inform and calculate a summative rating.

### Observation Models

#### 1-Year-Summative (Non-Tenured)

- All non-tenured certified personnel will be evaluated annually by utilizing the 1-Year-Summative of **1 full observation and 2 mini observations** in each year. One full observation and two mini observations will be completed by the evaluator.
- The first observation must occur in the first semester.
- Additional observations may be held at the discretion of the administrator prior to the final, full observation.
- Two mini observations will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation is a formal (full) observation conducted by the administrator/designee consisting of a full class or lesson observation completed by the supervisor prior to April 22<sup>nd</sup>.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

1 <sup>st</sup> Semester Before December 31st	2 <sup>nd</sup> Semester After January 1st
<ul style="list-style-type: none"> <li>• <b>1 Mini observation by Supervisor</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1 Mini observation by Supervisor</b></li> <li>• <b>1 Final full observation completed by Supervisor</b></li> </ul>
<p><b>*All non-tenured teachers will have three observations each year (2 mini observations and 1 full observation)</b></p>	

#### Procedures for 1-Year Summative (Non-Tenured)

- (a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (b) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (c) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (d) Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- (e) The immediate supervisor of the certified employee shall be designated as the primary evaluator. However, the primary evaluator may assign another certified evaluator to the certified teacher. The assigned evaluator shall be incorporated into the formative process for evaluation of the teacher.
- (f) All monitoring (formal and informal) of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher.

- (g) Unannounced (informal) visits to the classroom are not precluded.
- (h) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (i) Any person has the right to appeal their summative evaluation.
- (j) An Intern Teacher will be evaluated using the Kentucky Teacher Internship Program (KTIP) according to state law and regulation. In the event KTIP is suspended or eliminated, the Intern Teacher will be evaluated the same as all non-tenured teachers.
- (k) The immediate supervisor or designee shall document observations into the district approved format and platform.
- (l) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- (m) The summative evaluation conference shall be held at the end of the evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- (n) An opportunity for written response shall be included in the official personnel record.

**3-Year- Summative Model (Tenured)**

- All tenured teachers will have a summative evaluation a minimum of once every three years. The length of the summative cycle shall be determined by the Professional Growth and Summative Cycle Matrix.
- A certified teacher that has received a successful evaluation and is on the three year cycle shall be observed on the following schedule. **A total of four observations** will take place throughout the summative cycle. **One mini observation** by the evaluator will occur during the **first year** of the summative cycle. **One mini observation** will occur by the evaluator during the **second year** of the summative cycle. **One mini observation and one final full observation** by the evaluator will be conducted in the **third year** of the summative cycle.
- Additional observations may be held at the discretion of the administrator. When observation results yield an ineffective determination, the evaluator shall conduct additional observations and develop a Corrective Action Plan. All observations will be completed by April 22nd.
- Additional observations may be held at the discretion of the administrator prior to the final, full observation.
- Three mini observations will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation is a formal (full) observation conducted by the administrator/designee consisting of a full class or lesson observation completed by the supervisor prior to April 22<sup>nd</sup>.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

**Summative Cycle Matrix**

<i>Year 1</i>	<i>Year 2</i>	<i>Year3</i>
<i>1 mini- by supervisor</i>	<i>1 mini- by supervisor</i>	<i>1 mini- by supervisor 1 final full observation completed by the supervisor</i>

**Procedures for 3-Year Summative Model (Tenured)**

- (o) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (p) Observations may begin after the evaluation training takes place within 30 calendar days of employment.

- (q) When observation results yield an ineffective determination, the evaluator shall conduct additional observations and develop a Corrective Action Plan. All observation will be completed by **April 22nd**.
- (r) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (s) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (t) The summative form of Three Year Summative certified personnel shall be completed by **April 30<sup>th</sup>** by the evaluator and documented in the district approved format and platform.
- (u) The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- (v) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- (w) An opportunity for written response shall be included in the official personnel record.
- (x) If a certified school employee is hired after the 60<sup>th</sup> day of the school year, an observation may be eliminated.
- (y) If a certified school employee misses 60 or more consecutive days of the school year, an observation may be eliminated.
- (z) Any person has the right to appeal their summative evaluation.

## Professional Practice

### Observation Window

The following is an outline of the district's observation window:

Observation Window Begins	Observation Window Ends
Observations may begin after the evaluation training takes place within 30 calendar days of employment	Prior to April 22 <sup>nd</sup> for all certified teachers

### Observer Training

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

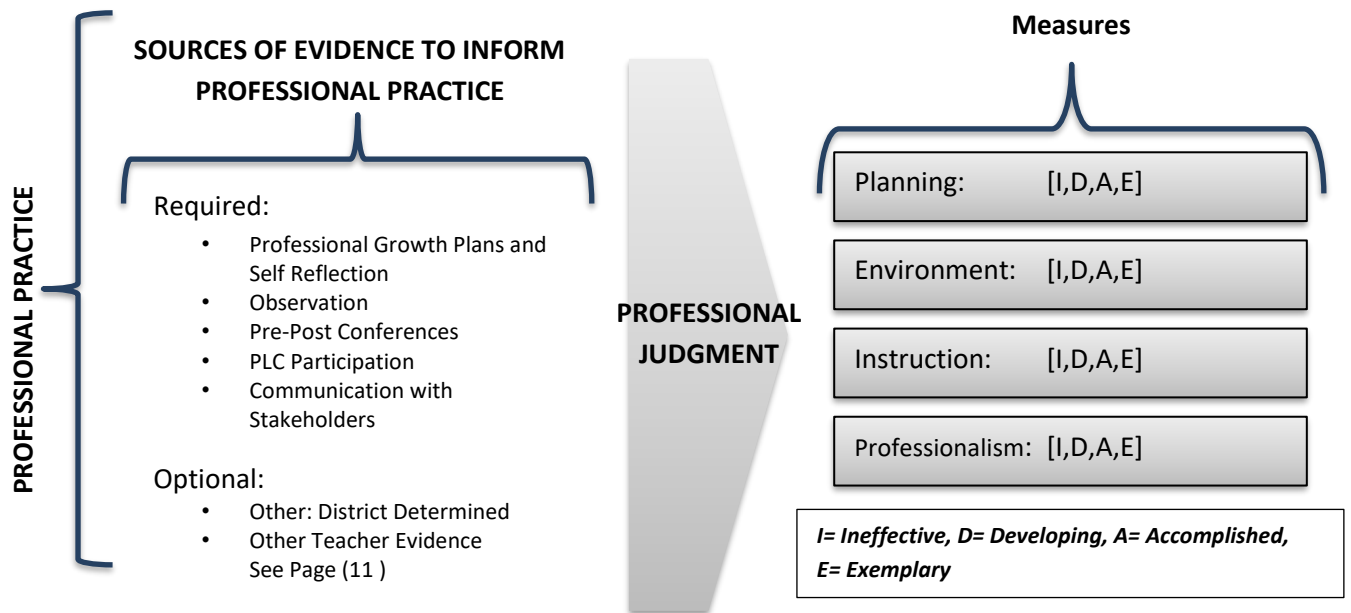
## Determining Overall Performance for Teachers

Evaluators are responsible for determining an Overall Performance Rating for each teacher at the conclusion of their summative evaluation cycle. The Overall Performance Rating is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance on the four performance measures.

## Rating Professional Practice

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

Evaluators and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to the performance rating for each of the four measures, *planning, environment, instruction, and professionalism* and professional judgement. All ratings must be recorded in the district approved platform.



The performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgement. Evaluator must rate the performance measures prior to applying the decision rules. The performance level rating for each measure will then be combined to provide a summative rating using the following decision rules.

## Decision Rules

IF....	THEN.....
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The professional practice rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The professional practice rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated Exemplary	The professional practice rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The professional practice rating shall be EXEMPLARY

## Professional Growth Plan and Summative Cycle

Based on the overall professional practice rating, products of practice and other sources of evidence, the type of Professional Growth Plan and length of the summative cycle will be determined using the chart below.

Professional Practice Rating	Type and Length of Educator Plan for Tenured Teachers	
<b>Exemplary</b>	<b>Three Year Self Directed Cycle</b> <ul style="list-style-type: none"> <li>Goals set by educator with evaluator input</li> <li>Plan activities are teacher directed and implemented with colleagues.</li> <li>Formative Review annually</li> <li>Summative occurs at the end of year 3</li> </ul>	
<b>Accomplished</b>	<b>Three Year Self Directed Cycle</b> <ul style="list-style-type: none"> <li>Goals set by educator with evaluator input</li> <li>Plan activities are teacher directed and implemented with colleagues.</li> <li>Formative Review annually</li> <li>Summative occurs at the end of year 3</li> </ul>	
<b>Developing</b>	<b>Three Year Self Directed Cycle</b> <ul style="list-style-type: none"> <li>Goals set by educator with evaluator input; one must address low performance or outcomes.</li> <li>Plan activities designed by educator with evaluator input.</li> <li>Formative Review annually.</li> </ul>	
<b>Ineffective</b>	<b>Up to 12 Month Improvement Plan</b> <ul style="list-style-type: none"> <li>Goal Determined by evaluator</li> <li>Focus on low performance area (s)</li> <li>Summative at end of plan</li> </ul>	<b>One Year Directed Growth Plan</b> <ul style="list-style-type: none"> <li>Goal determined by evaluator</li> <li>Goals focus on low performance/outcome area(s)</li> <li>Plan activities designed by evaluator with educator input</li> <li>Formative review at mid-point</li> <li>Summative at end of plan</li> </ul>
<b>Ineffective Rating</b>	Teachers who score ineffective will require a Corrective Action Plan.	

# Estill County Schools Reflective Practice Professional Growth Planning For Teachers

<b>Name</b>	
<b>Title</b>	
<b>Location</b>	
<b>School Year</b>	

**Part A: Reflection on the KY Framework for Teaching & Performance Measures**

*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. Discuss at least one strength and one area for growth.*

Performance Measures & Domains	Self-Assessment				Strength	Growth
	I	D	A	E		
<b>Planning</b>						
Domain 1- <i>Planning &amp; Preparation</i>	I	D	A	E		
<b>Environment</b>						
Domain 2- <i>Classroom Environment</i>	I	D	A	E		
<b>Instruction</b>						
Domain 3- <i>Instruction</i>	I	D	A	E		
<b>Professionalism</b>						
Domain 4- <i>Professionalism</i>	I	D	A	E		

**Part B: Connection of Priority Needs to Professional Growth Planning**

1. *Based on the areas of growth identified in Self-Reflection part a, write 1-2 Professional Growth Goals. Some questions to think about...*

- *What do I want to change about my practice 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?*

Domain	Measurable Professional Growth Goal(s)



2. After review of professional growth goal(s), the administrator will approve the goal(s) or send back to the teacher for revisions. **Once approved, the administrator will electronically sign and date and the teacher will electronically sign and date.**

Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

3. Complete this section at the end of the year to describe the level of attainment for the Professional Growth Goal(s).

Date:	1. End of Year Professional Growth Goal Reflection:
Date:	2. End of Year Professional Growth Goal Reflection:

4. Based on your Professional Growth this year, what are your next steps?

<b>Next Steps:</b>

## Professional Growth Plan Signature Page

**5. After review of steps 3 and 4, the Teacher will print this page ONLY, Teacher and Principal will print, sign and date. Teacher will scan and upload this signed page to the district-approved platform.**

<b>Print Teacher's Name</b>	<b>Date:</b>
<b>Teacher's Signature</b>	
<b>Print Administrator's Name</b>	<b>Date:</b>
<b>Administrator's Signature</b>	

- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.



## PRE-OBSERVATION DISCUSSION AND PLANNING

Teacher: \_\_\_\_\_

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

Grade Level/Subject: \_\_\_\_\_

Date of Conference: \_\_\_\_\_

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



## Estill County Schools Observation Form for Teachers

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

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

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

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

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

**Mini Observation** \_\_\_\_\_ **Full Observation** \_\_\_\_\_

Component:	Rating:				Evidence/Comments:
	I	D	A	E	
1A - Demonstrating knowledge of Content and Pedagogy					
1B - Demonstrating knowledge of students					
1C - Selecting instructional outcomes					
1D - Demonstrating knowledge of resources					
1E - Designing coherent instruction					
1F - Designing student assessment					
2A - Creating an environment of respect and rapport					
2B - Establishing a culture for learning					
2C - Managing classroom procedures					
2D - Managing student behavior					
2E - Organizing physical space					
3A - Communicating with students					
3B - Using questioning and discussion techniques					
3C - Engaging students in learning					
3D - Using assessment in instruction					
3E - Demonstrating flexibility and responsiveness					
4A - Reflecting on teaching					
4B - Maintaining accurate records					

<i>4C</i> - Communicating with families	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Growing and developing professionally	I	D	A	E	
<i>4F</i> - Demonstrating professionalism	I	D	A	E	

\_\_\_\_\_  
 Evaluatee Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator Signature

\_\_\_\_\_  
 Date

**Estill County Schools**  
**SUMMATIVE EVALUATION for Certified Teachers**

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

Location: \_\_\_\_\_ Date: \_\_\_\_\_

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

Performance Measures	Ratings			
	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Ineffective</i>
<b>Planning</b>				
Domain 1- <i>Planning &amp; Preparation</i>				
<b>Environment</b>				
Domain 2- <i>Classroom Environment</i>				
<b>Instruction</b>				
Domain 3- <i>Instruction</i>				
<b>Professionalism</b>				
Domain 4- <i>Professional Responsibilities</i>				
<b>OVERALL PERFORMANCE RATING</b>				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: \_\_\_\_\_  
 (Does NOT meet requires Corrective Action Plan)

Evaluatee's Comments: \_\_\_\_\_

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

Evaluator's Comments:

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

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

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

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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

**INDIVIDUAL CORRECTIVE ACTION PLAN**

The individual Corrective Action plan is developed when an evaluatee receives an ineffective rating(s) on the Summative Evaluation or when immediate change is required in teacher behavior.

**Individual Corrective Action Plan  
for**

\_\_\_\_\_

**Date** \_\_\_\_\_ **Worksite** \_\_\_\_\_

Domain	Rating	Growth Objective/Goal(s) (describe desired outcome)	Procedures & Activities for Achieving Goals & Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

<b>Individual Corrective Action Plan Developed:</b>		<b>Status: <u>  </u> Achieved <u>  </u> Revised <u>  </u> Continued</b>	
_____	_____	_____	_____
(Employee's Signature)	(Date)	(Employee's Signature)	(Date)
_____	_____	_____	_____
(Employee's Signature)	(Date)	(Employee's Signature)	(Date)

*ESTILL COUNTY SCHOOLS*  
**ASSISTANCE TEAM RECORD**

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1 <sup>st</sup> Assistance Team Meeting				
2 <sup>nd</sup> Assistance Team Meeting				
3 <sup>rd</sup> Assistance Team Meeting				
4 <sup>th</sup> Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor \_\_\_\_\_

Team Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*ESTILL COUNTY SCHOOLS*  
**ASSISTANCE TEAM LOG OF ACTIVITIES**

Teacher: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting: \_\_\_\_\_

# **Other Professionals Certified Evaluation**

**Guidance Counselor, Instructional Specialist, Library Media Specialist,  
Speech Language Pathologist, District/School Psychologist**

## **OTHER PROFESSIONALS CERTIFIED EVALUATION**

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

Reflective practices and professional growth planning are iterative processes. Other professionals will follow these steps:

1. Reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
2. Collaborate with his or her administrator to develop a professional growth plan and action steps
3. Implement the plan
4. Regularly reflect on the progress and impact of the plan on his or her professional practice
5. Modify the plan as appropriate
6. Continue implementation and ongoing reflection
7. Conduct a summative reflection on the degree of goal attainment and the implications for next steps

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

Other professionals will participate in self-reflection and professional growth planning each year. Other professionals will document self-reflection and professional growth planning in the district approved platform. Other professionals complete their self-reflection and professional growth plan and submit to evaluator for approval within the first 30 days of school. Late hire full-time other professionals, and full-time certified employees with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

#### **DEVELOPMENT AND APPROVAL OF SELF-REFLECTION AND PGP**

- All other professionals must complete and submit their final Self-Reflection and PGP in the district approved platform no later than September 30<sup>th</sup> of each school year or within 30 days of hire date after September 1<sup>st</sup>. This may be completed prior to school starting.
- All other professionals will utilize their Self-Reflection information in the development of their PGP.
- The PGP must be developed in collaboration with the administrator/designee.
- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.

## The Kentucky Specialist Frameworks

The KY Specialist Frameworks, will be utilized for other school based professionals (**guidance counselor, instructional specialist, library media specialist, speech language pathologist, school/district psychologist**), are designed for the unique professional responsibilities of these specialists. Each framework consists of research-based sets of components of practice through the domains of:

- Planning & Preparation
- The Environment
- Delivery of Service
- Professional Responsibilities

Evidence supporting other certified professional practice 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. **A link to specialist frameworks is at the end of this document.**

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

### Performance Measures

The performance measures (areas, skills, outcomes) on which other professionals are evaluated consist of:

- Planning
- Environment
- Instruction
- Professionalism

**Forms for the process of other professionals evaluation are at the end of this section.**

## Sources of Evidence

Other professionals will provide evidences to support assessment of their own professional practice. These evidences should yield information related to the specialist practice within the performance measures. All evidence must be products of a specialist work that demonstrate knowledge and skills of the specialist. In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning.

Kentucky Framework for Teaching: Specialists Frameworks	Performance Measures	Planning	Environment	Instruction	Professionalism
	Domain	Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Required Sources of Evidence	Supervisor Observation/Site Visit	Pre and Post Conferences	Observation/Site Visit		Pre and Post Conferences
	Professional Growth Plan	Professional Growth Plan & Self Reflection			
	Self-Reflection				
	Professional Learning Communities	PLC Participation (Agendas & Minutes)			
	Communication	Communication with Stakeholders (Parent contacts, teacher-to-teacher, etc.)			
<b>Optional Sources of Evidence</b> Can include, but are not limited to:					
Optional Sources of Evidence	<ul style="list-style-type: none"> <li>Optional samples of evidence for Guidance Counselor, Instructional Specialist, Library Media Specialist, Speech Language Pathologist, and School Based Psychologist can be located in the Kentucky Framework for Teaching: Specialist Frameworks.</li> <li>Other evidence provided by other professionals in support of the standards</li> </ul>				

All components and sources of evidence related supporting other professionals’ practice will be completed and recorded in the district approved platform.

### Other Professionals Observation/Site Visit

The observation/site visit process is one source of evidence to determine an other professional’s effectiveness. The supervisor observation/site visit will provide *documentation and feedback* to measure the effectiveness of professional practice. The rationale for each type of observation/site visit is to encourage continued professional learning in teaching and learning through critical reflection.

Other Certified Professionals	Professional Effectiveness Process
Guidance counselors	Site Visit
Instructional specialist	Observation
Library media specialist	Site Visit
Speech language pathologist	Observation
District/School psychologist	Site Visit

## Guidance Counselors

### 1-Year-Summative (Guidance Counselors)

- Guidance Counselors will receive, **at a minimum 1 full work site visit and 1 mini-work site visit each year** completed by the evaluator.
- The first work site visit must occur in the first semester.
- Additional work site visits may be held at the discretion of the administrator prior to the final, full site visit.
- One mini site visit will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final work site visit is formal (full), conducted by the administrator/designee. This shall be completed by the supervisor prior to April 22<sup>nd</sup>.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

### Procedures for 1-year Summative (Guidance Counselors)

- (a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (b) Site visits may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- (c) The immediate supervisor of the certified employee shall be designated as the primary evaluator. However, the primary evaluator may assign another certified evaluator to the guidance counselor. The assigned evaluator shall be incorporated into the formative process for evaluation of the counselor.
- (d) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (e) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (f) All monitoring (formal and informal) of performance of a certified employee shall be conducted openly and with the full knowledge of the counselor.
- (g) Unannounced (informal) visits to the counselor are not precluded.
- (h) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (i) Any person has the right to appeal their summative evaluation.
- (j) The immediate supervisor or designee shall document observations/Site Visits into the district approved format and platform.
- (k) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.

### ***Summative Cycle Matrix-Guidance Counselors***

First Semester Before December 31 <sup>st</sup>	Second Semester After January 1 <sup>st</sup>
<ul style="list-style-type: none"> <li>• <b>1 Mini Work Site Visit by the supervisor</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1 Full Work Site Visit by the supervisor</b></li> </ul>

**All other certified professionals will follow the observation/site visit models below with the exception of Guidance Counselors detailed above.**

## Observation/Site Visit Models for Other Professionals

### All Other Professionals EXCEPT Counselors

#### 1-Year-Summative (Non-Tenured)

- All non-tenured certified personnel will be evaluated annually by utilizing the 1-Year-Summative of **1 full observation and 2 mini observations** in each year. One full observation/site visit and two mini observations/site visits will be completed by the evaluator.
- The first observation/site visit must occur in the first semester.
- Additional observations/site visits may be held at the discretion of the administrator prior to the final, full observation.
- Two mini observations/site visits will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation/site visit is a formal (full), conducted by the administrator/designee consisting of a full class, lesson observation, work site visit completed by the supervisor prior to April 22<sup>nd</sup>.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated

#### Summative Cycle Matrix-1 Year

1 <sup>st</sup> Semester Before December 31st	2 <sup>nd</sup> Semester After January 1st
<ul style="list-style-type: none"> <li>• <b>1 Mini observation/site visit by Supervisor</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1 Mini observation/site visit by Supervisor</b></li> <li>• <b>1 Final full observation/site visit completed by Supervisor</b></li> </ul>

#### Procedures for 1-Year Summative (Non-Tenured)

- (a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- (b) Observations/site visits may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- (c) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- (d) A face to face Post-Observation Conference shall be completed following each observation within five (5) working days.
- (e) The immediate supervisor of the certified employee shall be designated as the primary evaluator. However, the primary evaluator may assign another certified evaluator to the certified teacher. The assigned evaluator shall be incorporated into the formative process for evaluation of the teacher.
- (f) All monitoring (formal and informal) of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher.
- (g) Unannounced (informal) visits to the classroom/work site are not precluded.
- (h) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (i) Any person has the right to appeal their summative evaluation.
- (j) The immediate supervisor or designee shall document observations into the district approved format and platform.
- (k) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.

### 3-Year- Summative Model (Tenured)

- All tenured certified personnel will have a summative evaluation a minimum of once every three years. The length of the summative cycle shall be determined by the Professional Growth and Summative Cycle.
- A certified personnel that has received a successful evaluation and is on the three year cycle shall be observed/visited on the following schedule. **A total of four observations/site visits** will take place throughout the summative cycle. **One mini observation/site visit** by the evaluator will occur during the **first year** of the summative cycle. **One mini observation/site visit** will occur by the evaluator during the **second year** of the summative cycle. **One mini observation/site visit and one final full observation/site visit** by the evaluator will be conducted in the **third year** of the summative cycle.
- Additional observations/site visits may be held at the discretion of the administrator. When observation/site visit results yield an ineffective determination, the evaluator shall conduct additional observations/site visits and develop a Corrective Action Plan. All observations/site visits will be completed by April 22nd.
- Additional observations/site visits may be held at the discretion of the administrator prior to the final, full observation/site visit.
- Three mini observations/site visits will be conducted by the administrator/designee of approximately 20-30 minutes each.
- The final observation/site visit is a formal (full) observation/site visit conducted by the administrator/designee consisting of a full class, lesson observation, work site visit completed by the supervisor prior to April 22<sup>nd</sup>.
- Late hire certified school personnel hired 60 days after the school year has started may have 1 observation eliminated.

#### Summative Cycle Matrix-3 Year

<i>Year 1</i>	<i>Year 2</i>	<i>Year3</i>
<b>1 mini observation/site visit conducted by supervisor</b>	<b>1 mini observation/site visit conducted by supervisor 1 mini- by supervisor</b>	<b>1 mini- by supervisor 1 final full observation completed by the supervisor</b>

#### Procedures for 3-Year Summative Model (Tenured)

- a) All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- b) Observations may begin after the evaluation training takes place within 30 calendar days of employment.
- c) An individual pre-observation conference will be held, either face to face or electronically with both the evaluator and evaluatee, at least 24 hours prior to the full observation.
- d) When observation/site visit results yield an ineffective determination, the evaluator shall conduct additional observations and develop a Corrective Action Plan. All observation/site visit will be completed by **April 22nd**.
- e) A face to face post-observation/site visit conference shall be completed following each observation/site visit within five (5) working days.
- f) The summative form of Three Year Summative certified personnel shall be completed by **April 30<sup>th</sup>** by the evaluator and documented in the district approved format and platform.
- g) The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.



- h) A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee’s personnel file.
- i) An opportunity for written response shall be included in the official personnel record.
- j) If a certified school employee is hired after the 60<sup>th</sup> day of the school year, an observation/site visit may be eliminated.
- k) If a certified school employee misses 60 or more consecutive days of the school year, an observation/site visit may be eliminated.
- l) Any person has the right to appeal their summative evaluation.

## Professional Practice

### Observation Window

The following is an outline of the district’s observation window:

Observation Window Begins	Observation Window Ends
Observations may begin after the evaluation training takes place within 30 calendar days of employment	Prior to April 22 <sup>nd</sup> for all certified teachers

### Observer Training

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

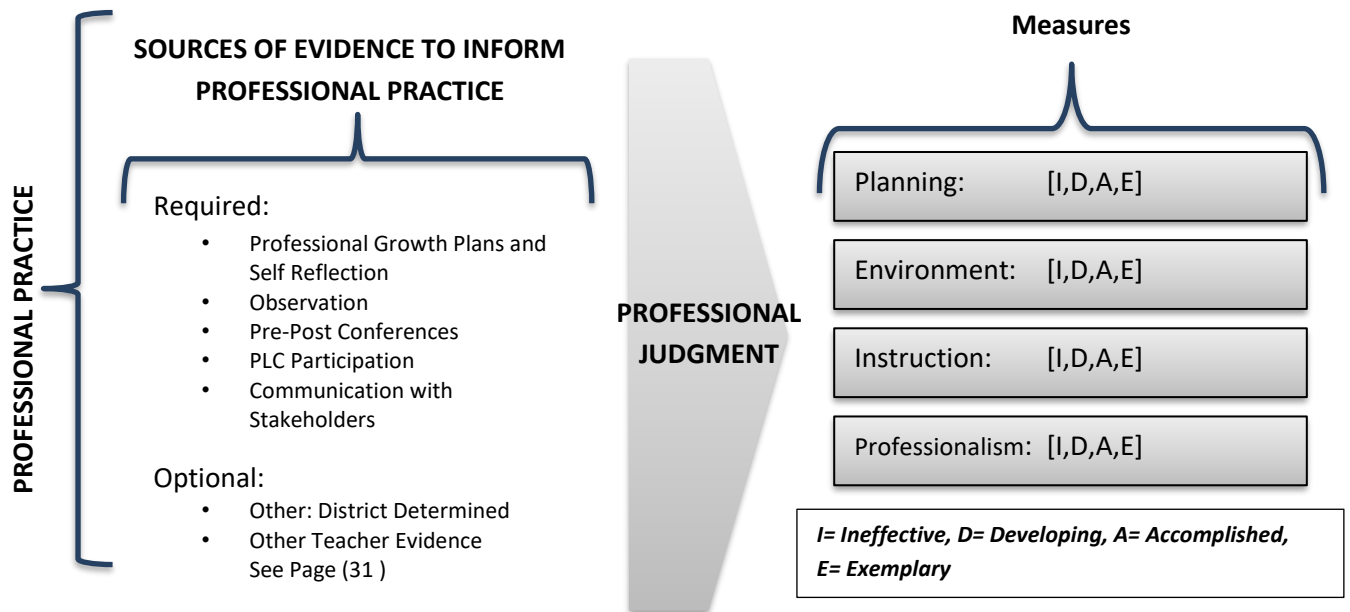
## Determining Overall Performance for Other Professionals

Evaluators are responsible for determining an Overall Performance Rating for each certified professional at the conclusion of their summative evaluation cycle. The Overall Performance Rating is informed by the educator’s ratings on professional practice. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance on the four performance measures.

### Rating Professional Practice

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

Evaluators and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to the performance rating for each of the four measures, *planning, environment, instruction, and professionalism* and professional judgement. All ratings must be recorded in the district approved platform.



The performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgement. Evaluator must rate the performance measures prior to applying the decision rules. The performance level rating for each measure will then be combined to provide a summative rating using the following decision rules.

#### Decision Rules

IF....	THEN.....
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The professional practice rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The professional practice rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated Exemplary	The professional practice rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The professional practice rating shall be EXEMPLARY

### Section 3: Professional Growth Plan and Summative Cycle

Based on the overall professional practice rating, products of practice and other sources of evidence, the type of Professional Growth Plan and length of the summative cycle will be determined using the chart below.

Professional Practice Rating	Type and Length of Educator Plan for Tenured Certified Professionals	
<b>Exemplary</b>	<b>Three Year Self Directed Cycle</b> <ul style="list-style-type: none"> <li>• Goals set by educator with evaluator input</li> <li>• Plan activities are teacher directed and implemented with colleagues.</li> <li>• Formative Review annually</li> <li>• Summative occurs at the end of year 3</li> </ul>	
<b>Accomplished</b>	<b>Three Year Self Directed Cycle</b> <ul style="list-style-type: none"> <li>• Goals set by educator with evaluator input</li> <li>• Plan activities are teacher directed and implemented with colleagues.</li> <li>• Formative Review annually</li> <li>• Summative occurs at the end of year 3</li> </ul>	
<b>Developing</b>	<b>Three Year Self Directed Cycle</b> <ul style="list-style-type: none"> <li>• Goals set by educator with evaluator input; one must address low performance or outcomes.</li> <li>• Plan activities designed by educator with evaluator input.</li> <li>• Formative Review annually.</li> </ul>	
<b>Ineffective</b>	<b>Up to 12 Month Improvement Plan</b> <ul style="list-style-type: none"> <li>• Goal Determined by evaluator</li> <li>• Focus on low performance area (s)</li> <li>• Summative at end of plan</li> </ul>	<b>One Year Directed Growth Plan</b> <ul style="list-style-type: none"> <li>• Goal determined by evaluator</li> <li>• Goals focus on low performance/outcome area(s)</li> <li>• Plan activities designed by evaluator with educator input</li> <li>• Formative review at mid-point</li> <li>• Summative at end of plan</li> </ul>
<b>Ineffective Rating</b>	<b>Other certified professionals who score ineffective will require a Corrective Action Plan.</b>	

**Estill County Schools  
Reflective Practice  
Professional Growth Planning For Other Professionals**

<b>Name</b>	
<b>Title</b>	
<b>Location</b>	
<b>School Year</b>	

**Part A: Reflection on the KY Specialist Framework & Performance Measures**

*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. Discuss at least one strength and one area for growth.*

Performance Measures & Domains	Self-Assessment				Strength	Growth
	I	D	A	E		
<b>Planning</b>						
<b>Domain 1-</b> <i>Planning &amp; Preparation</i>	I	D	A	E		
<b>Environment</b>						
<b>Domain 2-</b> <i>The Environment</i>	I	D	A	E		
<b>Instruction</b>						
<b>Domain 3-</b> <i>Delivery of Service</i>	I	D	A	E		
<b>Professionalism</b>						
<b>Domain 4-</b> <i>Professional Responsibilities</i>	I	D	A	E		

**Part B: Connection of Priority Needs to Professional Growth Planning**

1. *Based on the areas of growth identified in Self-Reflection part a, write 1-2 Professional Growth Goals. Some questions to think about...*

- *What do I want to change about my practice 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?*

Domain	Measurable Professional Growth Goal(s)

2. After review of professional growth goal(s), the administrator will approve the goal(s) or send back to the other professional for revisions. **Once approved, the administrator will electronically sign and date and the other professional will electronically sign and date.**

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Other Professional: \_\_\_\_\_ Date: \_\_\_\_\_

3. Complete this section at the end of the year to describe the level of attainment for the Professional Growth Goal(s).

Date:	1. End of Year Professional Growth Goal Reflection:
Date:	2. End of Year Professional Growth Goal Reflection:

4. Based on your Professional Growth this year, what are your next steps?

<b>Next Steps:</b>

## Professional Growth Plan Signature Page

**5. After review of steps 3 and 4, the Other Professional will print this page ONLY. The Other Professional and Principal will print, sign and date. The Other Professional will scan and upload this signed page to the district-approved platform.**

<b>Print Professional's Name</b>	<b>Date:</b>
<b>Professional's Signature</b>	
<b>Print Administrator's Name</b>	<b>Date:</b>
<b>Administrator's Signature</b>	

- Final approval of PGP must occur in a face to face conference with the administrator/designee.
- Final PGP review and reflection on the degree of goal attainment and implications for next steps will occur within the last 45 days of the school year. This may be done during the summative conference.



Estill County Schools

## Observation/Site Visit Form for Other Professionals

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

**Other Professional:** [Click here to enter text.](#)

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

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

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

**Mini** \_\_\_\_\_

**Full** \_\_\_\_\_

Component:	Rating:				Evidence/Comments:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - <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	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

\_\_\_\_\_  
 Evaluatee Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator Signature

\_\_\_\_\_  
 Date



**Estill County Schools**  
**SUMMATIVE EVALUATION For OTHER CERTIFIED PROFESSIONALS**

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

Location: \_\_\_\_\_ Date: \_\_\_\_\_

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

Performance Measures	Ratings			
	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Ineffective</i>
<b>Planning</b>				
<b>Domain 1- Planning &amp; Preparation</b>				
<b>Environment</b>				
<b>Domain 2- The Environment</b>				
<b>Instruction</b>				
<b>Domain 3- Delivery of Service</b>				
<b>Professionalism</b>				
<b>Domain 4- Professional Responsibilities</b>				
<b>OVERALL PERFORMANCE RATING</b>				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: \_\_\_\_\_  
 (Does NOT meet requires Corrective Action Plan)

Evaluatees's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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

**INDIVIDUAL CORRECTIVE ACTION PLAN**

The individual Corrective Action plan is developed when an evaluatee receives an ineffective rating(s) on the Summative Evaluation or when immediate change is required in teacher behavior.

**Individual Corrective Action Plan  
for**

\_\_\_\_\_

**Date** \_\_\_\_\_ **Worksite** \_\_\_\_\_

Domain	Rating	Growth Objective/Goal(s) (describe desired outcome)	Procedures & Activities for Achieving Goals & Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

\_\_\_\_\_

<b>Individual Corrective Action Plan Developed:</b>		<b>Status: <u>  </u> Achieved <u>  </u> Revised <u>  </u> Continued</b>	
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)
_____ (Employee's Signature)	_____ (Date)	_____ (Employee's Signature)	_____ (Date)

*ESTILL COUNTY SCHOOLS*  
**ASSISTANCE TEAM RECORD**

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1 <sup>st</sup> Assistance Team Meeting				
2 <sup>nd</sup> Assistance Team Meeting				
3 <sup>rd</sup> Assistance Team Meeting				
4 <sup>th</sup> Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee/General Counsel				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor \_\_\_\_\_

Team Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*ESTILL COUNTY SCHOOLS*  
**ASSISTANCE TEAM LOG OF ACTIVITIES**

Teacher: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting: \_\_\_\_\_

# **Principal Certified Evaluation**

**Principal and Assistant Principal**

## **PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION**

The vision for the Principal Professional Growth and Evaluation System is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

The principal will be evaluated by the superintendent or his/her designee. The assistant principal(s) will be evaluated by the principal of their school. The superintendent will ensure that both the evaluator and the evaluatee have been oriented to this plan.

- a. All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- b. The immediate supervisor of the certified employee shall be designated as the primary evaluator.
- c. The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- d. Any person has the right to appeal their summative evaluation.
- e. A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- f. The summative evaluation conference shall be held at the end of the evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- g. An opportunity for written response shall be included in the official personnel record.

### **Overview and Summative Model**

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

## Sources of Evidence

	Performance Measures	Planning	Environment	Instruction	Professionalism
Principal Performance Standards	Domain	<b>Standard 3</b> Human Resource Management  <b>Standard 4</b> Organizational Management	<b>Standard 2</b> School Climate  <b>Standard 5</b> Communication & Community Relations	<b>Standard 1</b> Instructional Leadership	<b>Standard 6</b> Professionalism
Required Sources of Evidence	Site Visits	Observation; District Identified Evidence (Conferences)	Observation		District Identified Evidence (Conferences)
	Professional Growth Plan	Professional Growth Plan & Self Reflection			
	Self-Reflection				
	Professional Learning Communities	PLC Participation (Agendas & Minutes)			
	Working Conditions	TELL Kentucky & Other District Identified Feedback			
<b>Optional Sources of Evidence</b> Can include, but are not limited to:					
Optional Sources of Evidence	<ul style="list-style-type: none"> <li>• SBDM Minutes</li> <li>• Faculty Meeting Agendas and Minutes</li> <li>• Leadership Team Agendas and Minutes</li> <li>• Instructional Rounds/Walk-through documentation</li> <li>• Budgets</li> <li>• ELLA/Professional Learning experience documentation</li> <li>• Surveys</li> <li>• Professional Organization memberships</li> <li>• Parent/Community engagement events documentation</li> <li>• School Schedules</li> <li>• Student academic interim assessment measures such as, MAP, F&amp;P, SNAP, and CERT.</li> <li>• Student growth</li> <li>• Other evidence provided by the principal in support of the standards</li> </ul>				

## Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 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 combined to determine an overall summative rating for the **four performance measures of Planning, Environment, Instruction and Professionalism**.

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.

## **Professional Practice**

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

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, professional growth needs identified through self-assessment and reflection. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

### **Observer Training**

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

**Forms for the process of principal evaluation are at the end of this section.**



Reflective practices and professional growth planning are iterative processes. The principal:

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 supervisor to develop a professional growth plan and action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on his or her professional practice
5. modifies the plan as appropriate
6. continues implementation and ongoing reflection
7. conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

All principals and assistant principals will participate in self-reflection and professional growth planning each year. **The self-reflection and professional growth planning will be completed by October 30<sup>th</sup> of the school year.** Late hire of principals and assistant principals and those with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

Self-Reflection and Professional Growth Plans will be developed, approved, and monitored by the Superintendent or designee utilizing the district approved platform.

### **Site-Visits**

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

- Site visits will be conducted **at least once each year**. The first site visit by the superintendent or designee should occur at the mid-point of the school year.
- Site visits are not required for assistant principals.
- Site visits should have a minimum duration of one hour with a recommended half to full day.
- A conference between the superintendent and/ or designee and the principal will occur within 5 working days of each site visit. The feedback should include reference to the principal performance standards to find examples of behaviors that, when documented using Site Visit Form, support a degree of effectiveness for that standard.
- In the event of a late hire or extended absences of principal, the first site visit will occur within 30 days of employment.

## Working Conditions Goal

Connecting TELL Kentucky data to principal performance involves building the capacity for principals and their superintendents to interpret and use TELL Kentucky data to set a target goal for working conditions improvement that connects to the Principal Performance Standards and impacts the working conditions within their building. Setting goals—not just any goals, but goals based on whole staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey.

- Upon receiving the results of the TELL Kentucky Survey, the principal shall review the data with the superintendent or designee.
- The Principal shall then develop, in collaboration with the superintendent, a minimum of one, 2-year Working Conditions Goal(s) based on need(s) revealed in the analysis of the TELL Kentucky Survey.
- The formative data **will be reviewed** with the superintendent or designee **at the mid-point review**.
- The Assistant Principal will inherit the Principal's goal.

## Determining Overall Performance for Principals

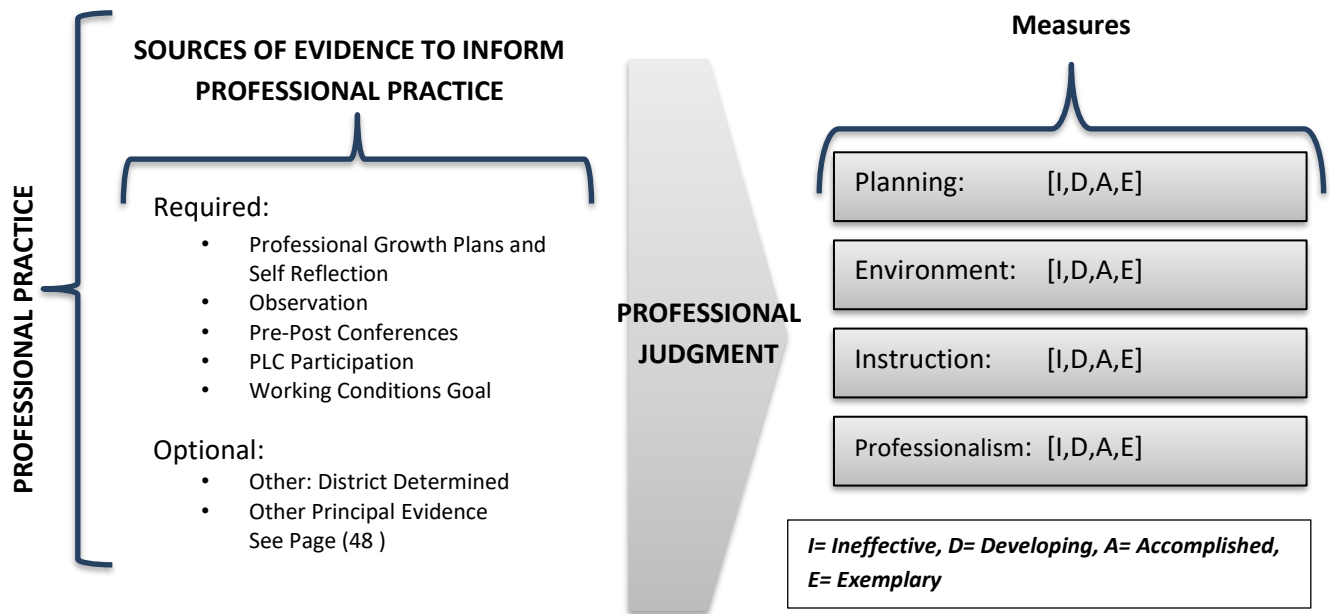
Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the principal's ratings on professional practice, products of practice, and other sources of evidence.

### Rating Professional Practice

The Kentucky Principal Performance Standards stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation.

Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. Each standard may be scored in the district approved format by the superintendent or designee by **June 30th of each year** or the deadline set by the state whichever is earlier.



A principal’s Overall Performance Rating is determined by the evaluator based on the principal’s ratings on each measure using the sources of evidence for principals/assistant principals. Evaluators will use professional judgment to determine a rating for each measure. Evaluator must rate the performance measures prior to applying the decision rules. Next, the evaluator will use the following decision rules for determining the Professional Practice Category and record it on the Summative Evaluation for Principals:

**Decision Rules**

<b>IF....</b>	<b>THEN.....</b>
<b>The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE</b>	<b>The professional practice rating shall be INEFFECTIVE</b>
<b>The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE</b>	<b>The professional practice rating shall be DEVELOPING OR INEFFECTIVE</b>
<b>The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE</b>	<b>The professional practice rating shall not be EXEMPLARY</b>
<b>Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED</b>	<b>The professional practice rating shall be ACCOMPLISHED</b>
<b>Two measures are rated DEVELOPING and two measures are rated Exemplary</b>	<b>The professional practice rating shall be ACCOMPLISHED</b>
<b>Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY</b>	<b>The professional practice rating shall be EXEMPLARY</b>

## Professional Growth Plan and Summative Cycle

Professional Practice Rating	Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth
Exemplary	"Shall" have a minimum of a Self-Directed growth plan
Accomplished	"Shall" have a minimum of a Self-Directed growth plan
Developing	"Shall" have a minimum of a Self-Directed growth plan
Ineffective	"Shall" have a minimum of Corrective Action Plan (Evaluator Directed)

## Reflective Practice, TELL KY Working Conditions and Professional Growth Planning For Principals and Other Certified District Personnel

<b>Name</b>	
<b>Title</b>	
<b>Location</b>	
<b>School Year</b>	

### Part A: Reflection on the KY Principal Performance Standards & Performance Measures

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.

Performance Measure & Standards	Self-Assessment				Strengths and areas for growth
<b>Planning</b>					
<b>3. Human Resource Management</b> <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
<b>4. Organizational Management</b> <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
<b>Environment</b>					
<b>2. School Climate</b> <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
<b>Instruction</b>					
<b>1. Instructional Leadership</b> <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
<b>Professionalism</b>					
<b>6. Professionalism</b> <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

**Part B: TELL Kentucky Working Conditions Goal**

Working Conditions Goal Action Plan			
Working Conditions	Strategies/Actions	Resources/Support	Completion Date
<i>What do I want to change about my leadership or role that will effectively impact working conditions in my school and/or district and an impact on student learning?</i>	<i>What will I need to do? How will I apply what I have learned? How will I accomplish my goal?</i>	<i>What resources will I need to complete my plan? What support will I need?</i>	
<b>Measurable Working Conditions Growth Goal Statement</b> <i>The WC goal statement should be specific to the principal/other district certified personnel and should identify the specific growth that the administrator plans to accomplish in the 2-year cycle of TELL Kentucky.</i>			

**Part C: Data Reflection**

Other types of data on which to reflect

Data Selected	Results

**Part D: Connection of Priority Needs to Professional Growth Planning**

1. Based on the areas of growth identified in Self-Reflection parts a,b, and c, write a Professional Growth Goal.

Questions to think about?	Measurable Professional Growth Goal
<ul style="list-style-type: none"> <li>• What do I want to change about my practice that will effectively impact student learning?</li> <li>• How can I develop a plan of action to address my professional learning?</li> <li>• How will I know if I accomplished my objective?</li> </ul>	

2. After review of working conditions and professional growth goals, the superintendent will approve the goals or send back to the administrator for revisions. **Once approved, the superintendent will electronically sign and date and the administrator will electronically sign and date.**

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

3. Complete this section at the end of the year to describe the level of attainment for the Working Conditions Goal and the Professional Growth Goal.

Date:	End of Year TELL KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Goal Reflection:

4. Based on your Professional Growth this year, what are your next steps?

<b>Next Steps:</b>

## Professional Growth Plan Signature Page

**5. After review of steps 3 and 4, school administrator will print this page ONLY. The school administrator and superintendent will print, sign and date. The school administrator will scan and upload this signed page to the district-approved platform.**

<b>Print Administrator's Name</b>	<b>Date:</b>
<b>Administrator Signature</b>	
<b>Print Superintendent's Name</b>	<b>Date:</b>
<b>Superintendent Signature</b>	





# Estill County Schools

## PRINCIPAL SITE VISITS

Site

Administrator: \_\_\_\_\_

Visit

Location: \_\_\_\_\_

Form

Superintendent: \_\_\_\_\_

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

---

*This form may be used by the evaluator in conducting the site visits for Principals and Other Certified District Personnel*

**Performance Standard 1. Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

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

**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 2: School Climate**

***The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.***

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

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

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

**The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

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

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*
- *Please provide an example of how you have been able to maximize your available resources.*
- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

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

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Suggested Guiding Questions/Prompts:**

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

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

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Suggested Guiding Questions/Prompts:**

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

**Evidence**

**Evaluator's Feedback:**

**Estill County Schools**  
**SUMMATIVE EVALUATION PRINCIPALS**  
**& OTHER CERTIFIED DISTRICT PERSONNEL**

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

Location: \_\_\_\_\_ Date: \_\_\_\_\_

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

Performance Measures	Ratings			
	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Ineffective</i>
<b>Planning</b>				
Standard 3-Human Resource Mgt. Standard 4-Organizational Mgt.				
<b>Environment</b>				
Standard 2-School Climate Standard 5-Communication & Community Relations				
<b>Instruction</b>				
Standard 1-Instructional Leadership				
<b>Professionalism</b>				
Standard 6-Professionalism				
<b>OVERALL PERFORMANCE RATING</b>				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: \_\_\_\_\_  
 (Does NOT meet requires Corrective Action Plan)

Evaluatees's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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



# **Other Certified District Personnel Evaluation**

**Assistant Superintendent, Instructional Supervisor, Director of Special Education, Director of Pupil Personnel, District Assessment Coordinator, District Technology Coordinator, Gifted and Talented Coordinator**

## **Other Certified District Personnel**

The vision for the Estill County Schools is to have the district led by an effective leadership team. The goal is to create a fair and equitable system to measure district administrator effectiveness and act as a catalyst for professional growth. Effective leadership means more than simply knowing what to do. Effective leaders understand how to push for change while at the same time, protecting aspects of culture, values, and norms worth preserving. Certified district personnel must know which policies, practices, resources, and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change and how to tailor their leadership strategies accordingly. They understand and value the people in the organization. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed. Certified district personnel will be able to chart a course for professional growth and development, command the respect of colleagues, and lead the school system to ever greater accomplishments.

## **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 certified district personnel. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards.

- a. All certified school personnel shall receive orientation on the evaluation plan, documents and the criteria which they are evaluated within 30 calendar days of reporting for employment each school year.
- b. The immediate supervisor of the certified employee shall be designated as the primary evaluator.
- c. The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- d. Any person has the right to appeal their summative evaluation.
- e. A copy of the signed summative evaluation form shall be given to the evaluatee and one copy shall be placed in the employee's personnel file.
- f. The summative evaluation conference shall be held at the end of the evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.

## Sources of Evidence

	Performance Measures	Planning	Environment	Instruction	Professionalism
<b>Principal Performance Standards</b>	<b>Domain</b>	<b>Standard 3</b> Human Resource Management  <b>Standard 4</b> Organizational Management	<b>Standard 2</b> School Climate  <b>Standard 5</b> Communication & Community Relations	<b>Standard 1</b> Instructional Leadership	<b>Standard 6</b> Professionalism
<b>Required Sources of Evidence</b>	<b>Site Visits</b>	Observation; District Identified Evidence (Conferences)	Observation		District Identified Evidence (Conferences)
	<b>Professional Growth Plan</b>	Professional Growth Plan & Self Reflection			
	<b>Self-Reflection</b>				
	<b>Professional Learning Communities</b>	PLC Participation (Agendas & Minutes)			
	<b>Working Conditions</b>	District TELL Kentucky & Other District Identified Feedback			
<b>Optional Sources of Evidence</b> Can include, but are not limited to:					
<b>Optional Sources of Evidence</b>	<ul style="list-style-type: none"> <li>• District Administration Minutes/Agendas</li> <li>• Leadership Team Agendas and Minutes</li> <li>• Instructional Rounds/Walk-through documentation</li> <li>• Budgets</li> <li>• ELLA/Professional Learning experience documentation</li> <li>• Surveys</li> <li>• Professional Organization memberships</li> <li>• Community engagement events documentation</li> <li>• Personal Work Schedule</li> <li>• Student academic interim assessment measures such as, MAP, F&amp;P, SNAP, and CERT.</li> <li>• Student growth</li> <li>• Other evidence provided by the district certified personnel in support of the standards</li> </ul>				

## Certified District Personnel Performance Standards

The Principal Performance Standards will be utilized to evaluate all district certified personnel. The Principal Performance standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting professional practice will be situated within one or more of the 6 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 combined to determine an overall summative rating for the **four performance measures of Planning, Environment, Instruction and Professionalism**.

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 district personnel 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 district office personnel performance. These factors may include school/district 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.

## **Professional Practice**

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

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, professional growth needs identified through self-assessment and reflection. In collaboration with the Superintendent, district office personnel will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Self-reflection improves district personnel practice through ongoing, careful consideration of the impact of leadership practice on district student growth and achievement.

Reflective practices and professional growth planning are iterative processes. District Personnel shall:

1. reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
2. collaborate with the Superintendent to develop a professional growth plan and action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on his or her professional practice
5. modify the plan as appropriate
6. continue implementation and ongoing reflection
7. conduct a summative reflection on the degree of goal attainment and the implications for next steps.

Self-reflection improves district personnel practice through ongoing, careful consideration of the impact of leadership practice on district student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

All district office personnel will participate in self-reflection and professional growth planning each year. **The self-reflection and professional growth planning will be completed by October 30<sup>th</sup> of the school year.** Late hire of district personnel and those with extended absences will complete their self-reflection and professional growth plan within their first 30 days of employment.

Self-Reflection and Professional Growth Plans will be developed, approved, and monitored by the Superintendent or designee utilizing the district approved platform.

### **Observer Training**

To ensure consistency of observations, evaluators must complete required Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370.

- Only evaluators who have completed the annual six hours district evaluation training can conduct mini and full observations for the purpose of evaluation.
- All new administrators who will be evaluating certified personnel must complete the 2-Day Initial Certified Evaluation Training as required by KRS 156.557 and 704 KAR 3:370 from an official provider before completing the summative process.
- All administrators who have completed the 2-Day Initial Certified Evaluation Training will complete a 6 hour EILA approved training each year.

**Forms for the process of district administrator evaluation are at the end of this section.**

### **Site-Visits**

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

- Site visits will be conducted **at least once each year**. The first site visit by the superintendent or designee should occur at the mid-year point of the school year.
- Site visits should have a minimum duration of one hour.
- A conference between the superintendent and/ or designee and the principal will occur within 5 working days of each site visit. The feedback should include reference to the principal performance standards to find examples of behaviors that, when documented using Site Visit Form, support a degree of effectiveness for that standard.
- In the event of a late hire or extended absences, the first site visit will occur within 30 days of employment.

## Working Conditions Goal

Connecting District TELL Kentucky data to district personnel performance involves building the capacity for all district and school administrators to interpret and use TELL Kentucky data to set a target goal for Working Conditions improvement that connects to the Principal Performance Standards and impacts the working conditions within the district. Setting goals—not just any goals, but goals based on entire district staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact district/school culture and student success. District personnel are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey.

- Upon receiving the results of the TELL Kentucky Survey, district personnel shall review the data with the superintendent or designee.
- District personnel shall then develop, in collaboration with the superintendent, a minimum of one, 2-year Working Conditions Goal(s) based on need(s) revealed in the analysis of the District TELL Kentucky Survey.
- The formative data **will be reviewed** with the superintendent or designee **at the mid-point review**.
- District personnel may all have the same working conditions goal.

## Determining Overall Performance for District Personnel

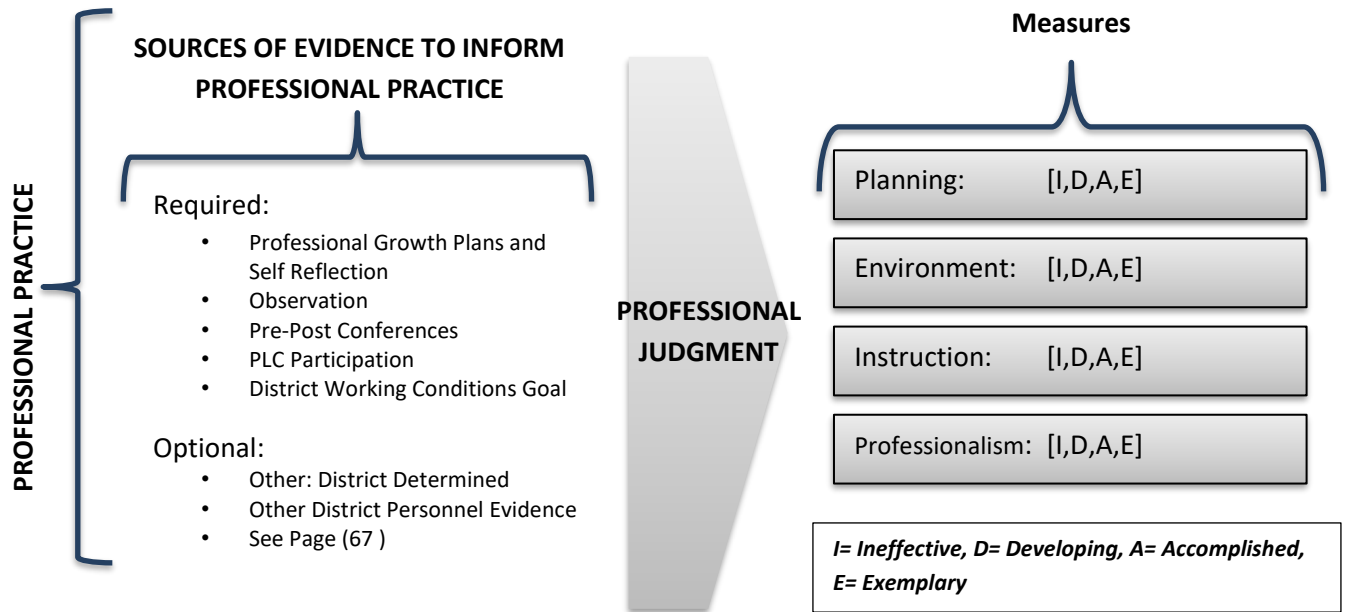
Superintendents are responsible for determining an Overall Performance Category for each district personnel at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the ratings on professional practice, products of practice, and other sources of evidence.

### Rating Professional Practice

The Kentucky Principal Performance Standards stand as the critical rubric for providing concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation.

Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators and certified personnel will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. Each standard may be scored in the district approved format by the superintendent or designee by **June 30th of each year** or the deadline set by the state whichever is earlier.



Certified district personnel Overall Performance Rating is determined by the evaluator based on the individual’s ratings on each measure using the sources of evidence. Evaluators will use professional judgment to determine a rating for each measure. Evaluator must rate the performance measures prior to applying the decision rules. Next, the evaluator will use the following decision rules for determining the Professional Practice Rating and record it on the Summative Evaluation for Other Certified District Personnel:

## Decision Rules

IF....	THEN.....
The ENVIRONMENT MEASURE AND INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be INEFFECTIVE
The ENVIRONMENT MEASURE OR INSTRUCTION MEASURE is rated INEFFECTIVE	The professional practice rating shall be DEVELOPING OR INEFFECTIVE
The PLANNING MEASURE or the PROFESSIONALISM MEASURE IS rated INEFFECTIVE	The professional practice rating shall not be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	The professional practice rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated Exemplary	The professional practice rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	The professional practice rating shall be EXEMPLARY

## Professional Growth Plan and Summative Cycle

Professional Practice Rating	Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth
Exemplary	"Shall" have a minimum of a Self-Directed growth plan
Accomplished	"Shall" have a minimum of a Self-Directed growth plan
Developing	"Shall" have a minimum of a Self-Directed growth plan
Ineffective	"Shall" have a minimum of Corrective Action Plan (Evaluator Directed)



## Reflective Practice, TELL KY Working Conditions and Professional Growth Planning For Other Certified District Personnel AND Principals

<b>Name</b>	
<b>Title</b>	
<b>Location</b>	
<b>School Year</b>	

**Part A: Reflection on the KY Principal Performance Standards & Performance Measures**

*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.*

Performance Measure & Standards	Self-Assessment				Strengths and areas for growth
<b>Planning</b>					
<b>3. Human Resource Management</b> <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
<b>4. Organizational Management</b> <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
<b>Environment</b>					
<b>2. School Climate</b> <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
<b>Instruction</b>					
<b>1. Instructional Leadership</b> <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
<b>Professionalism</b>					
<b>6. Professionalism</b> <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

**Part B: TELL Kentucky Working Conditions Goal**

<b>Working Conditions Goal Action Plan</b>			
<b>Working Conditions</b>	<b>Strategies/Actions</b>	<b>Resources/Support</b>	<b>Completion Date</b>
<i>What do I want to change about my leadership or role that will effectively impact working conditions in my school and/or district and an impact on student learning?</i>	<i>What will I need to do? How will I apply what I have learned? How will I accomplish my goal?</i>	<i>What resources will I need to complete my plan? What support will I need?</i>	
<b>Measurable Working Conditions Growth Goal Statement</b> <i>The WC goal statement should be specific to the principal/other district certified personnel and should identify the specific growth that the administrator plans to accomplish in the 2-year cycle of TELL Kentucky.</i>			

**Part C: Data Reflection**

**Other types of data on which to reflect**

<b>Data Selected</b>	<b>Results</b>

**Part D: Connection of Priority Needs to Professional Growth Planning**

1. *Based on the areas of growth identified in Self-Reflection parts a,b, and c, write a Professional Growth Goal.*

<b>Questions to think about?</b>	<b>Measurable Professional Growth Goal</b>
<ul style="list-style-type: none"> <li>• <b>What do I want to change about my practice that will effectively impact student learning?</b></li> <li>• <b>How can I develop a plan of action to address my professional learning?</b></li> <li>• <b>How will I know if I accomplished my objective?</b></li> </ul>	

2. After review of working conditions and professional growth goals, the superintendent will approve the goals or send back to the administrator for revisions. **Once approved, the superintendent will electronically sign and date and the administrator will electronically sign and date.**

Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

3. Complete this section at the end of the year to describe the level of attainment for the Working Conditions Goal and the Professional Growth Goal.

Date:	End of Year TELL KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Goal Reflection:

## Professional Growth Plan Signature Page

**5. After review of steps 3 and 4, the district administrator will print this page ONLY. The district administrator and superintendent will print, sign and date. The district administrator will scan and upload this signed page to the district-approved platform.**

<b>Print Professional's Name</b>	<b>Date:</b>
<b>Professional's Signature</b>	
<b>Print Administrator's Name</b>	<b>Date:</b>
<b>Administrator's Signature</b>	



# Estill County Schools

## DISTRICT SITE VISITS

Site

Administrator: \_\_\_\_\_

Visit

Location: \_\_\_\_\_

Form

Superintendent: \_\_\_\_\_

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

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*This form may be used by the evaluator in conducting the site visits for Principals and Other Certified District Personnel*

**Performance Standard 1. Instructional Leadership**

*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

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

**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

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

**The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

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

**The principal:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

**Evidence**

**Evaluator's Feedback:**



**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

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

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*
- *Please provide an example of how you have been able to maximize your available resources.*
- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

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

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Suggested Guiding Questions/Prompts:**

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

**Evidence**

**Evaluator's Feedback:**

**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

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

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Suggested Guiding Questions/Prompts:**

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

**Evidence**

**Evaluator's Feedback:**

**Estill County Schools**  
**SUMMATIVE EVALUATION FOR OTHER CERTIFIED DISTRICT PERSONNEL**  
**& PRINCIPALS**

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

Location: \_\_\_\_\_ Date: \_\_\_\_\_

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

Performance Measures	Ratings			
	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Ineffective</i>
<b>Planning</b>				
Standard 3-Human Resource Mgt. Standard 4-Organizational Mgt.				
<b>Environment</b>				
Standard 2-School Climate Standard 5-Communication & Community Relations				
<b>Instruction</b>				
Standard 1-Instructional Leadership				
<b>Professionalism</b>				
Standard 6-Professionalism				
<b>OVERALL PERFORMANCE RATING</b>				

Meets or does NOT meet Expectations as outlined by Individual Professional Growth Plan: \_\_\_\_\_  
 (Does NOT meet requires Corrective Action Plan)

Evaluatees's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

Opportunities for appeal processes at both the local and state levels are a part of the Estill County School District Evaluation Plan.

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

# **APPEALS PROCEDURE**

# Appeals Procedure

## **State Appeals Procedure** 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.)

## **Local Appeals Procedure:**

1. The Board of Education shall establish an evaluation appeals panel for certified personnel that consists of three members.
  - A. The certified employees shall elect two members and two alternates to serve on the panel.
  - B. Each school and the Central Office shall have the opportunity to nominate two certified employees willing to serve as a panel member.
  - C. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
  - D. Ballots shall be collected by the Principal and shall be forwarded from each school to the Central Office of the Estill County Board of Education. Ballots shall be kept on file at the Central Office for two school years.
  - E. Two certified employees designated by the Superintendent of the Estill County Schools shall total the votes. Tally sheets shall be kept on file for two school years.
  - F. The candidates with the two largest vote totals shall be named as members of the appeal panel.
  - G. The candidates receiving the third and fourth largest number of votes shall be named as alternate members of the appeal panel.

- H. The Board of Education shall appoint a certified employee and alternate to serve on the panel.
- I. The committee shall select a chairperson.

- 2. Terms shall be for two years to run from July 1 to June 30.
- 3. Members may be re-elected or re-appointed.

**APPEALS PROCEDURE:**

- 1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
- 2. Alternative members of the evaluation appeals panel shall serve on the panel when an elected panel member meets the following conditions:
  - A. He/she was the evaluator.
  - B. He/she is a member of the evaluatee's immediate family.
  - C. He/she is working within the same school as the Evaluatee.
- 3. Under the conditions described in two (2), an alternate shall fill that vacancy.
- 4. The panel shall make a recommendation to the Superintendent of the schools within fifteen (15) working days from the date of filing the appeal.
- 5. In the event the Superintendent was the evaluator; the recommendations of the panel shall go directly to the Board of Education.
- 6. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
- 7. Should the Superintendent order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
- 8. Any 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 State Board for Elementary and Secondary Education.

**CONDITIONS:**

- 1. The burden of proof rests with the employee appealing to the panel.
- 2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records that support the summative evaluation.
- 3. Both parties have the right to review documentation presented to the appeals panel before the hearing.
- 4. Both parties have the right to representation of their choosing.
- 5. The panel shall have the authority to interview both the appealing employee and the evaluator.
- 6. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the Superintendent:
  - A. Uphold the original evaluation.
  - B. Modify the original evaluation.
  - C. Order a new evaluation by a second certified employee.
- 7. The chairperson of the appeals panel shall present the decision of the panel to the Superintendent within three days of the review.

# Resource Links



## **Links To Frameworks**

KY Framework for Teaching

<https://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

KY Specialist Frameworks for Other Professionals

<https://education.ky.gov/teachers/PGES/otherpages/Documents/Kentucky%20Adapted%20Danielson%20Framework%20for%20Teaching%20with%20OPGES%20frameworks.pdf>