

Certified Personnel Evaluation System



STEPHEN MCCAULEY
SUPERINTENDENT
2020-2021

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	Jamie Bond - Teacher
Keith Griesser - Administrator	Tiffany Crawford - Teacher
Stephanie M. Harmon - Administrator	Amy Mason - Teacher
Joe Matthews - 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 May 19, 2020. (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

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
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 students 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	Jamie Bond - Teacher
Keith Griesser - Administrator	Tiffany Crawford - Teacher
Stephanie M. Harmon - Administrator	Amy Mason - Teacher
Joe Matthews - Administrator	Aaron Meadows - Teacher

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

Patrice Thompson
Assistant Superintendent
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.

PCPES	CPES	Other Professionals	KTIP
<ul style="list-style-type: none"> • Principals • Assistant Principals • Dean of Students 	<ul style="list-style-type: none"> • All certified teaching positions not mentioned in other categories • Preschool teachers 	<ul style="list-style-type: none"> • School Counselors/ Guidance Specialists • Library/Media Specialists • School Instructional Specialists • Speech Therapists 	<ul style="list-style-type: none"> • Teachers participating in the Kentucky Teacher Internship Program (*Program Suspended 20 - 21 school year)

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 the 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.
- k. **Job Category:** A group or class of certified school personnel positions with closely related functions.
- l. **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.
- m. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
- n. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
- o. **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.

- p. **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.
- q. **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.
- r. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
- s. **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.
- t. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
- u. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
- v. **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.
- w. **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.
- x. **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.
- y. **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.

Timelines

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><u>ORIENTATION:</u></p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> During the first thirty (30) calendar days month of reporting for employment for the school year.
<p><u>PROFESSIONAL GROWTH PLAN (PGP):</u></p> <ul style="list-style-type: none"> An individual professional growth plan shall be developed jointly by the evaluator and evaluatee. 	<ul style="list-style-type: none"> Developed annually within the first thirty (30) calendar days after reporting for employment for each school year.
<p><u>PRE-OBSERVATION CONFERENCE:</u></p> <ul style="list-style-type: none"> Evaluator holds a pre-observation conference with evaluatees to be evaluated during the school year. May be done face-to-face or electronically. 	<ul style="list-style-type: none"> On or before the instructional day prior to a formal observation.
<p><u>FORMAL OBSERVATION (FULL OR MINI):</u></p> <ul style="list-style-type: none"> 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. (*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) 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. 	<ul style="list-style-type: none"> District personnel will adhere to the KTIP approved guidelines when completing evaluations. 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.

<ul style="list-style-type: none"> 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. 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. 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. 	<ul style="list-style-type: none"> 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. A minimum of two (2) formal observations and post conferences annually until placed on a 3-year summative cycle (one each semester). A minimum of one (1) formal observation and post conference over the 3-year summative cycle.
<p><u>SUMMATIVE EVALUATION:</u></p> <ul style="list-style-type: none"> Evaluator completes evaluation summary 	<ul style="list-style-type: none"> By May 10th of each school year.

Professional Growth Plan

NAME: _____ **DATE:** 00/00/00 **SCHOOL YEAR:** 2020 - 2021

Paris Independent 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 & Primary Evaluator).

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

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

Individual Growth Plan Developed:		Annual Review:	
Employee Signature	Date	Supervisor Signature	Date
Supervisor Signature	Date	Employee Signature	Date

PARIS INDEPENDENT CPES/KTIP FORMATIVE EVALUATION - School Year: 2020-2021

Evaluatee Name: _____ Content/Grade: _____ School/Location: _____

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4		
1.A- Knowledge of Content and Pedagogy I D A E	2.A Creating an Environment of Respect and Rapport I D A E	3.A Communicating with Students I D A E	4.A Reflects on Teaching I D A E	Pre-Conference Date:	
1.B- Knowledge of Students I D A E	2.B Establishing a Culture of Learning I D A E	3.B Questioning and Discussion Techniques I D A E	4.B Maintaining Accurate Records I D A E		
1.D- Demonstrates Knowledge of Resources I D A E	2.D Managing Student Behavior I D A E	3.D Using Assessment in Instruction I D A E	4.D Participating in a Professional Learning Community I D A E	Observation/Work Place Visit Date:	
1.E- Designing Coherent Instruction I D A E	2.E Organizing Physical Space I D A E	3.E Demonstrating Flexibility and Responsiveness I D A E	4.E Growing and Developing Professionally I D A E		
1.F- Designing Student Assessment I D A E			4.F Demonstrating Professionalism I D A E	Post-Conference Date:	
<p style="text-align: center;">Measure 1</p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p style="text-align: center;">Measure 2</p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p style="text-align: center;">Measure 3</p> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<p style="text-align: center;">Measure 4</p> <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:

 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

I = Implementation/Management

A = Preparation/Application

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: 00/00/00 SCHOOL YEAR: 2020 - 2021

Present Stage* O, A, I, or R	Domain 1,2,3,4 &/or Standard	Growth Objective(s)/Goal(s) (Describe Desired Outcomes)	Procedures & Activities for Achieving Goals and Objectives (Including Support Personnel)	Appraisal Method With Target Dates

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

Corrective Action Plan Developed:		Annual Review:	
Employee Signature	Date	Employee Signature	Date
Supervisor Signature	Date	Supervisor Signature	Date

Appeals Process

LOCAL APPEALS PANEL

1. The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.
2. 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.
3. 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.
4. The chairman of the panel shall be the certified employee appointed by the local board of education.
5. 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.
6. 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.
7. 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.
8. Formal Hearing Process:
 - a. 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.
 - b. 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.
 - c. Witnesses will be allowed to testify.
 - d. 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.
 - i. Uphold the original summative evaluation
 - ii. Remove the whole evaluation or any part of the summative evaluation
 - iii. 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

1. 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

2. 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.
3. 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.
4. The appeal procedures shall be as follows:
 - a. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - b. No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 - c. A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 - d. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 - e. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Appeals Panel 2020 - 2021 and 2021 - 2022 school years:

Board Appointed Members

- --- TBD
- --- (alternate) TBD

Elected Members

- --- TBD
- --- TBD
- --- (alternate) TBD
- --- (alternate) TBD

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.

Signature: _____

Date: _____

Copies to
Evaluator:
Evaluatee:

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 Survey

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 and uploaded in the District-approved technology platform or CEP Folder.

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
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	Professional Growth Planning and Self Reflection																				
							Observation															

CPES Framework for Teaching

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

OCPEs Framework for Instructional Specialists

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

OCPEs Framework for Therapeutic Specialists

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

OCPEs Framework for School Guidance Counselors/Social Workers

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

OCPEs Framework for Library Media Specialists

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

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 Observation 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 3rd summative year.
- Over the course of the summative cycle (1 year and 3-year summative cycles), three (3) 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 2nd grading period.
 - The final, full observation must occur by April 30th
 - A minimum of one (1) full observations/work place visit shall be conducted by the supervisor (by March 30th) 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
 - 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.

PROCESS	DOCUMENTATION
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).

POINT OF CONTACT	DISTRICT PCES POC/INFINITE CAMPUS POC
Selection of Student Groups	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.
Process for Equal Access for All Students	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.
Student Voice Survey Timeline	The student voice survey will be completed at the principal's discretion in the fall and/or spring.

Rating Professional Practice

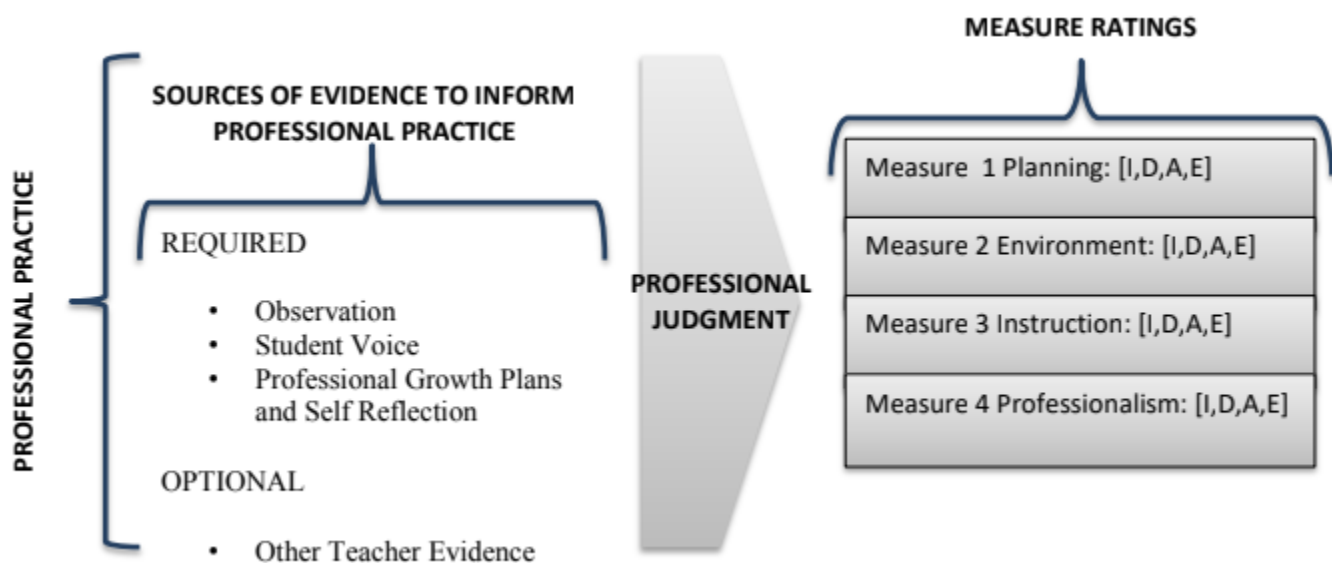
Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on the four performance measures. The evaluator determines the Overall Performance Category 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 are rated EXEMPLARY	Evaluation Rating shall be ACCOMPLISHED
Environment and Instruction are rated ACCOMPLISHED , and Planning and Professionalism are rated 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: _____

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

Evaluator Signature Date

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

PARIS INDEPENDENT OPCES/COUNSELORS & GUIDANCE SPECIALISTS SUMMATIVE EVALUATION FORM – School Year: _____

Evaluatee Name: _____ Content/Grade: _____ School/Location: _____

DOMAIN 1 - PLANNING	DOMAIN 2 - ENVIRONMENT	DOMAIN 3 – DELIVERY OF SERVICE	DOMAIN 4 - PROFESSIONALISM	Formative Observation #1 Pre-Conf Date: _____ Class/Site Visit: _____ Post-Conf Date: _____ Formative Observation #2 Pre-Conf Date: _____ Class/Site Visit: _____ Post-Conf Date: _____ Summative Observation Pre-Conf Date: _____ Class/Site Visit: _____ Post-Conf Date: _____ OVERALL MEASURE RATING: <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE
1.A- Knowledge of Counseling I D A E	2.A – Creating an Environment of Respect and Rapport I D A E	3.A – Assessing Student Needs I D A E	4.A - Reflects on Practice I D A E	
1.B- Knowledge of Child Development I D A E	2.B – Establishing a Culture for Productive Communication I D A E	3.B – Academic, Personal, Social, and Career Plans I D A E	4.B – Maintaining Records I D A E	
1.C- Establishing Goals for Counseling I D A E	2.C - Managing Routines and Procedures I D A E	3.C - Counseling Techniques I D A E	4.C – Communicating with Families I D A E	
1.D - Knowledge of Regulations/ Resources I D A E	2.D – Standards of Conduct/Contributing to Student Behavior I D A E	3.D - Brokering Resources I D A E	4.D - Participating in a Professional Learning Community I D A E	
1.E- Integrating the Counseling Program I D A E	2.E - Organizing Physical Space I D A E	3.E - Demonstrating Flexibility and Responsiveness I D A E	4.E – Engaging in Professional Development I D A E	
1.F – Evaluating the Counseling Program I D A E			4.F Showing Professionalism I D A E	
Measure 1 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	Measure 2 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	Measure 3 <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	Measure 4 <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:

If Measures 2 & 3 are rated "I" If Measures 2 or 3 are rated "I" If Measures 1 or 4 are rated "I" If 2 Measures are rated "D" and 2 are rated "A" If 2 Measures are rated "D" and 2 are rated "E" If 2 Measures are rated "A" and 2 Measures are rated "E"	Prof. Practice shall be "I" Prof. Practice shall be "D" or "I" Prof. Practice shall NOT be "E" Prof. Practice shall be "A" Prof. Practice shall be "A" Prof. Practice shall be "E"
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Evaluatee Signature Date

Evaluator Signature Date

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

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

PRINCIPAL CERTIFIED EVALUATION SYSTEM (PCPES)

The next section explains the evaluation standards and processes used for all school principals. With the changes in the proposed amended 704 KAR 3:370, the Professional Standards for Educational Leaders (PSEL) will be used to evaluate principals and assistant principals in the 2020-21 school year.

Professional Standards for Educational Leadership (PSEL)

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

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

Included in the Professional Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the ten (10) 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.

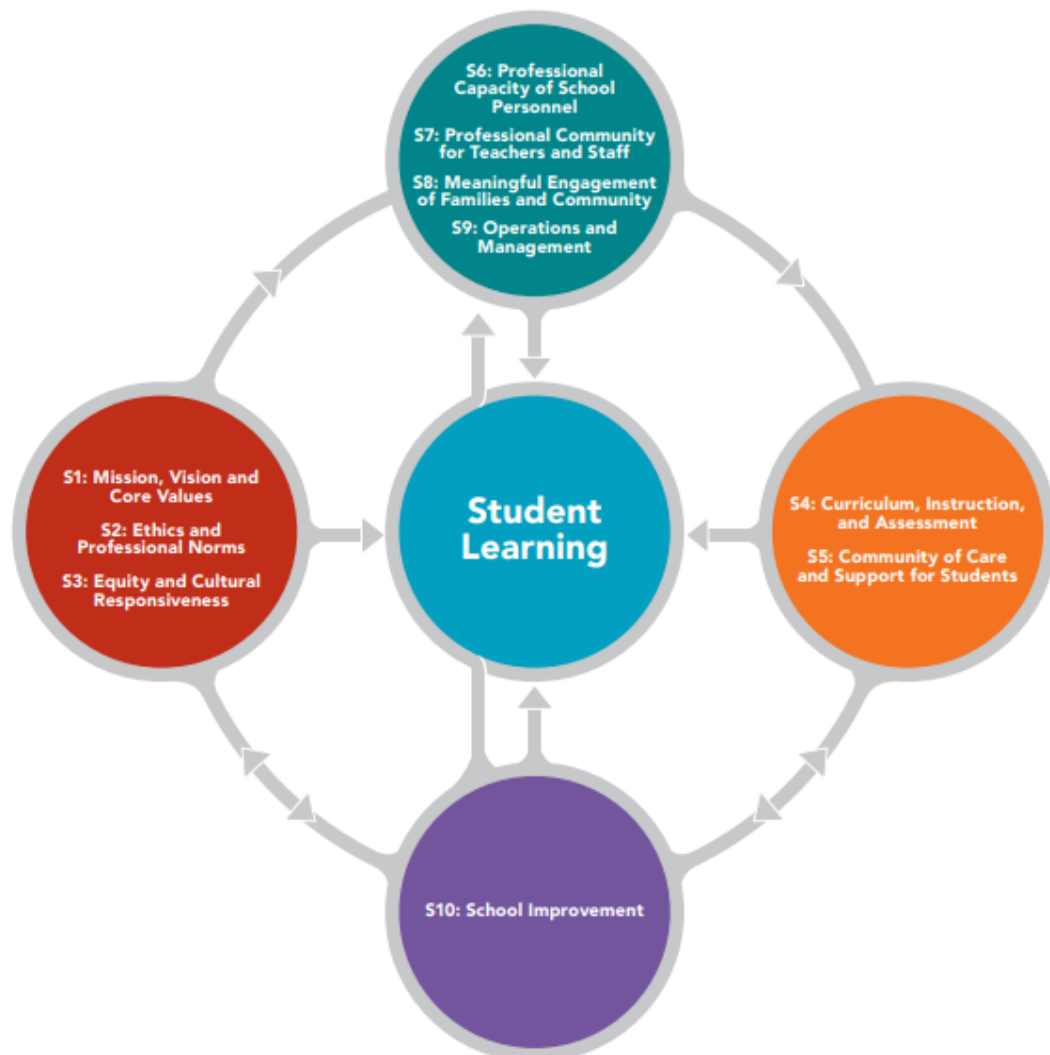
Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership 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 (IMPACT Survey)

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

- Observations/workplace visits conducted by certified supervisor/observer(s)
- Self-reflection/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.



STANDARD 1. MISSION, VISION, AND CORE VALUES

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

Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Develop an educational mission for the school to promote the academic success and well-being of each student.	Fails to develop an educational mission for the school.	Develops an educational mission for the school that only promotes academic success and well-being of some students.	Develops an educational mission for the school to promote the academic success and well-being of each student.	Ensures all school resources are aligned with the educational mission to promote the academic success and well-being of each student.
B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	Fails to collaborate with members of the school or community to create a vision for student success.	Inconsistently (collaborates with members of the school or community in using relevant data to develop a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	Builds capacity of members of the school and community to use relevant data, develop and promote a transformative vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
C. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Fails to articulates values that define the school's culture and does not stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Inconsistently articulates and/or advocates core values that define the school's culture and attempts to stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.	Consistently articulates, advocates and cultivates transformative core values that define the school's culture and creates the conditions for the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.
D. Strategically develop, implement, and evaluate actions to achieve the vision for the school.	Fails to develop, implement and evaluate actions taken to achieve the vision for the school.	Inconsistently develops, implements and/or evaluates actions to achieve the vision for the school.	Strategically develops, implements and evaluates actions to achieve the vision for the school.	Strategically and collaboratively develops, implements and evaluates actions to achieve an innovative and transformative vision for the school.
E. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school	Fails to review the school's mission and vision.	Inconsistently reviews the school's mission and vision and/or adjusts them to changing expectations and opportunities for the school	Reviews the school's mission and vision and adjusts them to changing expectations and opportunities for the school	Reviews the school's mission and vision annually and makes innovative and transformative adjustments based on changing expectations and

and changing needs and situations of students.		and changing needs and situations of students.	and changing needs and situations of students.	opportunities for the school, along with needs and situations of students.
F. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.	Fails to demonstrate a sense of understanding and/or commitment by the leader to the mission, vision and/or core values within the school and the community.	Demonstrates a personal understanding of the mission, vision and core values, yet lacks an attempt to develop a shared understanding and commitment within members of the school community.	Develops shared understanding of and commitment to mission, vision and core values within the school and the community.	Demonstrates a culture where the mission, vision and core values are consistently accepted and integrated into the work of the school.
G. Model and pursue the school's mission, vision, and core values in all aspects of leadership.	Fails to model the school's mission, vision or core values in their leadership of the school.	Inconsistently models and/or pursues the school's mission, vision and/or core values.	Models and pursues the school's mission, vision and core values in all aspects of leadership.	Models and exemplifies the school's mission, vision and core values, particularly as an innovative and transformational leader, in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS				
<i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>				
Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	Fails to act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, or in any other aspect of school leadership.	Inconsistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources and/or in any other aspect of school leadership.	Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	Consistently holds and models the highest standards of personal and professional conduct in all aspects of school leadership and is recognized as a "leader among leaders."
B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	Does not practice or promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning or continuous improvement.	Inconsistently practices and/or promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning,	Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement.	Creates systems that promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement

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

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	Lacks efforts to ensure each student is treated fairly, respectfully or with an understanding of each student's culture and context.	Limited and inconsistent efforts to ensure each student is treated fairly, respectfully and/or with an understanding of each student's culture and context.	Ensures that each student is treated fairly, respectfully and with an understanding of each student's culture and context.	Builds capacity among all members of the school community and serves as a model to ensure each student is treated fairly, respectfully, and with an understanding of the student's culture and context.
B. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	Does not recognize, respect, and employ each student's strengths, diversity and culture as assets for teaching and learning.	Inconsistently recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.	Recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.	Builds capacity of all members of the school community to consistently recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning.
C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Does not ensure equitable access, for each student, to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Attempts to provide equitable access, for each student, to effective teachers, learning opportunities, academic and social support and other resources necessary for success.	Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Builds and sustains systems to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.	Does not have a policy or fails to follow student policies to address student misconduct in a positive, fair and unbiased manner.	Attempts to develop student policies and/or inconsistently addresses student misconduct in a positive, fair and unbiased manner.	Develops student policies and addresses student misconduct in a positive, fair and unbiased manner.	Routinely refines and implements student policies and consistently addresses student misconduct in a positive, fair, and unbiased manner.

<p>E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</p>	<p>Ignores or does not confront institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</p>	<p>Does not consistently or effectively confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</p>	<p>Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</p>	<p>Builds the capacity of others and serves as a model, to confront and alter institutional biases of marginalization, deficit-based schooling and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</p>
<p>F. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.</p>	<p>Does not understand the need for the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.</p>	<p>Attempts to promote the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.</p>	<p>Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.</p>	<p>Develops systems, serves as a model and consistently promotes the preparation of students to live productively and positively impact the diverse cultural contexts of a global society.</p>
<p>G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.</p>	<p>Demonstrates a lack of cultural competence and/or responsiveness in their interactions, decision-making and/or practice.</p>	<p>Inconsistently acts with cultural competence and responsiveness in their interactions, decision-making and practice.</p>	<p>Acts with cultural competence and responsiveness in their interactions, decision-making and practice.</p>	<p>Ensures the development of all to act with cultural competence and responsiveness in their interactions, decision-making and practice.</p>
<p>H. Address matters of equity and cultural responsiveness in all aspects of leadership.</p>	<p>Ignores or does not understand matters of equity and cultural responsiveness in all aspects of leadership.</p>	<p>Inconsistently addresses matters of equity and cultural responsiveness in aspects of leadership.</p>	<p>Addresses matters of equity and cultural responsiveness in all aspects of leadership.</p>	<p>Urgently addresses and prioritizes matters of equity and cultural responsiveness in all aspects of leadership and requires the same for all members of the school community.</p>

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

Elements	Performance Levels			
Effective Leaders:	An <i>Ineffective</i> School Leader ...	A <i>Developing</i> School Leader ...	An <i>Accomplished</i> School Leader ...	An <i>Exemplary</i> School Leader ...
<p>A. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p>	<p>Fails to implement an effective system of curriculum, instruction and assessment.</p>	<p>Limited implementation of a system of curriculum, instruction and assessment, and/or lacks connection to the mission, vision and core values of the school, and/or may not communicate high expectations for student learning, partially aligned with academic standards and/or not culturally responsive.</p>	<p>Implements coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive.</p>	<p>Builds the capacity of other administrators, teacher teams and individual teachers to assume collective responsibility for ensuring there is schoolwide implementation, monitoring and refinement of highly effective systems of curriculum, instruction and assessment that correlate to the school's principles and strategic plan, that exemplify high student learning expectations for ALL, tightly align with grade level academic standards and embraces culturally responsive teaching.</p>
<p>B. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p>	<p>Attempts to align and/or focus systems of curriculum, instruction, and assessment within and/or across grade levels to promote positive student outcomes of academic and emotional development.</p>	<p>Coordinates systems of curriculum, instruction and assessment within and across grade levels to support academic growth and personal/emotional development of students.</p>	<p>Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.</p>	<p>Continually evaluates the effectiveness of aligned and focused systems of curriculum, instruction, and assessments and adjusts plans to strengthen coherence and alignment across grade levels and disciplines to accelerate student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.</p>

C. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	Lacks an awareness of how to promote instructional practice and/or is inconsistent with supporting and/or recognizing best practice techniques.	Attempts to promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and/or the needs of each student.	Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	Builds the capacity of others to utilize instructional practice that is indicative of a deep understanding of child learning and development, highly effective pedagogy, and targeted to meet the unique needs of each student.
D. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	Fails to ensure instructional practices are intellectually challenging, authentic to student experiences and/or strengths. Lacks awareness of the importance of differentiated and personalized instruction.	Encourages instructional practices that are intellectually challenging, authentic and student focused, but utilizes limited and/or ineffective structures to ensure implementation.	Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	Fosters an environment of systemic accountability for ensuring all members of the school community utilize instructional practice that is intentionally designed to elicit high levels of student engagement and significant cognitive challenge, has purposeful relevance to student experiences, and amplifies student strengths through differentiation and personalization of learning.
E. Promote the effective use of technology in the service of teaching and learning.	Superficially supports the use of technology within the learning environment.	Demonstrates limited knowledge of technology and its value related to teaching and learning.	Promotes the effective use of technology in the service of teaching and learning.	Evaluates the effective use of instructional technology to maximize teaching and learning that leads to high levels of student achievement through a systemic process that is grounded in evidence and action planning.
F. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.	Demonstrates a lack of awareness of the attributes of valid assessments and evidence, reflects minimal knowledge of child learning and development, and technical standards of	Demonstrate awareness of key attributes of valid assessments and evidence, reflects some knowledge of child learning and development, and technical standards of measurement in connection to assessment.	Employs valid assessments that are consistent with knowledge of child learning and development, and technical standards of measurement.	Evaluates a system of review in which assessments that are consistent with extensive knowledge of child learning and development and technical standards of measurement are analyzed and refined in order to

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

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS				
<i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>				
Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.	Does not build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Attempts to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Evaluates and builds the capacity of others to ensure the maintenance of the safe, caring, and healthy school environment, and enhances the academic, social, emotional, and physical needs of each student by providing targeted support systems for each student.
B. Create and sustain a school environment in which each	Does not create and sustain a school	Inconsistently creates and sustains a school	Creates and sustains a school environment in which	Collaborates with community stakeholders to

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

				working in terms of student engagement and student behavior.
F. Infuse the school's learning environment with the cultures and languages of the school's community.	Does not infuse the school's learning environment with the cultures and languages of the school's community.	Attempts to infuse the school's learning environment with the cultures and languages that represent the students of the school.	Infuses the school's learning environment with the cultures and languages of the school's community.	Showcases the infusion of cultures and languages; the cultures and languages of the school's community permeate throughout and there is an intentional and strategic focus on the unique diversity of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL				
<i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>				
Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	Unsuccessfully recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and/or consistently misses opportunities to form them into an educationally effective faculty.	Attempts to develop practices to recruit, hire, support, develop and retain effective and caring teachers and other professional staff, but the leader's personnel practices are inconsistent or ineffective. There is limited ownership by the school leader regarding faculty growth and development.	Recruits, hires, supports, develops and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.	Builds stakeholder capacity and commitment to utilize intentional strategies to recruit, hire, support, develop and retain a highly effective and caring school staff that willingly assumes collective responsibility for the growth and development of all staff.
B. Plan for and manage staff turnover and succession, providing opportunities for effective induction	Does not effectively plan for and manage staff turnover and succession, and/or consistently misses opportunities for effective	Reacts to staff turnover and succession when it occurs and has a basic plan of action to support new personnel.	Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	Builds stakeholder capacity and commitment to proactively engage in strategic planning and management of staff

and mentoring of new personnel.	induction and mentoring of new personnel.			turnover and succession, empower school staff to design and facilitate highly-effective and innovative induction and mentoring programs while seeking to consistently improve systems of support for new personnel.
C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	Lacks evidence of professional learning impact regarding participants' professional knowledge, skills and practice. Does not prioritize differentiated opportunities for learning and growth and/or does not utilize best practices to support professional learning experiences for teachers and staff members.	Utilizes a surface-level approach to develop teachers' and staff members' professional knowledge, skills and practice while utilizing some differentiated opportunities for learning and growth, minimal evidence demonstrates intentional design structures.	Develops teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	Builds the capacity of the school community to collaboratively develop teachers' and staff members' extensive professional knowledge, enhanced skills and accomplished practice through strategically designed opportunities for deep learning and evidence-based growth, guided by an application of professional and adult learning structures grounded in extensive research.
D. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	Leads some continuous school improvement efforts but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.	Promotes a continuous improvement process that addresses individual and collective instructional capacity; as a result, some improvement in student performance and school effectiveness is evident.	Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	In collaboration with the school community, leads a systemic continuous improvement process that results in an action plan that promotes personal and group instructional capacity and in turn nets improved student academic achievement, enhanced student well-being and greater school effectiveness.
E. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored	Allocates little time to deliver feedback and/or delivers token feedback as required by the mandated evaluation system.	Delivers non-specific feedback about instruction and other professional practice. Feedback includes some degree of intentionality to a goal but has minimal	Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation	Sustains a culture where stakeholders independently seek, reflect on and utilize actionable feedback, from various sources, about instruction and other

systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.		impact on the evaluatee's growth and development.	to support the development of teachers' and staff members' knowledge, skills, and practice.	professional practice through vetted systems of supervision, evaluation and growth models to support the continuous improvement of teachers' and staff members' application of extensive knowledge, high-leverage skills and research-based practice.
F. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	Accepts basic professional practice and/or minimal effort toward learning and improvement.	Encourages teachers and staff to enhance professional practice and promotes continuous learning and improvement.	Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	Sustains a culture where stakeholders empower and motivate others to the highest levels of professional practice and continuous learning and improvement is a valued and expected norm guiding professional growth.
G. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	Lacks investment in developing and/or supporting authentic leadership opportunities within the school and/or designs leadership opportunities that lack ownership and decision making.	Articulates the value of teacher leadership and leadership from other members of the school community and identifies some leadership opportunities for those who express interest.	Develops the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.	Sustains systems and structures that encourage ALL stakeholders to engage in diverse leadership opportunities.
H. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.	Vocalizes support for the personal and professional health, well-being, and work-life balance of faculty and staff; however, does not demonstrate correlating action and/or over time restricts school personnel from prioritizing personal and professional health, well-being, and work-life balance.	Exerts effort to design structures to support the personal and professional health, well-being, and work-life balance of faculty and staff; however, there is limited implementation and moderate impact.	Promotes the personal and professional health, well-being and work-life balance of faculty and staff.	Champions systems and structures designed to ease the challenge of achieving work-life balance for faculty and staff while also purposefully addressing and assessing their professional health and well-being through strategic support and expertise.

<p>I. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.</p>	<p>Dismisses the importance of personal growth and/or trivializes the possibility of achieving a healthy work-life balance.</p>	<p>Inconsistently focuses on own learning and effectiveness, utilizes limited tools for growth and sporadically uses strategies to achieve a healthy work-life balance.</p>	<p>Tends to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.</p>	<p>Purposefully models the value of self-directed learning and increased effectiveness through strategic reflection, targeted study and outcomes-based personal growth while stimulating interest in innovative ways to prioritize and sustain a healthy-work life balance.</p>
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STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF <i>Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</i>				
Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
<p>A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.</p>	<p>Workplace conditions are underdeveloped or negatively impact professional development, practice and student learning.</p>	<p>Develops workplace conditions for teachers and other professional staff that attempt to promote effective professional development, practice and student learning, and there is minimal evidence of success.</p>	<p>Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.</p>	<p>Establishes a system/cycle to maintain and continuously improve workplace conditions for teachers and other professional staff to ensure continued effective professional development, practice and student learning.</p>
<p>B. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.</p>	<p>Acts as a consultant to teachers and staff so that decisions about meeting the various needs of students is made at the school leader level, with little to no consideration of mission, vision and the core values of the school</p>	<p>Collaborates with teachers and staff to meet various needs of students, with some connection to the mission, vision and core values of the school.</p>	<p>Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.</p>	<p>Sustains a culture of teacher and staff empowerment and collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.</p>

<p>C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</p>	<p>Unsuccessfully establishes and sustains a professional culture of engagement and commitment to shared vision, goals or objectives pertaining to the education of the whole child; or fails to hold high expectations for professional work, including ethical and equitable practice, trust and open communication, collaboration, collective efficacy or continuous improvement.</p>	<p>Attempts to establish a professional culture of engagement and commitment to some of the following: a shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</p>	<p>Establishes and sustains a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement.</p>	<p>Establishes a system to ensure all key stakeholders collectively monitor and regularly evaluate the professional culture as it relates to engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</p>
<p>D. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.</p>	<p>Does not promote responsibility among teachers and other professional staff for each student's success or the effectiveness of the school as a whole.</p>	<p>Promotes individual accountability for teachers and other professional staff without prioritizing and fostering mutual accountability among teachers and other professionals for each student's success or effectiveness of the school as a whole.</p>	<p>Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.</p>	<p>Sustains a culture of collective efficacy among teachers and other professionals to ensure success for each student, and continuously shows improvement of school effectiveness, as a whole.</p>
<p>E. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.</p>	<p>Unsuccessfully develops and/or supports open, productive, caring or trusting working relationships among leaders, faculty and staff to promote professional capacity or the improvement of practice.</p>	<p>Attempts to develop and support open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice with limited evidence of success.</p>	<p>Develops and supports open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.</p>	<p>Leverages a repertoire of strategies designed to assess, build and sustain open, caring and trusting working relationships among leaders, faculty and staff to cultivate high levels of professional capacity that leads to the continuous improvement of practice.</p>

F. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	Fails to design or implement job-embedded or other opportunities for professional learning collaboratively for faculty and staff; or implementation shows no positive impact on instruction	Attempts to design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff that showcases some evidence of positive effects of implementation.	Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	Empowers and entrusts teachers and other professionals to design, implement and sustain effective job-embedded, personalized and relevant ongoing professional learning.
G. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.	Unsuccessfully provides opportunities for collaborative examination of practice, collegial feedback and collective learning.	Attempts to provide opportunities for collaborative examination of practice, collegial feedback and collective learning.	Provides opportunities for collaborative examination of practice, collegial feedback and collective learning.	Empowers teachers and other professionals to sustain and further develop effective systems for collaborative examination of practice, collegial feedback and collective learning.
H. Encourage faculty-initiated improvement of programs and practices.	Is unable or unwilling to encourage faculty-initiated improvement of programs and practices.	Attempts to develop and encourage faculty-initiated improvement of programs and practices, but sometimes resorts to previously established, current practices.	Encourages faculty-initiated improvement of programs and practices.	Builds and sustains a system that supports faculty-initiated improvement of programs; shares autonomy and ensures mutual accountability of teachers and staff for improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY				
<i>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</i>				
Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Are approachable, accessible, and welcoming to families and members of the community.	Often fails to be approachable, accessible, and welcoming to families and members of the community.	Generally approachable, accessible and welcoming to families and members of the community.	Is approachable, accessible and welcoming to families and members of the community.	Builds the capacity of all school personnel to be approachable, accessible and welcoming to families and members of the community.

<p>B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p>	<p>Fails to effectively engage in the conversations and activities necessary to develop mutually beneficial relationships with families and the community and/or does not nurture positive relationships that exist.</p>	<p>Attempts to develop positive, collaborative and productive relationships with families and the community, but these attempts may be haphazard or less than fully effective.</p>	<p>Creates and sustains positive, collaborative and productive relationships with families and the community for the benefit of students.</p>	<p>Develops schoolwide capacity to establish trusting relationships and holds school personnel (and self) accountable for developing positive relationships among and between all stakeholder groups.</p>
<p>C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p>	<p>Communication with families and the community is minimal, lacks purpose and/or lacks inclusivity.</p>	<p>Communicates regularly and/or openly with families and the community about school-related issues, but the majority of the communication is one sided.</p>	<p>Engages in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.</p>	<p>Uses multiple strategies, languages and vehicles to continuously create reciprocal links with families and the community to support highly effective communication systems focused on school and student success.</p>
<p>D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.</p>	<p>Does not maintain an active presence in the community and/or fails to capitalize on the community as a valuable school partner.</p>	<p>Maintains some degree of presence in the community and attempts to promote a partnership between school and community,</p>	<p>Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school.</p>	<p>Maintains a strong and continuous presence in the community and actively seeks out and draws upon the community's resources while also building community commitment to the school and its students by prioritizing strategic partnerships.</p>
<p>E. Create means for the school community to partner with families to support student learning in and out of school.</p>	<p>Does not utilize effective structures between the school and families as a tool to support student success and/or limited connections between the school community and families exist.</p>	<p>Encourages active family participation in the learning process and uses basic communication structures to facilitate student learning.</p>	<p>Creates means for the school community to partner with families to support student learning in and out of school.</p>	<p>Evaluates the effectiveness of structures designed to promote dynamic family engagement in the learning process and advocates for innovative avenues to continuously strengthen the bond.</p>
<p>F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.</p>	<p>Makes little use of the community's cultural, social, intellectual and political resources as a means to advance student and school growth, and/or is not particularly aware of</p>	<p>Developing an ability to identify the community's cultural, social, intellectual and political resources, and makes some use of those resources to strengthen the school and</p>	<p>Understands, values and employs the community's cultural, social, intellectual and political resources to promote student learning</p>	<p>Seeks out and draws frequently upon the community's cultural, social, intellectual and political resources to advance the school and extend learning opportunities for students.</p>

	the community's resources and/or makes little effort to increase his/her understanding.	promote student learning and well-being.	and school improvement.	
G. Develop and provide the school as a resource for families and the community.	Restricts the use of the school as a resource for families and the community and/or many obstacles discourage the use of the school as a resource for families and the community.	Provides limited use of the school as a resource for families and the community.	Develops and provides the school as a resource for families and the community.	Promotes the school as a community center and actively seeks out opportunities for families and community members to engage in programs and activities that strengthen family and community member connections and validate the school as a joint asset.
H. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.	Lacks conviction when communicating with families and the community regarding the value of the educational system and/or family, and community buy in of the message is low.	Verbalizes the value of the educational system and student well-being to families and community members periodically and evidence confirms some degree of buy in.	Advocates for the school and district, for the importance of education and student needs, and priorities to families and the community.	Empowers families and the community to advocate, on behalf of the school and district, the gravity of education and necessity of student well-being to fellow families and community members.
I. Advocate publicly for the needs and priorities of students, families, and the community.	Fails to advocate publicly for the needs and priorities of students, families and the community, and/or makes moderate advocacy attempts that result in minimal impact.	Promotes the needs and priorities of students, families and the community.	Advocates publicly for the needs and priorities of students, families and the community.	Empowers all members of the school community to passionately advocate publicly, using a variety of platforms, for the needs and priorities of students, families and the community.
J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.	Dismisses partnerships with public and private sectors and/or has negative interactions that derail long-term, mutually beneficial relationships.	Seeks out some mutually beneficial partnerships with public and private sectors; however; the relationships are short-lived and/or are not grounded in a shared vision.	Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.	Consistently evaluates and expands innovative, mutually high-yielding partnerships with public and private sectors based on evolving needs of the school and individualized learning needs of each student resulting in elevated and shared success.

STANDARD 9. OPERATIONS AND MANAGEMENT

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

Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.	Fails to institute, manage or monitor operations and administrative systems that promote the mission and vision of the school.	Institutes operations and administrative systems that are loosely aligned to the mission and vision of the school and makes some attempt to monitor the effectiveness of these systems.	Institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school.	In collaboration with teachers and/or other administrative team members, the school leader institutes, manages and monitors operations and administrative systems that are tightly aligned with and accelerates the mission and vision of the school.
B. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	Management choices are primarily based on adult preferences and/or lack focus on student's learning needs.	Some management choices may be strategic in order to optimize professional capacity to address students' learning needs, while other choices may be based on adult preferences.	Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	Empowers teachers and other professionals to advocate for strategic management of staff resources, specifically requesting the assignment and scheduling of teachers and staff to roles and responsibilities that correlate to their identified instructional strengths to ensure the academic and emotional success of each student.
C. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	Fails to seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; or family and community engagement.	Inconsistently seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.	Seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.	Empowers others to innovatively and actively seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.

<p>D. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.</p>	<p>Lapses in acting responsibly and ethically in stewardship of the school's monetary and nonmonetary resources, resulting in ineffective budgeting and accounting practices.</p>	<p>Makes most decisions that demonstrate responsible, ethical and accountable actions in the management of the school's monetary and nonmonetary resources, while almost always engaging in effective budgeting and accounting practices.</p>	<p>Is a responsible, ethical and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.</p>	<p>Creates a system where all stakeholders are responsible, ethical and accountable stewards of the school's monetary and nonmonetary resources, engaging in strategic budgeting and accounting practices.</p>
<p>E. Protect teachers' and other staff members' work and learning from disruption.</p>	<p>Fails to protect teachers' and other staff members' work and learning from disruption.</p>	<p>Inconsistently protects teachers' and other staff members' work and learning from disruption.</p>	<p>Protects teachers' and other staff members' work and learning from disruption.</p>	<p>Empowers the school community to hold self and others accountable for consistently ensuring that work and learning are protected from disruption.</p>
<p>F. Employ technology to improve the quality and efficiency of operations and management.</p>	<p>There is limited effort to employ technology to improve the quality and efficiency of operations and management and/or there is no positive impact on quality or efficiency.</p>	<p>Uses the basic technology available to support operations and management, but technology integration has limited impact on the quality and efficiency.</p>	<p>Employs technology to improve the quality and efficiency of operations and management.</p>	<p>Continually researches and seeks recommendations for advancements in technology and then makes changes to current technology practices that result in accelerated quality and efficiency.</p>
<p>G. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.</p>	<p>Sporadically uses data and communication systems to provide information that may or may not be actionable.</p>	<p>Uses data and communication systems to inform feedback for classroom and school improvement that is mostly actionable and/or consistently delivered.</p>	<p>Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.</p>	<p>Continually evaluates data and communication systems and creates an effective plan for actionable feedback loops resulting in highly effective teaching and learning.</p>
<p>H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.</p>	<p>Unaware and/or fails to comply with local, state and federal laws, rights, policies and regulations.</p>	<p>Knows and complies with local, state and federal laws, rights, policies and regulations to promote student success.</p>	<p>Knows, complies with and helps the school community understand local, state and federal laws, rights, policies and regulations to promote student success.</p>	<p>Leads advocacy efforts in collaboration with community members for tight adherence to local, state and federal laws, rights, policies and regulations so as to elevate academic success and social and emotional well-being of each student.</p>

I. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Inconsistently or fails to develop and manage relationships with feeder and connecting schools for enrollment management and/or instruction.	Develops and manages relationships with feeder and connecting schools for enrollment management with a limited degree of communication around curriculum and instruction.	Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Sustains and nurtures an ongoing communication system with feeder and connecting schools aimed at the holistic success and well-being of each student.
J. Develop and manage productive relationships with the central office and school board.	Fails to recognize the value in developing and managing productive relationships with the central office and school board and/or relationship primarily negative or stilted.	Engages in a relationship with the central office and the school board and outcomes reflect some elements of productivity.	Develops and manages productive relationships with the central office and the school board.	Sustains, ongoing, active and synergistic relationships with the central office and the school board.
K. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	Has a lack of awareness of the need for systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community.	Attempts to develop systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community, but there is inconsistent administration and implementation.	Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	Continuously monitors, evaluates and refines the systems for fair and equitable conflict management and builds capacity for all stakeholders to recognize and confront lapses in effective implementation.
L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.	Demonstrates lack of skill or will to adequately manage governance processes or internal/external politics.	Adequately manages governance processes and internal and external politics with some degree of success in achieving the school's mission and vision.	Manages governance processes and internal and external politics toward achieving the school's mission and vision.	Prioritizes the highly effective management of governance processes and internal and external politics with laser-like focus on achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

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

Elements	Performance Levels			
Effective Leaders:	An Ineffective School Leader ...	A Developing School Leader ...	An Accomplished School Leader ...	An Exemplary School Leader ...
A. Seek to make school more effective for each student, teachers and staff, families, and the community.	Demonstrates little commitment to personalizing improvement efforts to meet the needs of the school community and/or easily loses focus and reacts with visible frustration to challenges and setbacks and/or makes concessions on student achievement goals in the face of persistent challenges.	Maintains personal belief in the potential for improving student achievement and overall school effectiveness and attempts to prioritize efforts but may struggle when faced with adversity.	Seeks to make school more effective for each student, teachers and staff, families, and the community.	Prioritizes a relentless focus on improvement efforts targeted to match the specialized needs of each student, teachers and staff, families, and the community while demonstrating resilience and using every challenge as an opportunity to learn and develop themselves and their staff.
B. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.	The leader's actions or attitude regarding the development and enactment of continuous improvement methods and school goals have a negative impact on the educational environment and/or fails to develop essential components of the continuous improvement process.	Inconsistent in planning, implementing and supporting actions associated with mission, vision and core values, and/or these actions have limited positive impact on the educational environment.	Uses methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.	Consistently and collaboratively plans, implements and supports actions that develop, advocate and enact a shared mission, vision and set of core values of high-quality education resulting in each student's success, and to significant improvements in or sustained excellence of the educational environment.
C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the	Passively manages school change while ignoring the role change may have on the school and/or community, and/or rarely provides support to stakeholders during times of change.	While focusing on improvement, provides time for the school and community to process change; embraces change that is in the best interest of students; anticipates reactions to change and	Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills and	While developing allegiance to the imperative of improvement, facilitates opportunities for the school and community to raise questions, doubts, and feelings about change and to adapt to change; builds

knowledge, skills, and motivation to succeed in improvement.		initiates some degree of forward-moving momentum.	motivation to succeed in improvement.	the capacity to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.
D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.	Exerts minimal effort to collaborate with stakeholders throughout the cycle of continuous improvement and/or the continuous improvement cycle does not reflect many of the best practice principles.	Collaboratively establishes priorities for school improvement based on data/research and implements a system to monitor progress.	Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.	Utilizing a shared leadership approach that involves diverse stakeholders, leads a systematic continuous school improvement process that results in verified change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school and teacher effectiveness.
E. Employ situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	Minimally demonstrates inclusion of strategies and/or a plan to achieve school improvement goals.	Makes use of limited strategies within the school plan for improvement, with little attention to different phases of implementation and/or a sustainable system.	Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	Develops the capacity of stakeholders to employ situationally appropriate strategies within the school plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation, through a self-sustainable system.
F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.	Does not expect staff to be capable of assessing and applying emerging educational trends and research as a means to support continuous improvement and/or leadership is dismissive to exploring research-based educational trends.	Staff is moderately involved in the analytical process of discerning merit and relatedness of current educational trends/research and/or adoption is based on trend popularity instead of most effective for school.	Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.	Share decision making with staff to gauge effectiveness of the most appropriate research-based emerging educational trends that are targeted to support the unique, changing needs of the school while encouraging forward-thinking.

<p>G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.</p>	<p>Completes a cursory review that lacks characteristics of a systemic process, of the school's strengths and weaknesses using annual student achievement results; may misinterpret patterns; may set goals unrelated to student learning and/or not adequately specific or measurable.</p>	<p>Implements a system to collect data and utilize; however, limited data sources are analyzed to diagnose the current state of the school and student achievement. Stakeholder connections are somewhat used to support system implementation and the well-being of some students.</p>	<p>Develops technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback and evaluation.</p>	<p>In collaboration with the school community, leads a systemic data review process using multiple and varied data sources over time to diagnose and respond to student needs and school improvement while prioritizing stakeholder collaboration and coherence as a critical component of ensuring significant and sustained gains in school improvement and attainment of rigorous student achievement goals as measured outcomes of the continuous review cycle.</p>
<p>H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.</p>	<p>Lacks an understanding of the power of interconnectedness and/or misses opportunities to align strategies.</p>	<p>Establishes coherence across initiatives in support of school improvement goals and in most areas of the school.</p>	<p>Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs and services.</p>	<p>Increases both the speed and breadth of the adoption of a systems perspective within all aspects of the school and community while using a communication strategy that ensures all school staff, district personnel and stakeholder groups have clarity of purpose, priorities and outcomes for district-focused and school-driven improvement efforts while utilizing the most appropriate drivers AND builds the capacity of staff to identify misalignment between school, district and community priorities.</p>
<p>I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and</p>	<p>Does not recognize the role that the change process will have on the school community and/or</p>	<p>Demonstrates some understanding of the change process and uses leadership and facilitation</p>	<p>Manages uncertainty, risk, competing initiatives and politics of change with courage and perseverance,</p>	<p>Provides modeling and coaching to colleagues in support of highly effective change management</p>

<p>perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.</p>	<p>articulates that change will raise emotions and attempts to support staff but does not effectively manage all needs; and/or does not balance the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.</p>	<p>skills to manage it effectively with minor gaps in performance.</p>	<p>providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.</p>	<p>practices focusing specifically on barriers to successfully facilitating the change process.</p>
<p>J. Develop and promote leadership among teachers and staff for inquiry, experimentation, and innovation, and initiating and implementing improvement.</p>	<p>Relies heavily on "power flows from the top down" leadership style and/or fails to ensure equitable access to leadership opportunities among staff.</p>	<p>Capitalizes on obvious teacher and staff strengths to unify improvement efforts and provides some opportunities for teacher and staff to assume leadership roles in activities designed to promote changes to school-wide systems.</p>	<p>Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p>	<p>Fosters leadership potential among teachers/staff and monitors leaders in a variety of settings and provides specific feedback to support their continued leadership development within and beyond the school while serving as a mentor/model of effective leadership.</p>

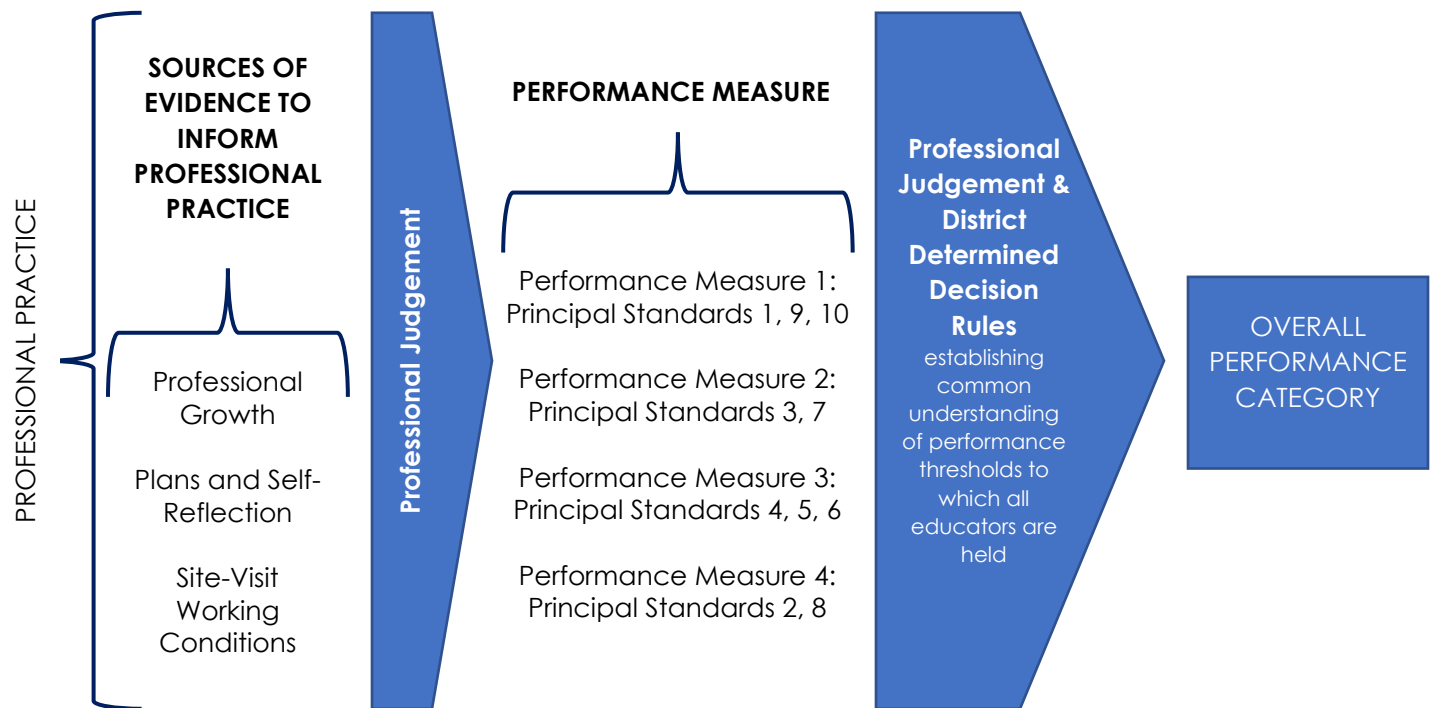
Sources of Evidence/Framework for Principal/Asst Principal Alignment

The Kentucky Framework for Personnel Evaluation Role Group, Measure and Performance Criteria

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u> <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> <i>The Kentucky Frameworks for Teaching-Specialists Frameworks</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<u>Principal</u> Professional Standards for Educational Leaders (PSEL)	<u>Standard 1</u> Mission, Vision and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community
<u>District Certified Personnel</u> District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

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 Professional Standards for Educational Leaders.

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

Principals Hired Prior To The 60th Instructional Day Of The School Year	Principals Hired On Or After The 60th Instructional Day Of The School Year
August 1: Superintendent or designee reviews expectations of PCPES	Within 30 Calendar Days of Reporting for Work: Superintendent reviews expectations of PCPES
September 30: Principal/Assistant Principal collaboratively develop Working Conditions Goal and Professional Growth Goal/Plan	Within 30 Instructional Days of Reporting for Work: Principal/Assistant Principal collaboratively develop Student Growth and Achievement, Working Conditions Goal and Professional Growth Goal/Plan
Within the First Two Grading Periods: Superintendent/Designee Conducts a Site Visit	Within 60 Instructional Days of Reporting for Work: Superintendent/Designee Conducts a Site Visit
Mid-Year: Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.	After the Site Visit: Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
District Determined: Completion of IMPACT Kentucky Survey	District Determined: Completion of IMPACT Kentucky Survey
Within the Last Two Grading Periods: Superintendent/Designee conducts a Site Visit	
By June 15: 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.	By June 15: 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 will be conducted twice annually after the completion of the PGP. The first will take place prior to the end of the 2nd grading period. The second will occur during the 3rd or 4th grading periods (assuming four (4) grading periods per year). For principals hired on or after the 60th 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

- a. Purpose of the Meeting
- b. Discuss reflections of data
- c. Discuss and come to agreement on the Student Growth and Achievement Plan
- d. Discuss reflections of the Professional Standards for Educational Leaders (PSEL)
- e. Discuss and come to agreement on the Professional Growth Goal and Action Plan
- f. Questions/Concerns/Comments
- g. Set tentative date for Mid-Year Review

2. Mid-Year (Conference)

- a. Purpose of Meeting
- b. Discuss first observation/site visit and provide feedback
- c. Share progress toward Student Growth Goal
- d. Discuss documentation of each standard-determine if any other documentation is needed
- e. Questions/Concerns/Comments
- f. Set tentative date for End of Year Review

3. End of Year Review (Conference)

- a. Purpose of Meeting
- b. Discuss second observation/site visit and provide feedback
- c. Share progress toward Student Growth Goal (not used in personnel decisions in 2014-2015)
- d. Share progress toward Professional Growth Goal
- e. Discuss progress of each standard-determine if any other documentation is needed
- f. Discuss overall rating based on Professional Practice and Student Growth
- g. 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 IMPACT 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 IMPACT Kentucky Survey.
- Minimum of one 2-year goal.

Working Conditions Goal(s)

Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent IMPACT 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 IMPACT Kentucky Survey.

1. Principals will identify an IMPACT survey question that indicates a need for growth and will then identify additional IMPACT survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in appendix).
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.
4. Next, they will complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
5. During a mid-year review, principals can choose from one of the following:
 - a. Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.
 - b. Conduct a sample survey using identified questions from IMPACT (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.
 - c. Use results for a variety of sources to linked to IMPACT Data questions that support growth according to the WCG
6. Ongoing reflection and modification of the strategies when needed.

PCPES 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:

Goals Developed:	Mid-Year Review:	Annual Review:
_____ Employee's Signature Date	_____ Employee's Signature Date	_____ Employee's Signature Date
_____ Supervisor's Signature Date	_____ Supervisor's Signature Date	_____ Supervisor's Signature Date

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.

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

*Use District decision rules to make overall performance category.

Determining the Overall Performance Category

Each Performance Measure will be rated Exemplary, Accomplished, Developing, or Ineffective based on the final Kentucky Principal Performance Standard(s) rating using the PSEL rubric added to the appendix after its release on May 30,2020

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

PARIS INDEPENDENT PCPES SUMMATIVE EVALUATION

Standard 1: Mission, Vision and Core Values	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 2: Ethics and Professional Norms	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 3: Equity and Cultural Responsiveness	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 4: Curriculum, Instruction and Assessment	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 5: Community of Care and Support for Students	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 6: Professional Capacity of School Personnel	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 7: Professional Community for Teachers and Staff	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 8: Meaningful Engagement of Families and Community	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 9: Operations and Management	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Standard 10: School Improvement	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective

OVERALL PERFORMANCE RATING:			
<input type="checkbox"/> EXEMPLARY	<input type="checkbox"/> ACCOMPLISHED	<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> INEFFECTIVE
Evaluatee Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Evaluator Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<input type="checkbox"/> I agree with the evaluation. <input type="checkbox"/> I disagree with the evaluation.			
*Any Performance Standard Rating of "ineffective" requires the development of an Individual Corrective Action Plan.			

DISTRICT LEVEL CERTIFIED PERSONNEL - EVALUATION CYCLE

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.
- The process for completing, reflecting and reviewing the Professional Growth Plan is as follows:
 - District personnel will complete a Self-Reflection using Performance Criteria: Kentucky Framework for Teaching Specialist Framework or ISLLC Standards **no later than 60 calendar days of reporting to work.**
 - Using data from the Self-Reflection and input from their evaluators, District personnel will collaborate with the superintendent, or designee, to develop a Professional Growth Plan (PGP) that addresses no less than one of the Identified Measures from their standards.
 - Once the evaluator has approved the PGP, the District personnel will regularly reflect on the progress toward the goal(s) of the plan.
 - The District personnel will participate with their evaluator in a summative reflection of their Professional Growth Plan and the implications for next steps **no later than June 15th.**

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:

A	Collaboratively develop and implement a shared vision and mission
B	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C	Create and implement plans to achieve goals
D	Promote continuous and sustainable improvement
E	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:

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

A	Monitor and evaluate the management and operational systems
B	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C	Promote and protect the welfare and safety of students and staff
D	Develop the capacity for distributed leadership
E	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:

A	Collect and analyze data and information pertinent to the educational environment
B	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C	Build and sustain positive relationships with families and caregivers
D	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 ensuring that:

A	Ensure a system of accountability for every student's academic and social success
B	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C	Safeguard the values of democracy, equity, and diversity
D	Consider and evaluate the potential moral and legal consequences of decision-making
E	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:

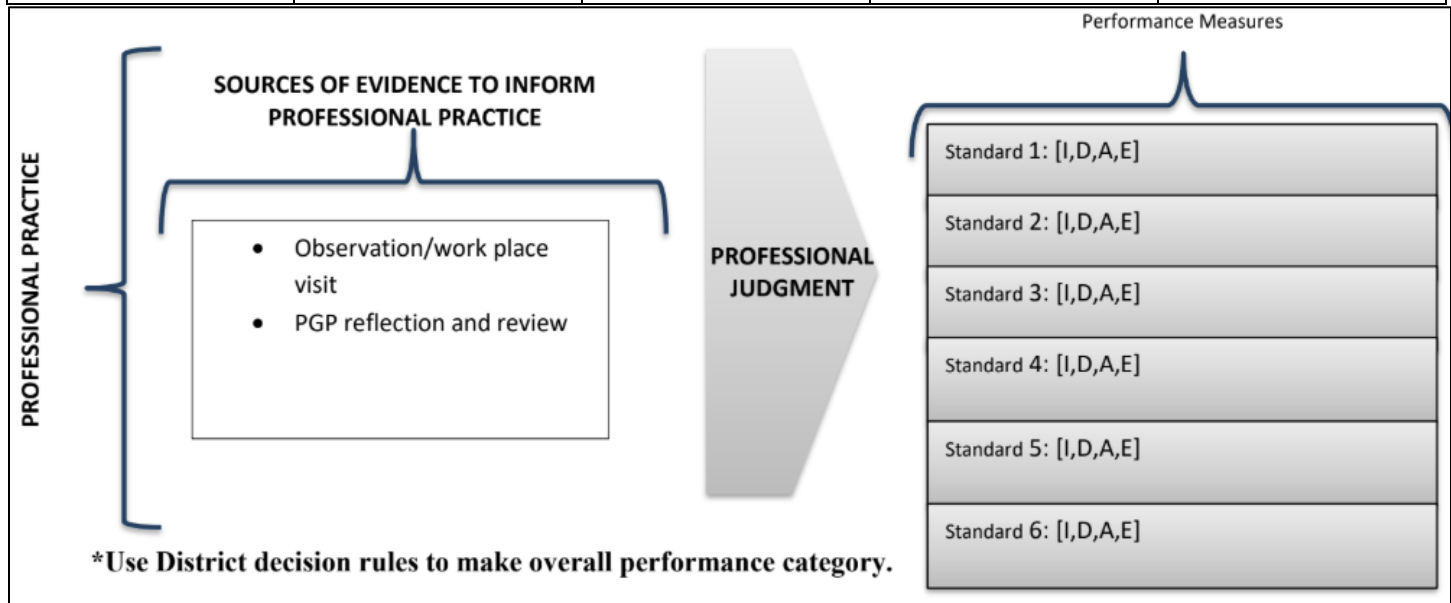
A	Advocate for children, families, and caregivers
B	Act to influence local, district, state, and national decisions affecting student learning
C	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

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
ISLLC Standards	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
Specialist Framework	Domain 1	Domain 2	Domain 3	Domain 4



Determining the Overall Performance Category

Each Performance Standard 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 standard is rated Exemplary shall be rated	Planning/Environment Performance Measure 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) 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] 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conferences(s) for Formal Observation 1st _____ 2nd _____ 3rd _____ 4th _____

ISLLC Standards:

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

Ratings:	Ineffective	Developing	Accomplished	Exemplary
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Overall Rating:	_____	_____	_____	_____

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:

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, 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.

SUMMATIVE EVALUATION FORM - (Psychologists & Diagnosticians)

(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 _____
Evaluators _____ Position _____
School _____

Date(s) of Formal Observation(s) [Minimum of 1] 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conferences(s) for Formal Observation 1st _____ 2nd _____ 3rd _____ 4th _____

Psychologists Standards:

- 1. Planning
- 2. Environment
- 3. Instruction
- 4. Professionalism

Ratings: Ineffective _____ Developing _____ Accomplished _____ Exemplary _____

Overall Rating: _____

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 in the "Does Not Meet" column requires the development of a Corrective Action Plan.