

**Certified Personnel  
Evaluation System**

**Paris Independent Schools**



**PARIS INDEPENDENT SCHOOLS**

**Ken Bicknell**

**SUPERINTENDENT**

**2019-2020**

PARIS INDEPENDENT BOARD OF EDUCATION

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## ASSURANCES CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

*The Paris Independent School District hereby assures the Commissioner of Education that:*

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

Patrice Thompson - Administrator	David Laborda – Teacher
Jami Dailey- Administrator	Millicent Manual – Teacher
Keith Griesser – Administrator	Nicole Jones – Teacher
Stephen McCauley – Administrator	Aaron Meadows – 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 June 26,2018. (704 KAR 3:370)

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

**CODE OF ETHICS**  
**704 KAR 20:680**

Section 1. 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

<b>TO STUDENTS</b>	<b>TO PARENTS</b>	<b>TO EDUCATION PROFESSION</b>
Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator	Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.	Shall exemplify behaviors which maintain the dignity and integrity of the profession.
Shall respect the constitutional rights of all students	Shall endeavor to understand community cultures and diverse home environments of students	Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities
Shall take reasonable measures to protect the health, safety, and emotional well-being of students.	Shall not knowingly distort or misrepresent facts concerning educational issues	Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law
Shall not use professional relationships or authority with students for personal advantage	Shall distinguish between personnel views and the views of the employing educational agency	Shall not use coercive means or give special treatment in order to influence professional decisions
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	Shall not interfere in the exercise of political and citizenship rights and responsibilities of others	Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
Shall not knowingly make false or malicious statements about student or colleagues	Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities	Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals
Shall refrain from subjecting students to embarrassment or disparagement	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.	
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 or physical harm; and sexual assault.		

*All certified employees of Paris Independent Schools shall adhere to the Professional Code of Ethics*

## Committee Members

Patrice Thompson - Administrator	David Laborda – Teacher
Jami Dailey- Administrator	Millicent Manuel – Teacher
Keith Griesser – Administrator	Nicole Jones – Teacher
Stephen McCauley – Administrator	Aaron Meadows – Teacher

For additional information about the Paris Independent Certified Personnel Evaluation System, please contact:

Stephen McCauley  
Assistant Superintendent of Operations  
Paris Independent Schools  
(859) 987 – 2160

### **INTRODUCTION**

Paris Independent Schools recognize and accept the responsibility for providing the most effective teaching possible and for serving all students well.

Teacher evaluation is an invaluable tool, the basic instrument in developing a school’s most important resource: the teacher. Evaluation will lead to a more effective and productive teaching staff, while emphasizing professional growth.

### **PURPOSE**

The purpose of the Paris Independent Certified Evaluation Process is to:

1. Improve student learning
2. Improve the overall instructional program to provide for educational success of students
3. Motivate personnel to a higher level of performance
4. Identify and promote effective teaching
5. Improve the school district’s credibility with the community
6. Provide training for evaluators to assist in improving their instructional leadership
7. Provide information for use in creating a staff development program
8. Provide information to be used in awarding contracts
9. Keep the school system in compliance with state mandates

## Overview of Certified Personnel Evaluation System (CPES)

Teachers participating in the Kentucky Teacher Intern Program (KTIP) will follow the KTIP standards and process. (*\*KTIP Program Suspended 19-20 school year. New Teachers will be provided with a mentor teacher and follow the non-tenured Certified Personnel Evaluation Plan*)

Preschool teachers will participate in the CPES but will do so using preschool indicators.

<b>PCPES</b>	<b>CPES</b>	<b>Other Professionals</b>	<b>KTIP</b>
<ul style="list-style-type: none"> <li>• Principals</li> <li>• Assistant Principals</li> <li>• Dean of Students</li> </ul>	<ul style="list-style-type: none"> <li>• All certified teaching positions not mentioned in other categories</li> <li>• Preschool teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School Counselors/Guidance Specialists</li> <li>• Library/Media Specialists</li> <li>• School Instructional Specialists</li> <li>• Speech Therapists</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers participating in the Kentucky Teacher Internship Program (<i>*Program Suspended 19-20 school year</i>)</li> </ul>

Some roles within the above categories may be identified as Alternative Settings due to unique factors within the roles. Those roles will be identified at the beginning of each year and explained to staff in those roles within the first 30 calendar days after reporting for employment. An example of a role that would qualify under Alternative Setting is the role of in-school suspension teacher.

Evaluators may complete a summative evaluation in any year with any certified employee when deemed necessary even if it is not the evaluation cycle year. This is done by the evaluator informing the evaluatee of the summative year outside of cycle in writing.

The rest of this Certified Evaluation Plan will describe in greater detail the standards and processes by which the above roles will be evaluated.



## TERMS/DEFINITIONS

### ***Certified Personnel Evaluation System***

The vision for the Certified Personnel Evaluation System (CPES) is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

### ***Roles and Definitions***

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
14. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
15. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
16. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in

rating teachers and other professionals for the purposes of evaluation and feedback.

17. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
18. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
19. **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
20. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
23. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
24. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
25. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
26. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
27. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
28. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

29. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
30. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
31. **Student Growth:** Is defined by KRS 156.557(1)(c).
32. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
33. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
34. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
35. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
36. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
37. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

**For Additional Definitions and Roles, please see 704KAR 3:370 Certified Personnel Evaluation System (CPES)**

# **Professional Practice – For All Non-Administrative Certified Roles In School Level Positions**

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

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

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

- All teachers and other professionals will participate in ongoing self-reflection specifically through the professional growth, implementation, and evaluation process each year.
- All teachers and other professionals will document their evidences on district approved forms.
- All teachers and other professionals, in collaboration with and with approval by their evaluator, will complete their Professional Growth Plan within the first 30 instructional days after reporting for employment for each school year.
- Throughout the school year, all teachers and other professionals will reflect upon the progress and impact of the plan on their professional practice and modify the PGP as appropriate, after collaborating with his/her evaluator.
- All teachers and other professionals will summatively reflect on the degree of goal attainment within their PGPs and implications for next steps. .

**KTIP Timeline:** (*\*Program Suspended 19-20 school year. New Teachers will be provided with a mentor teacher and follow the non-tenured Certified Personnel Evaluation Plan*)

Process	Timeline
<p><b>ORIENTATION:</b></p> <ul style="list-style-type: none"> <li>The certified evaluation plan and other expectations shall be explained and discussed with certified school personnel no later than the end of the first thirty (30) calendar days of reporting for employment for the school year.</li> </ul>	<p>During the first thirty (30) calendar days month of reporting for employment for the school year.</p>
<p><b>PROFESSIONAL GROWTH PLAN (PGP):</b></p> <ul style="list-style-type: none"> <li>An individual professional growth plan shall be developed jointly by the evaluator and evaluatee.</li> </ul>	<p>Developed annually within the first thirty (30) calendar days after reporting for employment for each school year.</p>
<p><b>PRE-OBSERVATION CONFERENCE:</b></p> <ul style="list-style-type: none"> <li>Evaluator holds a pre-observation conference with evaluatees to be evaluated during the school year. May be done face-to-face or electronically.</li> </ul>	<p>On or before the instructional day prior to a formal observation</p>
<p><b>FORMAL OBSERVATION (FULL OR MINI):</b></p> <ul style="list-style-type: none"> <li>KTIP Teacher – Conduct formal observation and collect formative data (Intern Teacher and principal). Post observation conferences must be held within five (5) working days of the formal observation. (<i>*KTIP Program Suspended 19-20 school year. New Teachers will be provided with a mentor teacher and follow the non-tenured Certified Personnel Evaluation Plan</i>)</li> <li>Teachers and other professionals on 1-year Summative Cycle – Conduct formal observation and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.</li> </ul>	<p>District personnel will adhere to the KTIP approved guidelines when completing evaluations</p> <p>A minimum of three (3) formal observations and post conferences annually until placed on a 3-year summative cycle. The three (3) formal observations must include two (2) mini observations and one (1) full observation (each with a post conference) and must be conducted by the evaluator. In the summative year of the cycle the full observation must be the last of the three (3) observations.</p>

<ul style="list-style-type: none"> <li>Teachers and other professionals on 3-year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.</li>   <li>All Other Certified Positions on a 1-Year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.</li>   <li>All Other Certified Positions on a 3-Year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) working days of the formal observation.</li> </ul>	<p>A minimum of three (3) formal observations and post conferences over a three (3) year cycle. The three (3) formal observations must include two (2) mini observations and one (1) full observation (each with a post conference) and must be conducted by the evaluator. The full observation by the evaluator must occur in the final year of the summative cycle. The full observation must be the last of the three (3) observations.</p> <p>A minimum of two (2) formal observations and post conferences annually until placed on a 3-year summative cycle (one each semester).</p> <p>A minimum of one (1) formal observation and post conference over the 3-year cycle.</p>
<p><b>SUMMATIVE EVALUATION:</b></p> <ul style="list-style-type: none"> <li>Evaluator completes evaluation summary</li> </ul>	<p>By May 10 of each school year.</p>

## Professional Growth Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_

### Identified School/District Improvement Plan Goal and/or Objective

(Individual Growth Plan **must** align with specific goals & objectives of school/district improvement plan or personal growth items as agreed upon by the Evaluatee and Primary Evaluator).

Present Stage* O, A, I, or R	Domain 1,2,3,4 &/or Standard of Focus	Goal(s)/ Objective(s) Procedures & Activities	Measurable/Expected Impact	Expected Impact	Target Completion Date(s)	Achieved/ Revised/ Continued

\* O = Orientation/Awareness A = Preparation/Application I = Implementation/Management R = Refinement/Impact

Employee's Comments:

Supervisor's Comments:

<b>Individual Growth Plan Developed:</b>	<b>Annual Review:</b>
_____	_____
Employee's Signature _____ Date _____	Employee's Signature _____ Date _____
_____	_____
Supervisor's Signature _____ Date _____	Supervisor's Signature _____ Date _____

\* O = Orientation/Awareness      A = Preparation/Application      I = Implementation/Management      R = Refinement/Impact

**PARIS INDEPENDENT CPES/KTIP FORMATIVE EVALUATION School Year: \_\_\_\_\_**

**Evaluatee Name:** \_\_\_\_\_ **Content/Grade:** \_\_\_\_\_ **School/Location:** \_\_\_\_\_

<b>1.A- Knowledge of Content and Pedagogy</b> I D A E	<b>2.A Creating an Environment of Respect and Rapport</b> I D A E	<b>3.A Communicating with Students</b> I D A E	<b>4.A Reflects on Teaching</b> I D A E	<b>Observation/Work Place Visit Dates:</b>  _____  <b>Conference Dates:</b>  _____
<b>1.B- Knowledge of Students</b> I D A E	<b>2.B Establishing a Culture of Learning</b> I D A E	<b>3.B Questioning and Discussion Techniques</b> I D A E	<b>4.B Maintaining Accurate Records</b> I D A E	
<b>1.C- Setting Instructional Outcomes</b> I D A E	<b>2.C Managing Classroom Procedures</b> I D A E	<b>3.C Engaging Students in learning</b> I D A E	<b>4.C Communicating with Families</b> I D A E	
<b>1.D- Demonstrates Knowledge of Resources</b> I D A E	<b>2.D Managing Student Behavior</b> I D A E	<b>3.D Using Assessment in Instruction</b> I D A E	<b>4.D Participating in a Professional Learning Community</b> I D A E	
<b>1.E- Designing Coherent Instruction</b>  I D A E	<b>2.E Organizing Physical Space</b>  I D A E	<b>3.E Demonstrating Flexibility and Responsiveness</b> I D A E	<b>4.E Growing and Developing Professionally</b>  I D A E	
<b>1.F- Designing Student Assessment</b>  I D A E			<b>4.F Demonstrating Professionalism</b>  I D A E	
<b>Measure 1</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 2</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 3</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 4</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	

I agree with the above evaluation.     I disagree with the above evaluation for the following reasons:    **I- Ineffective   D- Developing   A- Accomplished   E- Exemplary**

<b>Evaluatee Comments:</b> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	<b>Evaluator Comments:</b> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date



## **Instructions for Completing Corrective Action Plan**

A corrective action plan may be written at any time during the school year, but shall be written if evaluatee receives an “Ineffective” or “Does- Not- Meet” on the Final Summative Form. Corrective action plans shall be reviewed continuously until performance is judged to consistently meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when a “Does-Not-Meet” rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

1. Corrective Action Plan goals and objectives
2. Procedures and activities designed to achieve Corrective Action Plan goals and objectives
3. Targeted dates for appraising the evaluatee’s improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them we be subject to further corrective action and/or consequence. Continued lack of progress could result in employer action or termination.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

### ***Recommended Procedures***

1. Identify the specific domain(s) or standard(s) from the Final Summative Evaluation Form that has an “Ineffective” or “does-not meet” rating assigned.
2. Select the stage of professional development that best reflects the evaluatee’s level.
  - O = Orientation/Awareness
  - A = Preparation/Application
  - I = Implementation/Management
  - R = Refinement/Impact
3. List Growth Objective(s) Goals. The growth objectives must address the specific domain(s) or standard(s) rated as “Ineffective” or “does-not-meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).
4. Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
5. List specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.
6. Documentation of all reviews, corrective actions, and the evaluator’s assistance must be provided periodically (as they occur) to the evaluatee. Evaluators must follow the local district professional development growth and evaluation plan process, and procedures for implementing an Individual Correction Action Plan.

### Corrective Action Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_

Present Stage*	Domain/Standard of Focus	Growth Objective(s)/Goal(s) (Describe Desired Outcomes)	Procedures & Activities for Achieving Goals and Objectives (Including Support Personnel)	Appraisal Method With Target Dates

Employee's Comments:

Supervisor's Comments:

<b>Individual Growth Plan Developed:</b>	<b>Annual Review:</b>
<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> <span>_____</span> <span>_____</span> </div> <p>Employee's Signature <span style="float: right;">Date</span></p>	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> <span>_____</span> <span>_____</span> </div> <p>Employee's Signature <span style="float: right;">Date</span></p>
<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> <span>_____</span> <span>_____</span> </div> <p>Supervisor's Signature <span style="float: right;">Date</span></p>	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> <span>_____</span> <span>_____</span> </div> <p>Supervisor's Signature <span style="float: right;">Date</span></p>

\* O = Orientation/Awareness      A = Preparation/Application      I = Implementation/Management      R = Refinement/Impact

## APPEALS PROCESS

### **LOCAL APPEALS PANEL**

- a. The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.
- b. The panel shall consist of three (3) certified employees. Two members of the panel shall be elected by and from the certified employees of the district. The two (2) alternates shall be decided from the same election. The certified employees receiving the third and fourth number of votes shall be the two (2) alternates. The local board of education shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.
- c. All terms of panel members and alternates shall be for two (2) years and run from July 1 to June 30. Members may be re-appointed or re-elected.
- d. The chairman of the panel shall be the certified employee appointed by the local board of education.
- e. Any evaluatee who believes that he or she was not fairly evaluated on the summative evaluation must submit the Evaluation Appeals Hearing Request Form to the Appeals Panel Chair within five (5) working days of the receipt of the summative evaluation.
- f. The appeal shall be written and signed on the Evaluation Appeals Hearing Request Form. The form shall state that evaluation records may be presented to and reviewed by the panel.
- g. No panel member shall serve on any panel on which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for the panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, cousin and corresponding in-laws.
- h. Formal Hearing Process:
  - i. The evaluatee appealing to the panel has the burden of proof. Copies of all pertinent documentation for the hearing shall be provided for the appeals panel from the evaluator and evaluatee prior to the hearing.
  - ii. Legal counsel/representation is allowed for both parties. Prior notification of legal counsel for the evaluatee is required within four (4) working days of the hearing.
  - iii. Witnesses will be allowed to testify.
  - iv. The panel shall issue one of the following three recommendations to the superintendent within fourteen (14) working days from the date an appeal is filed.
    - Uphold the original summative evaluation
    - Remove the whole evaluation or any part of the summative evaluation
    - Order a second evaluation conducted by a trained evaluator employed by the district.

The superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

### **STATE EVALUATION APPEALS PANEL**

- a. Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, 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 Kentucky Board of Education. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.
- b. 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.
- c. The appeal procedures shall be as follows:

- i. 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.
- ii. 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.
- iii. 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.
- iv. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- v. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

**Appeals Panel 2018-2019 and 2019-2020 school years:**

**Board Appointed Members**

Stephen McCauley  
Patrice Thompson (alternate)

**Elected members**

Elizabeth Waugh  
Brandi Ogden  
Jennifer Allen (alternate)  
Brandi Roby (alternate)

**Paris Independent Schools  
EVALUATION APPEALS HEARING REQUEST FORM**

**TO:** Certified Employee Appeals Panel

**FROM:** \_\_\_\_\_ Name

\_\_\_\_\_ School or Worksite

I hereby appeal the summative growth assessment of my professional performance for the 20\_\_ - 20\_\_ school year.

My Evaluator was \_\_\_\_\_

He/She reviewed my summative growth assessment with me on \_\_\_\_\_

I have filed a formal appeal of the assessment of my performance by my Primary Evaluator, \_\_\_\_\_, which was conducted during the \_\_\_\_\_ school year. I understand that in order for the Appeals Panel to review my case, it will be necessary for them to have access to all forms, correspondence, anecdotal records, or other information in my file, which is related to my performance. I hereby grant Paris Independent Schools Certified Employee Appeals Panel members access to all information in my personnel file pertinent to the assessment of my professional performance.

In the space below (and on additional sheets, if necessary) I have explained what I feel was unfair about the substance of or procedures concerning my growth assessment.

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\_\_\_\_\_  
Signature

Copies to

**Evaluator:**

\_\_\_\_\_  
Date

**Evaluatee:**

Paris Independent 2019-2020

# ***The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals***

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

## **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

## **Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

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

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

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

### **Required Sources of Evidence**

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice (Grades 3-12)

### **Local District Decision**

- ✓ Assessment data including classroom, benchmark, and state level.
- ✓ Examples of effective communication with administration, colleagues, students and parents and families.
- ✓ Other evidence of student learning.
- ✓ Other evidence deemed appropriate by the evaluator.

Teachers may also provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the teacher's practice within the domains. Please see possible examples below.

- Observations/work place visits conducted by certified supervisor observer(s)
- Student voice survey(s)
- Self-reflection and professional growth plans
- Student achievement and growth data
- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Student data records
- Student work
- Records of student and/or teacher attendance
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Video lessons
- Engagement in professional organizations
- Action research
- Other: sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

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

All Summative Ratings will be recorded in the District-approved technology platform.

SOURCES OF EVIDENCE/Framework for Teaching Alignment

FRAMEWORK for TEACHING (FFT)	Domain	Planning & Preparation					Classroom Environment				Instruction				Professional Responsibilities								
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaining Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)					Observation				Evidence (pre and post conferences)												
	Student Voice						Kentucky Student Voice Survey																
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						
							Observation																



**CPES Framework for Teaching**

<b>Domain 1 Planning &amp; Preparation</b>	<b>Domain 2 Classroom Environment</b>	<b>Domain 3 Instruction</b>	<b>Domain 4 Professional Responsibilities</b>
<p>A. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>i. Knowledge of Content and the Structure of the Discipline</li> <li>ii. Knowledge of Prerequisite Relationships</li> <li>iii. Knowledge of Content-Related Pedagogy</li> </ul> <p>B. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>i. Knowledge of Child and Adolescent Development</li> <li>ii. Knowledge of the Learning Process</li> <li>iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency</li> <li>iv. Knowledge of Students' Interests and Cultural Heritage</li> <li>v. Knowledge of Students' Special Needs</li> </ul> <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> <li>i. Value, Sequence, and Alignment</li> <li>ii. Clarity</li> <li>iii. Balance</li> <li>iv. Suitability for Diverse Learners</li> </ul> <p>D. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>i. Resources for Classroom Use</li> <li>ii. Resources to Extend Content Knowledge and Pedagogy</li> <li>iii. Resources for Students</li> </ul> <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> <li>i. Learning Activities</li> <li>ii. Instructional Materials and Resources</li> <li>iii. Instructional Groups</li> <li>iv. Lesson and Unit Structure</li> </ul> <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> <li>i. Congruence with Instructional Outcomes</li> <li>ii. Criteria and Standards</li> <li>iii. Design of Formative Assessments</li> <li>iv. Use for Planning</li> </ul>	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>i. Teacher Interaction with Students</li> <li>ii. Student Interactions with One Another</li> </ul> <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>i. Importance of the Content</li> <li>ii. Expectations for Learning and Achievement</li> <li>iii. Student Pride in Work</li> </ul> <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>i. Management of Instructional Groups</li> <li>ii. Management of Transitions</li> <li>iii. Management of Materials and Supplies</li> <li>iv. Performance of Non-Instructional Duties</li> </ul> <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> <li>i. Expectations</li> <li>ii. Monitoring of Student Behavior</li> <li>iii. Response to Student Misbehavior</li> </ul> <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> <li>i. Safety and Accessibility</li> <li>ii. Arrangement of Furniture and Use of Physical Resources</li> </ul>	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> <li>i. Expectations for Learning</li> <li>ii. Directions and Procedures</li> <li>iii. Explanation of Content</li> <li>iv. Use of Oral and Written Language</li> </ul> <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>i. Quality of Questions</li> <li>ii. Discussion Techniques</li> <li>iii. Student Participation</li> </ul> <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>i. Activities and Assignments</li> <li>ii. Grouping of Students</li> <li>iii. Instructional Materials and Resources</li> <li>iv. Structure and Pacing</li> </ul> <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> <li>i. Assessment Criteria</li> <li>ii. Monitoring of Student Learning</li> <li>iii. Feedback to Students</li> <li>iv. Student Self-Assessment and Monitoring of Progress</li> </ul> <p>E. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> <li>i. Lesson Adjustment</li> <li>ii. Response to Students</li> <li>iii. Persistence</li> </ul>	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>i. Accuracy</li> <li>ii. Use in Future Teaching</li> </ul> <p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> <li>i. Student Completion of Assignments</li> <li>ii. Student Progress in Learning</li> <li>iii. Non-Instructional Records</li> </ul> <p>C. Communicating with Families</p> <ul style="list-style-type: none"> <li>i. Information About the Instructional Program</li> <li>ii. Information About Individual Students</li> <li>iii. Engagement of Families in the Instructional Program</li> </ul> <p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> <li>i. Relationships with Colleagues</li> <li>ii. Involvement in a Culture of Professional Inquiry</li> <li>iii. Service to the School</li> <li>iv. Participation in School and District Projects</li> </ul> <p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>i. Enhancement of Content Knowledge and Pedagogical Skill</li> <li>ii. Receptivity to Feedback from Colleagues</li> <li>iii. Service to the Profession</li> </ul> <p>F. Demonstrating Professionalism</p> <ul style="list-style-type: none"> <li>i. Integrity and Ethical Conduct</li> <li>ii. Service to Students</li> <li>iii. Advocacy</li> <li>iv. Decision Making</li> <li>v. Compliance with School and District Regulations</li> </ul>

### OCPEs Framework for Instructional Specialists

<b>Domain 1 Planning &amp; Preparation</b>	<b>Domain 2 The Environment</b>	<b>Domain 3 Delivery of Service</b>	<b>Domain 4 Professional Responsibilities</b>
<ul style="list-style-type: none"> <li>A. Demonstrating knowledge of current trends in specialty area and professional development</li> <li>B. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</li> <li>C. Establishing goals for the instructional support program appropriate to the setting and the teachers served</li> <li>D. Demonstrating knowledge of resources both within and beyond the school and district</li> <li>E. Planning the instructional support program integrated with the overall school program</li> <li>F. Developing a plan to evaluate the instructional support program</li> </ul>	<ul style="list-style-type: none"> <li>A. Creating an environment of trust and respect</li> <li>B. Establishing a culture for ongoing instructional improvement</li> <li>C. Establishing clear procedures for teachers to gain access to the instructional support</li> <li>D. Establishing and maintaining norms of behavior for professional interactions</li> <li>E. Organizing physical space for workshops or training</li> </ul>	<ul style="list-style-type: none"> <li>A. Collaborating with teachers in the design of instructional units and lessons</li> <li>B. Engaging teachers in learning new instructional skills</li> <li>C. Sharing expertise with staff</li> <li>D. Locating resources for teachers to support instructional improvement</li> <li>E. Demonstrating flexibility and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>A. Reflecting on practice</li> <li>B. Preparing and submitting budgets and reports</li> <li>C. Coordinating work with other instructional specialists</li> <li>D. Participating in a professional community</li> <li>E. Engaging in professional development</li> <li>F. Showing professionalism including integrity and confidentiality</li> </ul>

### OCPEs Framework for Therapeutic Specialists

<b>Domain 1 Planning &amp; Preparation</b>	<b>Domain 2 The Environment</b>	<b>Domain 3 Delivery of Service</b>	<b>Domain 4 Professional Responsibilities</b>
<ul style="list-style-type: none"> <li>A. Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li> <li>B. Establishing goals for the therapy program appropriate to the setting and the students served</li> <li>C. Demonstrating knowledge of District, state, and federal regulations and guidelines</li> <li>D. Demonstrating knowledge of resources both within and beyond the school and district</li> <li>E. Planning the therapy program integrated with the regular school program to meet the needs of individual students</li> <li>F. Developing a plan to evaluate the therapy program</li> </ul>	<ul style="list-style-type: none"> <li>A. Establishing rapport with students</li> <li>B. Organizing time effectively</li> <li>C. Establishing and maintaining clear procedures for referrals</li> <li>D. Establishing standards of conduct in the treatment center</li> <li>E. Organizing physical space for testing of students and providing therapy</li> </ul>	<ul style="list-style-type: none"> <li>A. Responding to referrals and evaluating student needs</li> <li>B. Developing and implementing treatment plans to maximize student's success</li> <li>C. Communicating with families</li> <li>D. Collecting information; writing reports</li> <li>E. Demonstrating flexibility and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>A. Reflecting on practice</li> <li>B. Collaborating with teachers and administrators</li> <li>C. Maintaining an effective data management system</li> <li>D. Participating in a professional community</li> <li>E. Engaging and professional development</li> <li>F. Showing professionalism including integrity advocacy and maintaining confidentiality</li> </ul>

**OCPEs Framework for School Guidance Counselors/Social Workers**

<b>Domain 1 Planning &amp; Preparation</b>	<b>Domain 2 The Environment</b>	<b>Domain 3 Delivery of Service</b>	<b>Domain 4 Professional Responsibilities</b>
<ul style="list-style-type: none"> <li>A. Demonstrating knowledge of counseling theory and techniques</li> <li>B. Demonstrating knowledge of child and adolescent development</li> <li>C. Establishing goals for the counseling program appropriate to the setting and the students served</li> <li>D. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li> <li>E. Plan in the counseling program integrated with the regular school program</li> <li>F. Developing a plan to evaluate the counseling program</li> </ul>	<ul style="list-style-type: none"> <li>A. Creating an environment of respect and rapport</li> <li>B. Establishing a culture for productive communication</li> <li>C. Managing routines and procedures</li> <li>D. Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li> <li>E. Organizing physical space</li> </ul>	<ul style="list-style-type: none"> <li>A. Assessing student needs</li> <li>B. Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li> <li>C. Using counseling techniques in individual and classroom programs</li> <li>D. Brokering resources to meet needs</li> <li>E. Demonstrating flexibility and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>A. Reflecting on practice</li> <li>B. Maintaining records and submitting them in a timely fashion</li> <li>C. Communicating with families</li> <li>D. Participating in a professional community</li> <li>E. Engaging in professional development</li> <li>F. Showing professionalism</li> </ul>

**OCPEs Framework for Library Media Specialists**

<b>Domain 1 Planning &amp; Preparation</b>	<b>Domain 2 The Environment</b>	<b>Domain 3 Delivery of Service</b>	<b>Domain 4 Professional Responsibilities</b>
<p>A. Demonstrating knowledge of content curriculum and process</p> <ul style="list-style-type: none"> <li>i. Knowledge of curriculum</li> <li>ii. Knowledge of information, media, and digital literacy</li> <li>iii. Knowledge of the research process</li> </ul> <p>B. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>i. Knowledge of child and adolescent development</li> <li>ii. Knowledge of the learning process</li> <li>iii. Knowledge of students' skills and knowledge and language proficiency</li> <li>iv. Knowledge of students' Interests and cultural heritage</li> <li>v. Knowledge of students' special needs</li> </ul> <p>C. Supporting instructional goals</p> <ul style="list-style-type: none"> <li>i. Instructional resources and technology</li> <li>ii. Instructional services</li> </ul> <p>D. Demonstrating knowledge and use of resources</p> <ul style="list-style-type: none"> <li>i. Instructional materials and resources</li> <li>ii. Search strategies</li> </ul> <p>E. Demonstrating a knowledge of literature and lifelong learning</p> <ul style="list-style-type: none"> <li>i. Children's and young adult literature</li> <li>ii. Reading promotion</li> </ul> <p>F. Collaborating in the design of instructional experiences</p> <ul style="list-style-type: none"> <li>i. Collaborative skills</li> <li>ii. Instructional materials and resources</li> <li>iii. Research process</li> <li>iv. Information, media, digital and technology literacy</li> </ul>	<p>A. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>i. Interpersonal relations</li> <li>ii. Student interactions</li> <li>iii. Staff interactions</li> </ul> <p>B. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>i. Ethos</li> <li>ii. Expectations for learning</li> </ul> <p>C. Managing library procedures</p> <ul style="list-style-type: none"> <li>i. Circulation procedures</li> <li>ii. Scheduling procedures</li> </ul> <p>D. Managing student behavior</p> <ul style="list-style-type: none"> <li>i. Expectations</li> <li>ii. Monitoring of student behavior</li> <li>iii. Response to misbehavior</li> </ul> <p>E. Organizing physical space</p> <ul style="list-style-type: none"> <li>i. Safety</li> <li>ii. Traffic flow</li> <li>iii. Self-directed use</li> <li>iv. Consideration of functions</li> <li>v. Flexibility</li> </ul>	<p>A. Communicating clearly and accurately</p> <ul style="list-style-type: none"> <li>i. Directions and procedures</li> <li>ii. Use of different methods</li> </ul> <p>B. Using questioning and research techniques</p> <ul style="list-style-type: none"> <li>i. Quality of questions</li> <li>ii. Research techniques</li> <li>iii. Student inquiry</li> </ul> <p>C. Engaging students in learning</p> <ul style="list-style-type: none"> <li>i. Instructional materials and resources</li> <li>ii. Expectations for students</li> </ul> <p>D. Assessment in instruction (whole class, one-on-one and small group)</p> <ul style="list-style-type: none"> <li>i. Assessment criteria</li> <li>ii. Monitoring of student learning</li> <li>iii. Quality feedback</li> <li>iv. Student self-assessment and monitoring of progress</li> </ul> <p>E. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>i. Teaching strategies</li> <li>ii. Lesson adjustments</li> <li>iii. Response to students</li> <li>iv. Persistence</li> </ul>	<p>A. Reflecting on practice</p> <ul style="list-style-type: none"> <li>i. Reflection</li> <li>ii. Vision</li> <li>iii. Change</li> </ul> <p>B. Maintaining accurate records</p> <ul style="list-style-type: none"> <li>i. Catalog</li> <li>ii. Circulation</li> <li>iii. Statistics</li> <li>iv. Inventory</li> <li>v. Using data</li> </ul> <p>C. Communicating with school staff and community</p> <ul style="list-style-type: none"> <li>i. Information about the library program</li> <li>ii. Advocacy</li> </ul> <p>D. Participating in a professional community</p> <ul style="list-style-type: none"> <li>i. Service to the school</li> <li>ii. Participation in school and district projects</li> <li>iii. Involvement in a culture of professional inquiry</li> <li>iv. Relationship with colleagues</li> </ul> <p>E. Growing and developing professionally</p> <ul style="list-style-type: none"> <li>i. Enhancement of professional knowledge</li> <li>ii. Receptivity to feedback from colleagues</li> <li>iii. Service to the profession</li> </ul> <p>F. Collection development and maintenance</p> <ul style="list-style-type: none"> <li>i. Assessment</li> <li>ii. Selection weeding</li> </ul> <p>G. Managing the library budget</p> <ul style="list-style-type: none"> <li>i. Data driven decisions</li> <li>ii. Budget development</li> <li>iii. Record keeping</li> </ul> <p>H. Managing personnel</p> <ul style="list-style-type: none"> <li>i. Motivating leadership</li> <li>ii. Delegating responsibility</li> <li>iii. Training</li> <li>iv. Supervision</li> <li>v. Evaluation</li> </ul> <p>I. Professional ethics</p> <ul style="list-style-type: none"> <li>i. Library Bill of Rights</li> <li>ii. Copyright law</li> <li>iii. Ethical use of information</li> <li>iv. Intellectual freedom</li> <li>v. Privacy</li> <li>vi. Confidentiality</li> </ul>

## Evaluation Cycle – CPES Roles

### **Observation**

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor observation for each certified teacher. Supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection. ***Mini-observations by the principal may be unannounced and do not require a pre-observation conference.***

### **Progressive Model (2 and 1)**

The observation model must fulfill the following minimum criteria:

- Three observations in the summative cycle conducted by the supervisor.
- Final observation is conducted by the supervisor and is a full observation.
- Evidences of observation will be documented either in the district-approved Excel format, in Microsoft Word, or in the district approved technology platform.

Supervisors will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the supervisor will make note of the components observed in order to identify "look fors" in the next mini observation by the supervisor. The final observation is a formal observation conducted by the supervisor consisting of a full class or lesson observation.

### **Observation Conferencing**

Observers will adhere to the following observation conferencing requirements

- Conduct observation post conference within five working days following each observation.
- Pre- and post-conferences must be conducted for all formal observations (full), however pre-conferences may take place face-to-face or electronically while post-conferences must take place face-to-face.
- Pre-conferences must take place no less than one instructional day prior to the observation.

### **Observation Schedule**

Observers will adhere to the following observation schedule:

- Observations may begin after the evaluation training takes place within the first 30 calendar days after reporting for employment. If on a 3-year summative cycle, two (2) of the minis may take place before the 3<sup>rd</sup> summative year.
- Over the course of the summative cycle (1 year and 3 year summative cycles), four (4) observations/work place visits must occur. The final-full observation must occur during the last year of the summative cycle.
- During the summative year, the following timeline must be met:
  - At least one (1) mini observation by the evaluator must occur by the end of the 2<sup>nd</sup> grading period.
  - The final, full observation must occur by April 30<sup>th</sup>.
  - A minimum of one (1) full observations/work place visit shall be conducted by the supervisor (by March 30<sup>th</sup>) for any teacher or other professional hired on or after sixty (60) instructional days following the first day on which students report to school or who do not report for work sixty (60) or more consecutive school days.
  - In extenuating circumstances in which a teacher or other professional who is on a continuing contract and meets the following criteria, the evaluator with approval from the Superintendent/Designee may extend the summative cycle by one (1) extra year and allow

the summative evaluation data to be used from the previous year(s) in the summative cycle:

- Is in the last year of the summative cycle
- Misses more than half of the instructional days during the school year for approved leave per district policy.
- The decision to extend the summative cycle to an extra year will be documented in writing and included in the employee's summative evaluation documentation.
- Evidences of observation will be documented either in the district-approved Excel format, in Microsoft Word, or in the Kentucky Department of Education approved technology platform.
- The Superintendent/Designee may grant permission to extend the summative cycle by an extra year on a case-by-case basis if an extenuating circumstance exists that does not meet the above criteria.
  - The decision to extend the summative cycle to an extra year will be documented in writing and included in the employee's summative evaluation documentation.
- All evaluates will have the opportunity to submit a written statement in response to the summative rating and that response will be included in the official personnel record.

**Observer Certification**

All evaluators must successfully complete the initial certified evaluation training per KRS 156.557.  
Requires a minimum of six (6) hours annually of EILA-approved training which shall include: Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; .  
Shows that primary evaluator is the immediate supervisor.  
Evaluators must meet CEP requirements prior to conducting a formative or summative evaluation.

**Optional**

The cycle for observation certification established is as follows

Year 1	Certification
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- The district will purchase the appropriate initial certification and recalibration registrations for district administrators, principals and assistant principals currently employed in those roles as needed *at the superintendent's discretion*.

<b>Process</b>	<b>Documentation</b>
Initial Certification Process (Year 1)	A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.

**Student Voice**

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

- All teachers under CPES will participate in *school approved* Student Voice Survey annually with a minimum of one identified group of students.
- Results will be used as a source of evidence for Professional Practice.
- Formative years’ data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district’s Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- The survey will be administered in the school.
- Survey data will be considered only when ten or more students are respondents.
- The student selection process for the Student Voice Survey will be consistent across the district. The principal will consistently determine which class(s)/course(s) of students will participate in the student voice survey in his/her school. (For example, the first class that each teacher has during the school day maybe the one that completes the Student Voice Survey).

<b>Point of Contact</b>	<b>District PCES POC/Infinite Campus POC</b>
<b>Selection of Student Groups</b>	District will determine the number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school. Ex: May choose all second period classes. Teachers who would not have 10 or more students in one class (such as special education resource teachers) may use a combination of classes to ensure enough students. The classes used must be decided upon with agreement from the building principal. All students within those classes must be allowed to participate in the survey. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.
<b>Process for Equal Access for All Students</b>	Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student’s responses on the Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines.
<b>Student Voice Survey Timeline</b>	The student voice survey will be completed at the principal’s discretion in the fall and/or spring.



### Determining the Overall Performance Category

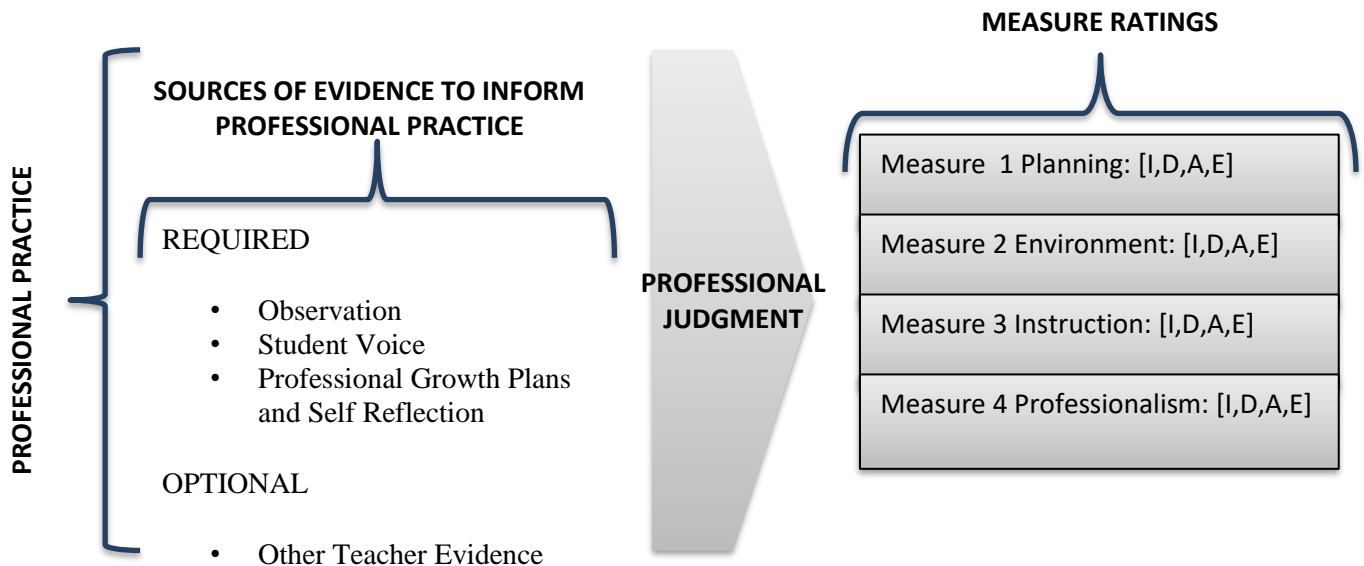
Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on the four performance measures. The evaluator determines the Overall Performance Category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

### Rating Performance Measures

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each performance measures at the culmination of an educator’s cycle.

- Provide a rating for each measure based on evidence and professional judgement.



**Determining the Overall Performance Category**

An educator’s Overall Performance Category is determined using the following steps:

- Determine the individual measure ratings through the use of sources of evidence and professional judgment.
- Apply District Decisions Rules for determining an educator’s overall performance measure rating.

**CRITERIA FOR DETERMINING A TEACHER AND OTHER PROFESSIONAL PERFORMANCE MEASURE**

If...	Then...
Environment and Instruction are rated INEFFECTIVE	Evaluation Rating shall be INEFFECTIVE
Planning and Professionalism are rated INEFFECTIVE	Evaluation Rating shall NOT be EXEMPLARY
Environment and Instruction are rated DEVELOPING	Evaluation Rating shall NOT be higher than DEVELOPING
Two Measures are rated DEVELOPING(cannot be Environment and Instruction – see above), and two Measures are rated ACCOMPLISHED	Evaluation Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING(cannot be Environment and Instruction), and two MEASURES rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED, and Planning and Professionalism are EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated EXEMPLARY, Planning and Professionalism are rated ACCOMPLISHED	Evaluation rating shall be EXEMPLARY

**PARIS INDEPENDENT CPES/KTIP SUMMATIVE EVALUATION School Year: \_\_\_\_\_**

**Evaluatee Name:** \_\_\_\_\_ **Content/Grade:** \_\_\_\_\_ **School/Location:** \_\_\_\_\_

1.A- Knowledge of Content and Pedagogy <i>I D A E</i>	2.A Creating an Environment of Respect and Rapport <i>I D A E</i>	3.A Communicating with Students <i>I D A E</i>	4.A Reflects on Teaching <i>I D A E</i>	<b>Observation/Work Place Visit Dates:</b> _____ _____ _____ <b>Conference Dates:</b> _____ _____ _____ <b>OVERALL MEASURE RATING</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
1.B- Knowledge of Students <i>I D A E</i>	2.B Establishing a Culture of Learning <i>I D A E</i>	3.B Questioning and Discussion Techniques <i>I D A E</i>	4.B Maintaining Accurate Records <i>I D A E</i>	
1.C- Setting Instructional Outcomes <i>I D A E</i>	2.C Managing Classroom Procedures <i>I D A E</i>	3.C Engaging Students in learning <i>I D A E</i>	4.C Communicating with Families <i>I D A E</i>	
1.D- Demonstrates Knowledge of Resources <i>I D A E</i>	2.D Managing Student Behavior <i>I D A E</i>	3.D Using Assessment in Instruction <i>I D A E</i>	4.D Participating in a Professional Learning Community <i>I D A E</i>	
1.E- Designing Coherent Instruction <i>I D A E</i>	2.E Organizing Physical Space <i>I D A E</i>	3.E Demonstrating Flexibility and Responsiveness <i>I D A E</i>	4.E Growing and Developing Professionally <i>I D A E</i>	
1.F- Designing Student Assessment <i>I D A E</i>			4.F Demonstrating Professionalism <i>I D A E</i>	
<b>Measure 1</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 2</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 3</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Measure 4</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	

I agree with the above evaluation.     I disagree with the above evaluation for the following reasons:    **I- Ineffective    D- Developing    A- Accomplished    E- Exemplary**

Evaluatee Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator Comments (also includes Student Voice Professional Growth Plans and Self Reflection)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If Measures 2 & 3 are rated "I"    Summative rating shall be "I"  
 If Measures 2 or 3 are rated "I"    Summative rating shall be "D" or "I"  
 If Measures 1 or 4 are rated "I"    Summative rating shall NOT be "E"  
 If 2 Measures are rated "D" and 2 are rated "A"    Summative rating shall be "A"  
 If 2 Measures are rated "D" and 2 are rated "E"    Summative rating shall be "A"  
 If 2 Measures are rated "A" and 2 Measures are rated "E"    Summative rating shall be "E"

\_\_\_\_\_  
 Evaluatee's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Evaluator's Signature

\_\_\_\_\_  
 Date

\*Any Measure Rating of "ineffective" requires the development of an Individual Corrective Action Plan.

<b>DOMAIN 1-Planning</b>	<b>DOMAIN 2-Environment</b>	<b>DOMAIN 3-Delivery of Service</b>	<b>DOMAIN 4-Professionalism</b>	Work Place Visit Dates: _____ Conference Dates: _____  <b>Overall Performance Rating</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	
<i>1.A- Knowledge of Counseling</i>	<i>2.A – Creating an Environment of Respect and Rapport</i>	<i>3.A – Assessing Student Needs</i>	<i>4.A - Reflects on Practice</i>	
I D A E	I D A E	I D A E	I D A E	
<i>1.B- Knowledge of Child Development</i>	<i>2.B – Establishing a Culture for Productive Communication</i>	<i>3.B – Academic, Personal, Social, and Career Plans</i>	<i>4.B – Maintaining Records</i>	
I D A E	I D A E	I D A E	I D A E	
<i>1.C- Establishing Goals for Counseling</i>	<i>2.C - Managing Routines and Procedures</i>	<i>3.C - Counseling Techniques</i>	<i>4.C – Communicating with Families</i>	
I D A E	I D A E	I D A E	I D A E	
<i>1.D - Knowledge of Regulations/ Resources</i>	<i>2.D – Standards of Conduct/Contributing to Student Behavior</i>	<i>3.D - Brokering Resources</i>	<i>4.D - Participating in a Professional Learning Community</i>	
I D A E	I D A E	I D A E	I D A E	
<i>1.E- Integrating the Counseling Program</i>	<i>2.E - Organizing Physical Space</i>	<i>3.E - Demonstrating Flexibility and Responsiveness</i>	<i>4.E – Engaging in Professional Development</i>	
I D A E	I D A E	I D A E	I D A E	
<i>1.F – Evaluating the Counseling Program</i>			<i>4.F - Showing Professionalism</i>	
I D A E			I D A E	

I agree with the above evaluation.

I disagree with the above evaluation for the following reasons:

I- Ineffective D- Developing A- Accomplished E- Exemplary

<b>Evaluator Comments:</b>	<b>Evaluatee Comments:</b>	If Domains 2 & 3 are rated "I" Prof. Practice shall be "I" If Domains 2 or 3 are rated "I" Prof. Practice shall be "D" or "I" If Domains 1 or 4 are rated "I" Prof. practice shall NOT be "E" If 2 Domains are rated "D" and 2 are rated "A" Prof. Practice shall be "A" If 2 domains are rated "D" and 2 are rated "E" Prof. Practice shall be "A" If 2 domains are rated "A" & 2 Domains are rated "E" Prof. Practice shall be "E"
		*Any Domain Rating of "Ineffective" requires the development of an Individual Corrective Action Plan.
<b>Evaluator Signature:</b>	<b>Date:</b>	<b>Evaluatee Signature:</b>
		<b>Date:</b>

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

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below. It is required that the Overall Performance Category process be used to determine an educator's effectiveness.

### PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS

/Accomplished/Exemplary	<p><b>THREE-YEAR CYCLE</b></p> <p><b>SELF-DIRECTED GROWTH PLAN</b></p> <ul style="list-style-type: none"> <li>• Goal set by teacher with evaluator input</li> <li>• One goal must focus on low student growth outcome</li> <li>• Formative review annually</li> <li>• Plan activities are teacher directed and implemented with colleagues.</li> <li>• Summative occurs at the end of year 3.</li> </ul>
Developing	<p><b>ONE-YEAR CYCLE</b></p> <p><b>DIRECTED GROWTH PLAN</b></p> <ul style="list-style-type: none"> <li>• Goal(s) Determined by Evaluator</li> <li>• Goals focus on professional practice</li> <li>• Plan activities designed by evaluator with teacher input</li> <li>• Summative review annually</li> </ul>
Ineffective	<p><b>UP TO 12-MONTH IMPROVEMENT PLAN</b></p> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Focus on low performance area</li> <li>• Summative at end of plan</li> </ul>

## Principal Certified Evaluation System (PCPES)

The next section explains the evaluation standards and processes used for all school principals.

### **Principal Performance Measures**

The Principal Performance Measures 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 projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Working Conditions Goal (TELL KY Survey)

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

- ➔ Observations/work place visits conducted by certified supervisor/observer(s)
- ➔ self-reflection and professional growth plans
- ➔ Student achievement and growth data
- ➔ Program Review evidence
- ➔ Communication logs
- ➔ Student data records
- ➔ Student work
- ➔ Records of student and/or teacher attendance
- ➔ Student formative and/or summative course evaluations/feedback
- ➔ Minutes from PLCs
- ➔ Teacher interviews
- ➔ Teacher committee or team contributions
- ➔ Parent engagement surveys
- ➔ Engagement in professional organizations
- ➔ Action research
- ➔ Other: sources of evidence determined with the collaboration of principal and evaluator that uniquely supports educator practice of effectiveness for the school level.

**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. mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

<p style="text-align: center;"><b>Exemplary</b></p> <p style="text-align: center;"><i>In addition to meeting the requirements for Accomplished...</i></p>	<p style="text-align: center;"><b>Accomplished</b></p> <p style="text-align: center;"><i>is the expected level of performance.</i></p>	<p style="text-align: center;"><b>Developing</b></p>	<p style="text-align: center;"><b>Ineffective</b></p>
<p>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.</p>	<p><b>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.</b></p>	<p>The principal <b>inconsistently</b> fosters the success of all students by facilitating the development, communication, implementation, <b>or</b> evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p>	<p>The principal <b>rarely</b> fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p>



**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.

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	<b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

**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.

<p><b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i></p>	<p><b>Accomplished</b> <i>is the expected level of performance.</i></p>	<p><b>Developing</b></p>	<p><b>Ineffective</b></p>
<p>The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).</p>	<p><b>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b></p>	<p>The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</p>	<p>The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</p>

**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.

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	<b>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</b>	The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.

**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.

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	<b>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</b>	The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with-stakeholders.	The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.

**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.

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	<b>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</b>	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.

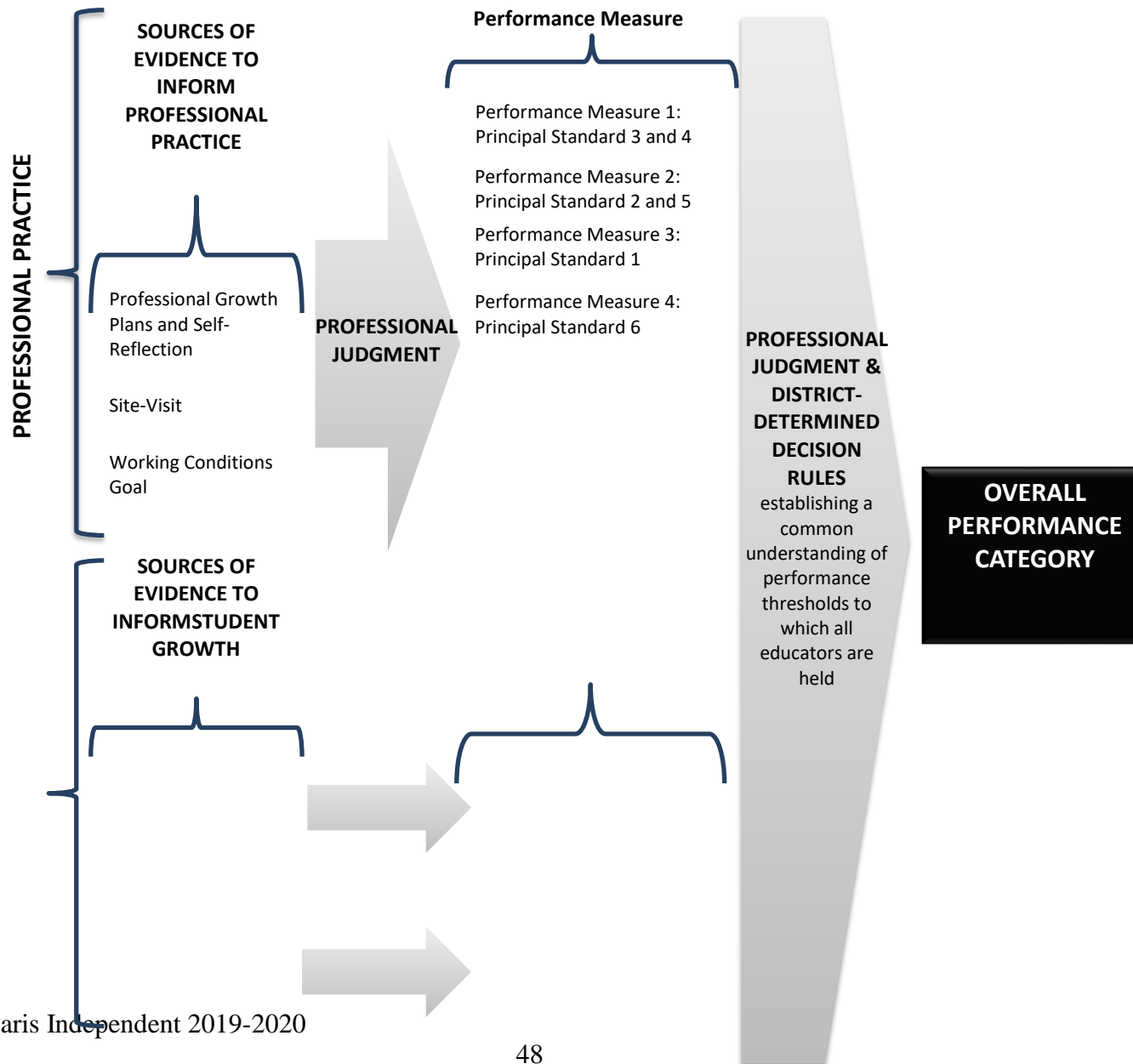
## *Sources of Evidence/Framework for Principal/ASST Principal Alignment*

Standards		<b>Instructional Leadership</b>	<b>School Climate</b>	<b>Human Resources Management</b>	<b>Organizational Management</b>	<b>Communication and Community Relations</b>	<b>Professionalism</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>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>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>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>
SOURCES OF EVIDENCE To Inform Professional Practice	Site Visits	<b>Observation; District Identified Evidence (conferences)</b>	<b>Observation</b>		<b>District Identified Evidence (conferences)</b>		
	Professional Growth	<b>Professional Growth Planning and Self Reflection</b>					
	Self-Reflection	<b>Instructional Leadership</b>	<b>School Climate</b>	<b>Human Resources Management</b>	<b>Organizational Management</b>	<b>Communication and Community Relations</b>	<b>Professionalism</b>
	Working Conditions Goal	<b>TELL Kentucky &amp; Other District Identified Feedback</b>					
		<b>Time; Professional Development; Instructional Practices &amp; Support; School Leadership</b>	<b>Time; Managing Student Conduct</b>	<b>Instructional Practices &amp; Support; Facilities &amp; Resources; Teacher Leadership; New Teacher Support</b>	<b>Facilities &amp; Resources; Teacher Leadership; School Leadership</b>	<b>Community Support &amp; Involvement</b>	<b>Time; PD; Instructional Practices &amp; Support; Facilities &amp; Resources; Teacher Leadership; New Teacher Support</b>
	<b>Superintendent &amp; Teacher Feedback</b>						

		<b>High Standards for Student Learning; Rigorous Curriculum; Quality Instruction</b>	<b>Culture of Learning &amp; Professional Behavior</b>	<b>Quality Instruction; Performance Accountability</b>	<b>Quality Instruction</b>	<b>Culture of Learning &amp; Professional Behavior; Connections to External Communities</b>	<b>Culture of Learning &amp; Professional Behavior</b>
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# Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.





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 must be grounded in the common framework identified: The Principal Performance Standards.

**Professional Growth Planning and Self-Reflection – completed by principals & assistant principals**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

**Administrators**

An individual growth plan will be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.

The summative evaluation for administrators will be completed by June 15.

A copy of the summative evaluation report will be given to the administrator.

The summative evaluation report will be placed in the administrator’s file in the Central Office.

**Required for all Administrators**

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

**PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE**

<b>Principals hired prior to the 60<sup>th</sup> instructional day of the school year</b>	<b>Principals hired on or after the 60<sup>th</sup> instructional day of the school year</b>
<b>August 1</b> Superintendent reviews expectations of PCPES	<b>Within 30 Calendar Days of Reporting for Work</b> Superintendent reviews expectations of PCPES
<b>September 30</b> Principal/Assistant Principal collaboratively develop Working Conditions Goal and Professional Growth Goal/Plan	<b>Within 30 Instructional Days of Reporting for Work</b> Principal/Assistant Principal collaboratively develop Student Growth and Achievement, Working Conditions Goal and Professional Growth Goal/Plan
<b>Within the First Two Grading Periods</b> Superintendent/Designee Conducts a Site Visit	<b>Within 60 Instructional Days of Reporting for Work</b> Superintendent/Designee Conducts a Site Visit

<b>Mid-Year</b> Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.	<b>After the Site Visit</b> Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
<b>District Determined</b> Completion of TELL Survey	<b>District Determined</b> Completion of TELL Survey
<b>Within the Last Two Grading Periods</b> Superintendent/Designee conducts a Site Visit	
<b>By June 15</b> Superintendent/Designee conferences with principal/assistant principal to review their Student Growth and Achievement, Working Condition Goal, and Professional Growth Goal as well as modify any strategies. Overall Performance Measure Rating will be developed by this date.	<b>By June 15</b> Superintendent/Designee conferences with principal/assistant principal to review their Student Growth and Achievement, Working Condition Goal, and Professional Growth Goal as well as modify any strategies. Overall Performance Measure Rating will be developed by this date.

**\*Additional Conferences may be held as deemed necessary to monitor PGP process.**

**\*All dates are tentative based on the adjustment of the school calendar.**

**Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

Site visits are a method by which the superintendent/designee 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.

**Required for all Principals**

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)

**Site Visits**

Site visits will be conducted twice annually after the completion of the PGP. The first will take place prior to the end of the 2<sup>nd</sup> grading period. The second will occur during the 3<sup>rd</sup> or 4<sup>th</sup> grading periods (assuming four (4) grading periods per year). For principals hired on or after the 60<sup>th</sup> instructional day, a minimum of one (1) site visit must occur (see chart above),

During the follow-up conference with the principal, the superintendent/designee will review all Principal Performance Standards and give feedback about each standard.

Optional: The Principal may ask the Superintendent to give specific feedback about a particular standard.

## **Conferencing:**

A minimum of three (3) will take place between Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Conference
  - Purpose of the Meeting
  - Discuss reflections of data
  - Discuss and come to agreement on the Student Growth and Achievement Plan
  - Discuss reflections of the Principal Performance Standards
  - Discuss and come to agreement on the Professional Growth Goal and Action Plan
  - Questions/Concerns/Comments
  - Set tentative date for Mid-Year Review
2. Mid-Year (Conference)
  - Purpose of Meeting
  - Discuss first observation/site visit and provide feedback
  - Share progress toward Student Growth Goal
  - Discuss documentation of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Set tentative date for End of Year Review
3. End of Year Review (Conference)
  - Purpose of Meeting
  - Discuss second observation/site visit and provide feedback
  - Share progress toward Student Growth Goal (not used in personnel decisions in 2014-2015)
  - Share progress toward Professional Growth Goal
  - Discuss progress of each standard-determine if any other documentation is needed
  - Discuss overall rating based on Professional Practice and Student Growth
  - Questions/Concerns/Comments

## **Working Conditions Goal (Goal inherited by Assistant Principal)**

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

**Required for all Principals**

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one 2-year goal.

**WORKING CONDITIONS GOAL(S)**

<p><b>Number of Working Conditions Goals</b></p>	<p>Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which may include school level documentation, etc. The principal, in collaboration with the superintendent/designee, will review results from the TELL Kentucky Survey.</p> <ol style="list-style-type: none"> <li>1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.</li> <li>2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in appendix).</li> <li>3. Next, the principal will develop a Working Conditions Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.</li> <li>4. Next, they will complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.</li> <li>5. During a During mid-year review, principals can choose for one of the following:             <ol style="list-style-type: none"> <li>a. Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.</li> <li>b. Conduct a sample survey using</li> </ol> </li> </ol>
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	<p>identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.</p> <p>c. Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG</p> <p>6. Ongoing reflection and modification of the strategies when needed.</p>
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**Products of Practice/Other Sources of Evidence**

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the domains.

**Principals can choose from the following:**

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other

**Rating Overall Professional Practice**

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. Using the sources of evidence for principals/other building level administrators, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Performance Category. It is required that the Overall Decision Rules (below) be used for determining an educator’s Overall Performance Category.

<b>Performance Measures</b>	<b>Planning</b>	<b>Environment</b>	<b>Instruction</b>	<b>Professionalism</b>
<b>Performance Criteria: Kentucky Principal Performance Standards</b>	<b>Standard 3</b> Human Resource Management  <b>Standard 4</b> Organizational Management	<b>Standard 2</b> School Climate  <b>Standard 5</b> Communicatio n & Community Relations	<b>Standard 1</b> Instructional Leadership	<b>Standard 6</b> Professionalism

**\*Use District decision rules to make overall performance category.**

### **Determining the Overall Performance Category**

Each Performance Measure is rated as Exemplary, Accomplished, Developing, or Ineffective based on the ratings for the KY Principal Performance Standards. Each Performance Measure will be rated Exemplary, Accomplished, Developing, or Ineffective based on the final Kentucky Principal Performance Standard(s) rating: a. Standard 3: Human Resource Management and Standard 4: Organizational Management = Performance Measure Planning Rating b. Standard 2: School Climate and Standard 5: Communication Community Relations= Performance Measure Environment Rating c. Standard 1: Instructional Leadership = Performance Measure Instruction Rating d. Standard 6: Professionalism = Performance Measure Professionalism Rating

### **Performance Measures Planning and Environment Only**

In order to determine the rating for the Planning Performance Measure and Environment Performance Measure, the following decision rules will be applied.

If....	Then ....
One standard is rated Developing, and one standard is rated Accomplished	Planning/Environment Performance Measure shall be rated Accomplished
One standard is rated Developing, and one standard is rated Exemplary	Planning/Environment Performance Measure shall be rated Accomplished
One standard is rated Accomplished, and one standard is rated Exemplary	Planning/Environment Performance Measure shall be rated Exemplary
One Standard is rated as Ineffective	Planning/Environment Performance Measure shall not be ANY higher than Accomplished
Two standards are rated Ineffective	Planning/Environment Performance Measure shall be Ineffective

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

If....	Then....
Two Performance Measures are rated Developing, and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished

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



**PCPES Student Growth Goal and Working Conditions Growth Goal Form**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Working Conditions Goal(s) *TELL***

Target Category: (must be a SMART goal and include the current measurement being utilized):

Working Conditions Goal Rationale:

<b>Goals Developed:</b>	<b><i>Mid-Year Review:</i></b>	<b><i>Annual Review:</i></b>
_____ Employee's Signature                      Date	_____ Employee's Signature                      Date	_____ Employee's Signature                      Date
_____ Supervisor's Signature                      Date	_____ Supervisor's Signature                      Date	_____ Supervisor's Signature                      Date

<b>Standard 1:</b> Instructional Leadership Performance Measure Instruction	<b>Standard 2:</b> School Climate Performance Measure Environment	<b>Standard 3:</b> Human Resources Management Performance Measure Planning	<b>Standard 4:</b> Organizational Management Performance Measure Planning	<b>Standard 5:</b> Communications and Community Relations Performance Measure Environment	<b>Standard 6:</b> Professionalism Performance Measure Professionalism
<input type="checkbox"/> <b>Exemplary</b> In addition to meeting the requirements for Accomplished, the principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognitions(s) or award(s)	<input type="checkbox"/> <b>Exemplary</b> The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	<input type="checkbox"/> <b>Exemplary</b> The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	<input type="checkbox"/> <b>Exemplary</b> The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	<input type="checkbox"/> <b>Exemplary</b> The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	<input type="checkbox"/> <b>Exemplary</b> The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).
<input type="checkbox"/> <b>Accomplished</b> 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.	<input type="checkbox"/> <b>Accomplished</b> The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	<input type="checkbox"/> <b>Accomplished</b> The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	<input type="checkbox"/> <b>Accomplished</b> The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	<input type="checkbox"/> <b>Accomplished</b> The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	<input type="checkbox"/> <b>Accomplished</b> The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
<input type="checkbox"/> <b>Developing</b> The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	<input type="checkbox"/> <b>Developing</b> The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	<input type="checkbox"/> <b>Developing</b> The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	<input type="checkbox"/> <b>Developing</b> The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	<input type="checkbox"/> <b>Developing</b> The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with-stakeholders.	<input type="checkbox"/> <b>Developing</b> The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.
<input type="checkbox"/> <b>Ineffective</b> The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	<input type="checkbox"/> <b>Ineffective</b> The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	<input type="checkbox"/> <b>Ineffective</b> The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	<input type="checkbox"/> <b>Ineffective</b> The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.	<input type="checkbox"/> <b>Ineffective</b> The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.	<input type="checkbox"/> <b>Ineffective</b> The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
<b>Overall Performance Rating</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	Evaluatee Comments: _____ _____ _____ _____ _____		Evaluator Comments: _____ _____ _____ _____ _____		<input type="checkbox"/> I agree with the evaluation. <input type="checkbox"/> I disagree with the evaluation.  <i>*Any Performance Standard Rating of "ineffective" requires the development of an Individual Corrective Action Plan.</i>

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## **EVALUATION CYCLE –District Level Certified Personnel**

The Paris Independent Certified Personnel Plan is individualized in that each employee is evaluated independently of all other employees including observations, conferences, reporting, and planning for professional growth. Each cycle will include formative observations, summative evaluation, and a growth plan. Formative observations will consist of formal (announced) and informal (unannounced) observations. The Primary Evaluator for district certified personnel will be the superintendent.

Evaluators may complete a summative evaluation in any year with any certified employee when deemed necessary even if it is not the evaluation cycle year.

### **Performance Criteria**

School Psychologist and Instructional Specialists: The Kentucky Framework for Teaching Specialist Framework  
All remaining DCP roles (CIO, CAO, PDC, DOSE, etc.): ISLLC Standards

The evaluation timeline is as follows:

### **DCP Admin Roles are all on a 1-Year Cycle -**

- First formative observation by the end of the first two grading periods.
- Second formative observation by March 30.
- Summative evaluation completed by May 10.

### **Required evidences:**

- Observations/work place visits conducted by certified supervisor observer(s)
- PGP reflection and review.

### **FREQUENCY OF EVALUATION:**

Certified employees on a one-year cycle shall have a summative evaluation annually.

Administrators shall have a summative evaluation annually. The evaluator at his/her discretion may use various formative collection processes, as he/she deems appropriate. A Final Summative Evaluation Form shall be completed by the primary evaluator and will be reviewed during a summative conference.

### **Letters and Memos**

In addition to district-adopted evaluation forms, letters, e-mails, memo, or other forms of written communication may be used to document both outstanding performance and performance which needs improvement or other performance which needs documentation.

**ISLLC – Central Office Certified Administrators**  
Standards and Indicators for Administrators  
*(All performance criteria may not apply to all administrative positions.)*  
*(Formative)*

**Standard 1: Vision**

An education leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Collaboratively develop and implement a shared vision and mission
<b>B.</b>	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
<b>C.</b>	Create and implement plans to achieve goals
<b>D.</b>	Promote continuous and sustainable improvement
<b>E.</b>	Monitor and evaluate progress and revise plans

**Standard 2: School Culture and Learning**

An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Nurture and sustain a culture of collaboration, trust, learning, and high expectations
<b>B.</b>	Create a comprehensive, rigorous, and coherent curricular program
<b>C.</b>	Create a personalized and motivating learning environment for students
<b>D.</b>	Supervise instruction
<b>E.</b>	Develop assessment and accountability systems to monitor student progress
<b>F.</b>	Develop the instructional and leadership capacity of staff
<b>G.</b>	Maximize time spent on quality instruction
<b>H.</b>	Promote the use of the most effective and appropriate technologies to support teaching and learning
<b>I.</b>	Monitor and evaluate the impact of the instructional program

**Standard 3: Management**

An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Monitor and evaluate the management and operational systems
<b>B.</b>	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
<b>C.</b>	Promote and protect the welfare and safety of students and staff
<b>D.</b>	Develop the capacity for distributed leadership
<b>E.</b>	Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4: Collaboration**

An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Collect and analyze data and information pertinent to the educational environment
<b>B.</b>	Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
<b>C.</b>	Build and sustain positive relationships with families and caregivers
<b>D.</b>	Build and sustain productive relationships with community partners

**Standard 5: Integrity, Fairness, Ethics**

An education leader promotes the success of every student by acting **with integrity, fairness, and in an ethical manner.**

Performances – **The administrator facilitates processes and engages in activities ensuing that:**

<b>A.</b>	Ensure a system of accountability for every student’s academic and social success
<b>B.</b>	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
<b>C.</b>	Safeguard the values of democracy, equity, and diversity
<b>D.</b>	Consider and evaluate the potential moral and legal consequences of decision-making
<b>E.</b>	Promote social justice and ensure that individual student needs inform all aspects of schooling

**Standard 6: Political, Economic, Legal**

An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

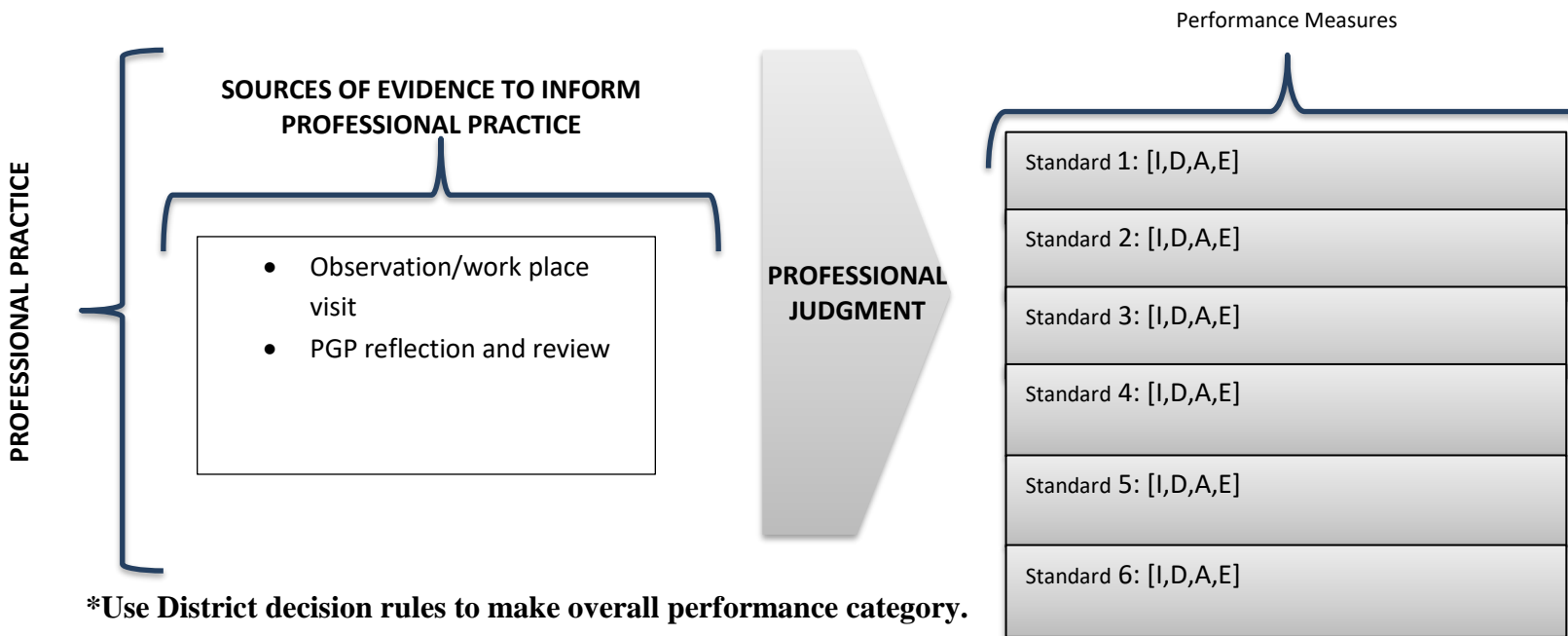
<b>A.</b>	Advocate for children, families, and caregivers
<b>B.</b>	Act to influence local, district, state, and national decisions affecting student learning
<b>C.</b>	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

**Notations:**

### Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for all district level certified personnel at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the ratings on Performance Measures.

Performance Measures	Planning	Environment	Instruction	Professionalism
<b>ISLLC Standards</b>	Standard 3: Management Standard 6: Political, Economic, Legal	Standard 2: School Culture and Learning	Standard 4: Collaboration	Standard 1: Vision Standard 5: Integrity, Fairness, Ethics
<b>Specialist Framework</b>	Domain 1	Domain 2	Domain 3	Domain 4



### Determining the Overall Performance Category

Each Performance Measure is rated as Exemplary, Accomplished, Developing, or Ineffective based on the ratings for the ISLLC standards or Specialist Framework.

### Performance Measures Planning and Environment Only

In order to determine the rating for the Planning Performance Measure and Environment Performance Measure, the following decision rules will be applied.

If...	Then ...
One standard is rated Developing, and one standard is rated Accomplished	Planning/Environment Performance Measure shall be rated Accomplished
One standard is rated Developing, and one	Planning/Environment Performance Measure

standard is rated Exemplary	shall be rated Accomplished
One standard is rated Accomplished, and one standard is rated Exemplary	Planning/Environment Performance Measure shall be rated Exemplary
One Standard is rated as Ineffective	Planning/Environment Performance Measure shall not be ANY higher than Accomplished
Two standards are rated Ineffective	Planning/Environment Performance Measure shall be Ineffective

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

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

**SUMMATIVE EVALUATION FORM  
(Central Office Certified Administrators)**

Tenured \_\_\_\_\_

Non-Tenured \_\_\_\_\_

(This summarizes all the evaluation data including formative data, professional growth plan, products and performance, portfolio materials, professional development activities, conferences, and other documentation in addition to formal observations and post-observation conferences.)

**Evaluatee** \_\_\_\_\_ **Position** \_\_\_\_\_

**Evaluator** \_\_\_\_\_ **Position** \_\_\_\_\_

**School** \_\_\_\_\_

**Date(s) of Formal Observation(s)**  
[Minimum of 1]

1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**Date(s) of Conferences(s) for  
Formal Observation**

1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**ISLLC Standards:**

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

**Overall Rating:**

**Ratings:**

**Ineffective**

**Developing**

**Accomplished**

**Exemplary**

<u>Ineffective</u>	<u>Developing</u>	<u>Accomplished</u>	<u>Exemplary</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Evaluatee's Comments:

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

Evaluator's Comments:

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

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**To be signed after all information above has been completed and discussed:**

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Evaluatee:     \_\_\_ Agree with this summative evaluation  
                  \_\_\_ Disagree with this summative evaluation

\_\_\_\_\_  
**Signature**

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

Evaluator:

\_\_\_\_\_  
**Signature**

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

Opportunities for appeal processes at both the local and state levels are a part of Paris Independent's District evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

\* Any rating in the "Does Not Meet" column requires the development of a Corrective Action Plan.

Paris Independent 2019-2020



**SUMMATIVE EVALUATION FORM FOR PSYCHOLOGISTS/DIAGNOSTICIAN** Non-Tenured \_\_\_\_\_

(This summarizes all the evaluation data including formative data, professional growth plan, products and performance, portfolio materials, professional development activities, conferences, and other documentation in addition to formal observations and post-observation conferences.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

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

School \_\_\_\_\_

Date(s) of Formal Observation(s) [Minimum of 1] 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Date(s) of Conferences(s) for Formal Observation 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

<b>Psychologist Standards:</b>	<b>Ratings:</b>			
	<b><u>Ineffective</u></b>	<b><u>Developing</u></b>	<b><u>Accomplished</u></b>	<b><u>Exemplary</u></b>
1. Planning	_____	_____	_____	_____
2. Environment	_____	_____	_____	_____
3. Instruction	_____	_____	_____	_____
4. Professionalism	_____	_____	_____	_____
<b>Overall Rating:</b>	_____	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

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

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

**To be signed after all information above has been completed and discussed:**

Evaluatee:  Agree with this summative evaluation  
 Disagree with this summative evaluation

\_\_\_\_\_ Signature \_\_\_\_\_ Date

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

Opportunities for appeal processes at both the local and state levels are a part of Paris Independent's District evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames.

\* Any rating of Ineffective requires the development of a Corrective Action Plan.