



# 2020-2021 Pike County Schools Certified Evaluation Plan

Approved by Pike County Board of Education  
Approved by Kentucky Department of Education June =

*Effective July 1, 2020*

# TABLE OF CONTENTS ~ PIKE COUNTY CERTIFIED EVALUATION PLAN

## **Personnel Evaluation System - Teachers and Other Professionals**

<a href="#">The Kentucky Framework for Teaching.....</a>	<a href="#">4</a>
<a href="#">Roles and Definitions.....</a>	<a href="#">7</a>
<a href="#">Sources of Evidence/Framework Teaching Alignment.....</a>	<a href="#">11</a>
<a href="#">Sources of Evidence/Framework for Specialist Alignment.....</a>	<a href="#">11</a>
<a href="#">Professional Practice.....</a>	
<a href="#">Professional Growth Planning and Self-Reflection.....</a>	<a href="#">12</a>
<a href="#">Observation.....</a>	<a href="#">15</a>
<a href="#">Observation Model.....</a>	<a href="#">15</a>
<a href="#">Observation Conferencing.....</a>	<a href="#">16</a>
<a href="#">Observation Schedule.....</a>	<a href="#">16</a>
<a href="#">Products of Practice/Other Sources of Evidence.....</a>	<a href="#">18</a>
<a href="#">Determining Summative Rating.....</a>	<a href="#">20</a>
<a href="#">Professional Growth Plan and Summative Cycle.....</a>	<a href="#">22</a>
<a href="#">Observer Certification.....</a>	<a href="#">23</a>
<a href="#">Individual Corrective Action Plan.....</a>	<a href="#">24</a>
<a href="#">Appeals Process.....</a>	<a href="#">26</a>

## **Personnel Evaluation System – Principal and Assistant Principal**

<a href="#">Sources of Evidence/Framework Teaching Alignment.....</a>	<a href="#">32</a>
<a href="#">Roles and Definitions.....</a>	<a href="#">33</a>
<a href="#">Principal Performance Standards.....</a>	<a href="#">35</a>
<a href="#">Professional Practice (PPGES) .....</a>	
<a href="#">Professional Growth Plan and Self-Reflection.....</a>	<a href="#">36</a>
<a href="#">Observation.....</a>	<a href="#">37</a>
<a href="#">Conferencing.....</a>	<a href="#">38</a>
<a href="#">Working Conditions Goal.....</a>	<a href="#">39</a>
<a href="#">Products of Practice.....</a>	<a href="#">40</a>
<a href="#">Determining Summative Rating.....</a>	<a href="#">40</a>

## **Personnel Evaluation System – Other Certified District Office and District Administrators**

<a href="#">Professional Growth Plan and Summative Cycle.....</a>	<a href="#">43</a>
<a href="#">Other Certified District Office Personnel.....</a>	<a href="#">44</a>
<a href="#">Frequency and Performance Criteria.....</a>	<a href="#">46</a>
<a href="#">Sources of Evidence/Framework for Educational Leaders Alignment.....</a>	<a href="#">47</a>
<a href="#">Appendix A – Evaluation Documents Teacher .....</a>	<a href="#">53</a>
<a href="#">Teacher Summative Performance Rating Report.....</a>	<a href="#">54</a>
<a href="#">Teacher and Other Professionals Professional Growth Plan.....</a>	<a href="#">56</a>
<a href="#">Appendix B – Evaluation Documents Principal/Assistant Principal.....</a>	<a href="#">59</a>
<a href="#">Principal Summative Performance Rating Report.....</a>	<a href="#">62</a>
<a href="#">Assistant Principal Summative Performance Rating Report.....</a>	<a href="#">65</a>
<a href="#">Principal – Assistant Principal Professional Growth Plan.....</a>	<a href="#">66</a>
<a href="#">Appendix C – Other Professionals .....</a>	<a href="#">71</a>
<a href="#">Other Professionals (OPGES) Personnel Performance Rating Report.....</a>	<a href="#">72</a>
<a href="#">Appendix D – District Office Certified Personal .....</a>	<a href="#">73</a>
<a href="#">Other District Office Certified Personnel Summative Evaluation Report.....</a>	<a href="#">75</a>
<a href="#">Certified District Administrators Summative Evaluation Report.....</a>	<a href="#">75</a>



# Pike County Schools

## Certified Personnel Evaluation Plan



316 South Mayo Trail  
Pikeville, KY 41501  
606-433-9200 OR 606-432-7700

**Reed Adkins, Superintendent**

### Evaluation Contact Persons

#### District Certified – Principal

Mary Beth Stiltner  
Director of Instruction – 606-433-92439

#### Teacher – Other Professional

Phillip Birchfield  
Instructional Supervision – 606-433-9244

### Certified Evaluation Plan

<b>Committee Member</b>	<b>Area</b>	<b>Level</b>
<b><u>Administrators</u></b>		
Mark Gannon, Principal	Belfry	High School
Amy Swiney, Principal	Belfry	Elementary
Thomas Pinion, Principal	Shelby Valley	Elementary/Middle
Melinda Potter, Assistant Principal	East Ridge	High School
Angie Lester, Principal	Phelps	Elementary/Middle
Jill Maynard, Principal	Belfry	Elementary
<b><u>Teacher</u></b>		
Jacquelin Damron	Pike Central	Elementary
Tammy Fite	Belfry	High School
Chelsea D. Lucas	Shelby Valley	Middle School
Peggy Lell	Phelps	Middle School
Elizabeth Ramey	East Ridge	Elementary
Mallory Roberts	East Ridge	High School

# Pike County Schools Certified Personnel Evaluation System

## *The Kentucky Framework for Teaching (TPGES) with Specialist Frameworks for Other Professionals (OPGES)*

### Criteria for Evaluation

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

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

### **Performance Measures**

Performance measures are defined as one of four categories in the Kentucky Framework: **Planning, Environment, Instruction, and Professionalism**.

### **Required Sources of Evidence**

- Professional Growth Planning and Self-Reflection
- Observation
- Products of Practice

### **Criteria continued**

All components and sources of evidence related to supporting an educator's professional practice ratings will be completed and may be recorded in the district approved document management system or using the method identified by school administrator, that is a district approved data tool. The **original Summative evaluation** information should be sent to Department of Instruction as official documentation of performance. The Department of Instruction will submit the documents to be recorded in personnel files.

Self-reflection	Professional Growth Plan	Observations	Artifacts	Summative
District Approved Document Management System				District Approved System

### **Required Documents**

All required and recommended documents for the Teacher Personnel Evaluation System will be included on the Pike County website within the certified evaluation webpage. The documents will be available on a document sharing system for all certified staff and administrators. All summary of evidence documents are located in the appendix. The summative documents will be copied and placed in the evaluatee's personnel file at the district office.

## ASSURANCES ~ CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The **PIKE COUNTY SCHOOLS** 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).

Teacher		Principal	
Jacquelin Damron	Peggy Lell	Angie Lester	Melinda Potter-Assistant
Tammy Fite	Elizabeth Ramey	Thomas Pinion	Mark Gannon
Chelsea Lucas	Mallory Roberts	Amy Swiney	Jill Maynard

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 based on 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 8, 2020** (704 KAR 3:370)

\_\_\_\_\_  
Reed Adkins, District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ireland Blankenship, Chairperson, Board of Education

\_\_\_\_\_  
Date

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

The vision for the Certified Personnel Evaluation System 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**

**(Pursuant to: 704 KAR 3:370; 16 KAR 3:050; 704 KAR 3:345; KRS 156.557, KRS 156.070;)**

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 pursuant to 16 KAR Chapter 3.
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 pursuant to 16 KAR Chapter 3.
4. **Certified evaluation plan:** The procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
5. **Certified School Personnel:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by EPSB pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals an, other professionals and teachers.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **District –Level Administrator:** An EPSB certified administrator who devotes the majority of employed time in the role of district administrator, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
8. **Evaluatee:** A certified school staff member who is being evaluated.
9. **Evaluator:** The primary evaluator is the immediate supervisor of the certified school personnel member pursuant to in KRS 156.557(5) (c) 2.
10. **Evaluation committee:** A group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district *pursuant to* KRS 156.557(5)(c)(1).
11. **Formative evaluation:** a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance pursuant to KRS 156.557(1)(a);
12. **Full Observations –** An observation (see definition of observation) 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 in which the observer shall be present during the entire period of the class or full class period.
13. **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.
  - b. Principals who are rated ineffective in professional practice.
14. **Job Category:** A group or class of certified school personnel positions with closely related functions.

15. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system
16. **Mini (partial) observations:** Mini observations do not have to be announced. However, the observer must be visible and the teacher must be aware an observation is occurring. The duration of the mini observation is less than the entire classroom period and may range in time from 20 – 30 minutes.
17. **Observation:** a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.
18. **Other District Certified Personnel:** Certified employees in a non-supervisory positions that devotes the majority of employed time in a district level position that does not require administrative certification. (Coordinator positions, Districtwide resource teachers)
19. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
20. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
21. **Performance Measures:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
22. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings *shall be exemplary, accomplished, developing, and ineffective*.
23. **Principal:** A certified school staff member who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
24. **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
25. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in this certified evaluation plan 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. **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.
27. **Sources of Evidence:** *District-approved evidence* aligned to the performance measure and used by evaluators to inform performance measure ratings listed in 704 KAR 3:370 (8).
28. **Summative Evaluation:** the summary of, and conclusions from, the evaluation data, including formative evaluation data that: (1) Occur at the end of an evaluation cycle; and (2) Include a



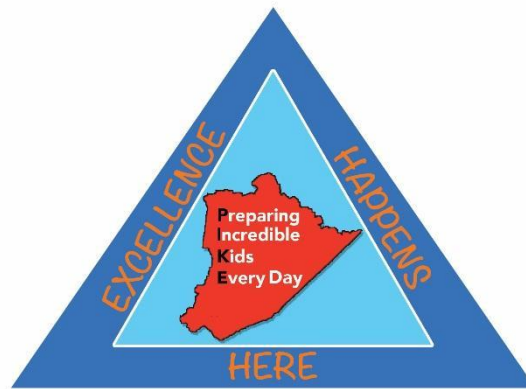
conference between the evaluator and the evaluated certified employee and a written evaluation report. KRS 156.557(1)(b)

**29. Summative rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

**30. Teacher:** a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR

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

# CERTIFIED PERSONNEL EVALUATION SYSTEM



SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT																							
FRAMEWORK for TEACHING (FfT)	Measures	Planning						Environment					Instruction					Professionalism					
	Domain	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities					
	Component	1a - Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting instructional	1d-Demonstrates knowledge of	1e-Designing Coherent	1f- Designing Student	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion	3c-Engaging Students in	3d-Using Assessment in	3e-Demonstrating Flexibility &	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning	4e-Growing & Developing	4f-Showing Professionalism
SOURCES OF EVIDENCE To Inform Performance Rating	Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)					
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						
	Data-Driven Instruction	Minimum of 2 artifacts of data-driven instruction						Observation										Minimum of 2 artifacts of data-driven instruction					
	Communication	Minimum of 2 artifacts of stakeholder communication						Observation										Minimum of 2 artifacts of stakeholder communication					
SOURCES OF EVIDENCE/FRAMEWORK FOR OTHER PROFESSIONALS ALIGNMENT																							
Frameworks for Teaching- Specialist Frameworks	Measures	Planning						Environment					Instruction					Professionalism					
	Domain	Planning & Preparation						The Environment					Delivery of Service					Professional Responsibilities					
SOURCES OF EVIDENCE To Inform Performance Rating	Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)					
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						
	Use of Data	Minimum of 2 artifacts of planning using job related data						Observation										Minimum of 2 artifacts that demonstrate data management system and professional responsibilities					
	Collaborative Communication	Minimum of 2 artifacts of stakeholder collaborative communication						Observation										Minimum of 2 artifacts of stakeholder collaborative communication					

## Professional Growth Planning and Self-Reflection

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

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

**Required for all Pike County Teachers and Other Professionals - participate in self-reflection and professional growth planning each year.**

- All teachers and other professionals will document self-reflection and professional growth planning in the district approved form. A copy should be kept on file at the school.
- Self-reflections and Professional Growth Plans should be centered on evidence/data collected from observations.
- New Hires **ONLY**: **All** teachers and other professionals shall be trained on writing Professional Growth Goals within 30 days of employment

### Timeline

End Date Each Year	Person Responsible	Action
By Closing Day	Teacher	Complete Part A Self-Reflection using the Pike County Schools Self-Reflection & Professional Growth Planning Template Part A.
		Complete Part B of Pike County Schools Self-reflection & Professional Growth Planning by writing a Professional Growth Goal and Professional Growth Plan. <b>Supervisor must approve the Professional Growth Goal and Plan.</b>
<b>*Optional</b> Mid-Year Review	Teacher and Principal	Teachers: Complete Optional Part C of the Pike County Schools Self-Reflection & Professional Growth Planning Template. <i>(At Principal's discretion—must be notified during annual training IF mid-year reflection is required)</i>
One month prior to Closing Day	Teacher and Principal	All teachers: Complete Part D of Pike County Schools Self-reflection & Professional Growth Planning Template and submit to supervisor. If summative year, complete Summative Conference <b>by May 1<sup>st</sup></b> .

07/01/2020 [Back to TOC](#) 2020-2021

Self-Directed Professional Growth Plan (3 year cycle) Tenured		
Exemplary Professional Practice Rating	Accomplished Professional Practice Rating	Developing Professional Practice Rating
<ul style="list-style-type: none"> <li>• Goal set by educator with evaluatee developed</li> <li>• Plan activities designed by with evaluatee and/or educator</li> <li>• Plan activities are teacher directed and implemented with colleagues</li> <li>• Formative Review annually</li> </ul>	<ul style="list-style-type: none"> <li>• Goal set by educator with evaluatee developed</li> <li>• Plan activities designed by with evaluatee and/or educator</li> <li>• Plan activities are teacher directed and implemented with colleagues</li> <li>• Formative Review annually</li> </ul>	<ul style="list-style-type: none"> <li>• Goals set by educator with evaluator input</li> <li>• One goal must address low performance or outcomes</li> <li>• Plan activities designed by educator with evaluator input</li> <li>• Formative Review annually</li> </ul>
Directed Professional Growth Plan ( 1 year cycle) Non Tenured		
Effective Professional Practice Rating	Ineffective Professional Practice Rating	
<ul style="list-style-type: none"> <li>• Goal Determined by educator</li> <li>• Goals focus on low performance/outcome area</li> <li>• Plan activities designed by evaluator with educator input</li> <li>• Formative review at mid-point</li> <li>• Summative at end of plan</li> </ul>	<ul style="list-style-type: none"> <li>• Goal determined by evaluator</li> <li>• Focus on low performance area</li> <li>• Summative at end of plan</li> </ul>	

## Professional Growth Planning and Self-Reflection (continued)

### Steps in the process:

STEPS	COMPLETION DATE	DESCRIPTION
Step 1	By Closing Day	<ul style="list-style-type: none"> <li>All teachers then begin working on the Reflective Practice &amp; Professional Growth Planning Template Part A.</li> <li>All teachers give a short rationale for the chosen performance levels.</li> <li>All teachers select one component to focus on for their Professional Growth Goal.</li> </ul>
Step 2	New Hires <b>ONLY</b>	New hires shall be trained on writing Professional Growth Goals within 30 instructional days of employment.
Step 3	By Closing Day	<ul style="list-style-type: none"> <li>All teachers write a Professional Growth Goal (PGG).</li> <li>All teachers create and submit to the supervisor the Professional Growth Action Plan (PGP) on Part B of the Pike County Schools Self-Reflection &amp; Professional Growth Planning Template.</li> <li>Evaluator approves the PGG and PGP.</li> <li>Teacher <b>MAY</b> begin some activities for the PGP during the summer.</li> </ul>
Step 5	By Closing Day	<ul style="list-style-type: none"> <li><b>All teachers</b> complete and submit to evaluator Part D (Summative Reflection) of the Pike County Schools Self-reflection &amp; Professional Growth Planning Template. If summative year, the teacher <b>MUST</b> complete all steps listed above by summative conference date. <u>In a non-summative year, the evaluator will review Part D of the Pike County Schools Self-reflection &amp; Professional Growth Planning Template and will provide end of year feedback.</u> The evaluator will also determine whether to assign a final performance level.</li> </ul>

## **Observation**

The observation process is one source of evidence to determine educator effectiveness that includes the observation process is one source of evidence to determine educator effectiveness that includes the supervisor for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of an educator'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.

### **Observation Model**

#### **Required**

The observation model must fulfill the following minimum criteria:

- Two observations in the summative cycle. A minimum of two observations conducted by the supervisor. One full and one partial observation within the cycle.
- The principal will determine timeline for all observations within the cycle.
- Supervisors may choose to record observation data using one of the following methods
  - Observation data is recorded in district approved data tool.

#### **Pike County School Progressive Model**

For both tenured and non-tenured teachers, supervisor will conduct a partial observation of approximately 20-30 minutes. The aligned Pike County walkthrough document will be used during partial walkthrough. One walkthrough observation can constitute a partial walkthrough, as long as the duration of time is consistent with the definition of a partial observation (20-30 minutes) **AND** the teacher is made aware the observation is a partial during the observation. The full observation by the supervisor consists of a full class period or lesson.

- Non-tenured teachers will receive one full observation and one partial observation by the supervisor annually.
- Tenured teachers will receive one full observation and one partial observation by the supervisor every three years.
- Partial and full observations may or may not be announced. All monitoring and observation of performance is conducted openly and with full knowledge of the evaluatee. Therefore, the observer must be visible and the teacher must be aware an observation is occurring.

## **Observation Conferencing**

**Required for all Pike County Teachers and Other Professionals participate in observation and conferencing based on the evaluation cycle.**

Observers will adhere to the following observation conferencing requirements

- The administrator may determine whether or not a pre-conference will be conducted for observations.
- If observation pre-conference is held, must be prior to observation.
- Conduct observation post conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- Post conferences will be completed in person for the partial and full observation.

## **Observation Schedule**

**Determined by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS and OTHER PROFESSIONALS**

**Required for all Pike County Teachers and Other Professionals**

- **Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year. See process chart below.**
- **Late Hires:**
  - **Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.**
  - **Observations will be adjusted for certified personnel on a one year educator plan based on the start time of employment.**
  - **Minimally a full observation will occur prior to the summative conference. If the late hire is hired after the end of November, then only a full observation will be held for the educator.**
- **Tenured educators hired during the final window will begin their evaluation cycle in the beginning of the next academic year they are hired.**

Observation Window:

- Within 30 days of the opening day of school after training—end of November.

Late hires: (See exceptions for late hires above)

- Principal will set up and inform teachers of possible timelines for observations.



## Observation Process

Step	Process	Timeline
<b>Step 1</b> <b>Orientation</b>	ORIENTATION: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of the first month of reporting for employment for the school year.	<b>Within 30 calendar days of reporting for employment each school year.</b>
<b>Optional</b>	PRE-OBSERVATION CONFERENCE (TEACHER): Principal holds a pre-observation conference with teachers to be evaluated during the year.	Prior to observations.
<b>Step 2</b> <b>Full observations</b>	<b>One Year Educator Plan</b>  Conduct full observation and collect formative data ( <b>one year educators</b> ) (Post Observation Conference held within 5 school days of the full observation).	A full summative observation and post conference annually. One partial observation administrator. Must have at least one supervisor observation (partial or full).
	<b>Three Year Educator Plan</b>  Conduct full observation and collect formative data. ( <b>Three year educator</b> ) (Post Observation Conference held within 5 school days of the full observation).	Observations may be conducted during the summative year – third year of the evaluation cycle or extend through the 3 year cycle. Additional observations can be conducted with communication to teacher that they will be evaluated outside the summative year. One partial observation from administrator. Full summative observation prior to summative conference meeting.
	<b>INDIVIDUAL PROFESSIONAL GROWTH PLAN</b>  An individual professional growth plan shall be developed jointly by evaluator and evaluatee.	Growth plans shall be revised after the first formal evaluation and post conference and reviewed/modified periodically referencing the school improvement plan. Three year plan educators who are not being evaluated during the current year develop/revise growth plans each year following the established timeline. (See Timeline for PGP)

Step	Process	Timeline
<b>Step 3</b>	Summary of Evidence: Evaluator completes evaluation summary for educators in the summative year.	May 1
<b>Step 4</b>	SUPERVISOR RECOMMENDATION: Evaluator recommends re-employment/termination to Superintendent/Designee	May 1
<b>Step 5</b>	SUPERVISOR RECOMMENDATION: Evaluator recommends re-employment/termination to Superintendent/Designee	May 1

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

Educators may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the educator's practice within the 4 domains of the specific framework.

### **Required for All Other Professionals**

- Observations conducted by certified supervisor observer(s)
- Self-reflection and professional growth plans

### **Required for All Pike County Teachers– Year 1**

- Observations conducted by certified supervisor observer(s)
- Self-reflection and professional growth plans

### **Required for All Pike County Teachers–Non-Tenured - Tenured**

- Observations conducted by certified supervisor observer(s)
- Self-reflection and professional growth plans
- Evidence of data-driven instruction in regards to essential standards (i.e. learning targets, data analysis) Minimum of 2 artifacts to be provided during/prior to observation conferences with evaluator
- Evidence of communication with parents (i.e. letters, emails, calls, Social Media, teacher web page, other)  
Minimum of 2 artifacts to be provided during/prior to observation conferences with evaluator

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

- ☐ evidence of use of approved standards-based documents
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback to students
- ☐ student data records
- ☐ analysis of student data
- ☐ student work
- ☐ evidence of student formative assessments
- ☐ agenda/minutes from PLCs
- ☐ peer observations, when requested
- ☐ teacher committee or team contributions
- ☐ parent engagement surveys
- ☐ records of student and/or teacher attendance
- ☐ video lessons
- ☐ engagement in professional organizations
- ☐ action research
- ☐ samples of learning targets
- ☐ other evidence as available

## **Determining Summative Rating – Teacher and Other Professional**

Supervisors are responsible for determining a Performance Rating for each teacher at the conclusion of the summative evaluation year. The Performance Rating is informed by the educator's summative rating. The evaluator determines the summative rating based on professional judgment informed by evidence that demonstrates the educator's performance against the measures to which all educators are held. The evaluatee will be provided an opportunity to submit a written statement in response to the summative rating and require the response to include in the official personnel record.

### **Summative Rating**

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

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

### **Required for all Teachers and Other Professionals**

- Provide a rating for each measure based on evidence.
- All ratings must be recorded on the performance record.
- All ratings must be filed in the personnel folder at the district level.

## **Determining the Summative Rating**

### **Required for all Pike County Teachers and Other Professionals**

An educator's Summative Rating is determined using the following steps:

- Determine the individual criteria measure ratings through the use of sources of evidence and professional judgment.
- Apply State Decisions Rules for determining an educator's summative rating.
- **Ensure that evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record**

### **Criteria for Determining Teachers and Other Professionals Summative Rating**

One Measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated ACCOMPLISHED and Two Measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated DEVELOPING and two Measures are EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Three Measures are rated ACCOMPLISHED, and one Measure is rated DEVELOPING	Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Three Measures are rated DEVELOPING, and one Measure is rated ACCOMPLISHED	Performance Rating shall be DEVELOPING
Planning Measure <b><u>OR</u></b> Professionalism Measure is rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Environment Measure <b><u>OR</u></b> Instruction Measure is rated INEFFECTIVE	Performance Rating shall be DEVELOPING OR INEFFECTIVE
Environment Measure <b><u>AND</u></b> Instruction Measure are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE

## Professional Growth Plan and Summative Cycle

Self-Directed Professional Growth Plan (3 year cycle) Tenured		
Exemplary Summative Rating	Accomplished Summative Rating	Developing Summative Rating
<ul style="list-style-type: none"> <li>• Goal set by educator with evaluatee developed</li> <li>• Plan activities designed by with evaluatee and/or educator</li> <li>• Plan activities are teacher directed and implemented with colleagues</li> <li>• Formative Review annually</li> </ul>	<ul style="list-style-type: none"> <li>• Goal set by educator with evaluatee developed</li> <li>• Plan activities designed by with evaluatee and/or educator</li> <li>• Plan activities are teacher directed and implemented with colleagues</li> <li>• Formative Review annually</li> </ul>	<ul style="list-style-type: none"> <li>• Goals set by educator with evaluator input</li> <li>• One goal must address low performance or outcomes</li> <li>• Plan activities designed by educator with evaluator input</li> <li>• Formative Review annually</li> </ul>
Directed Professional Growth Plan ( 1 year cycle) Non Tenured		
Effective Summative Rating	Ineffective Summative Rating	
<ul style="list-style-type: none"> <li>• Goal Determined by educator</li> <li>• Goals focus on low performance/outcome area</li> <li>• Plan activities designed by evaluator with educator input</li> <li>• Formative review at mid-point</li> <li>• Summative at end of plan</li> </ul>	<ul style="list-style-type: none"> <li>• Goal determined by evaluator</li> <li>• Focus on low performance area</li> <li>• Summative at end of plan</li> </ul>	

## **Observer Certification**

### **Required for All Pike County Evaluators**

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation/Observation training and testing provided by Kentucky Department of Education (KDE) or a provider approved by the department. Initial training shall minimally include 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. Administrators must meet CEP requirements prior to conducting a formative or summative evaluation. Evaluator training shall include: (704 KAR 3:370)

The district shall provide a **minimum of six (6) hours annually of personnel evaluation system** training approved by Effective Instructional Leadership Act (EILA) (704 KAR 3:325) which shall minimally include 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. (704 KAR 3:370) Training shall also include the requirements of administrative statute KRS 156.557. Administrators must meet CEP requirements prior to conducting a formative or summative evaluation.

**All supervisors will complete the training process by October 1 of the year they are hired.**

<b>Process</b>	<b>Documentation</b>
<b>Initial Certification Process</b>	A district checklist shall include the names of all certified evaluators who have successfully completed the initial certification training and exam provided by KDE or provider approved by the department. Completion dates shall reflect the date of initial certification.
<b>Annual Certification Process</b>	A district checklist and EILA certificate shall be maintained on file of the names of all certified evaluators, to include the completion dates of those who have successfully fulfilled the district provided annual six hours of personnel evaluation system training.

## Individual Corrective Action Plan/Improvement Plan (ICAP)

The development of an Individual Corrective Action/Improvement Plan (ICAP) of a certified employee shall be at the evaluator's discretion based upon formative evaluation data and/or overall summative evaluation finding of "Ineffective" and/or for other reasons during the evaluation cycle or when an immediate change is required in behavior or practice.

If an area of improvement is identified, the item must have a corresponding action plan, to remediate or assist. This may be specifically noted and written on the post-observation conference forms, or an Individual Corrective Action Plan (ICAP) may be established. The ICAP may be written to any of the principal/assistant principal performance standards; Kentucky Framework for Teaching Domains, components, elements, performance levels, or indicators; or other certified district personnel identified performance standards.

During the conference, once an area of improvement has been noted and a plan has been developed, its implementation begins immediately. The primary responsibility for initiating activities and procedures in either an ICAP Form, is with the evaluatee, except as written otherwise and agreed upon during conferencing.

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress. If satisfactory progress is being achieved, few modifications, if any, will be called for. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. Contacts other observations/workplace visits/site-visits/conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences are held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process.

**NOTE: It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives.**



# PIKE COUNTY SCHOOL SYSTEM

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

The Individual Corrective Action Plan is developed when evaluatee receives an ineffective rating(s) on the Summative Evaluation or when an immediate change is required in teacher, administrator or staff behavior.

## INDIVIDUAL CORRECTIVE ACTION PLAN

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

Work Site: \_\_\_\_\_

Standard #	Present PG Stage	Growth Objective/Goal(s) (Describe Desired Outcomes)	Procedures and Activities for Achieving Goals and Objectives (Including Support Personnel)	Appraisal Method and Target Dates

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:		STATUS: Achieved ____ Revised ____ Continued ____	
_____ Evaluatee's Signature	_____ Date	_____ Evaluatee's Signature	_____ Date
_____ Evaluator's Signature	_____ Date	_____ Evaluator's Signature	_____ Date

**\*Professional Growth Plan Stages:** OIA=Orientation/Awareness P/A=Preparation/Application

I/M=Implementation/Management

07/01/2020 [Back to TOC](#) 2020-2021

## Certified Evaluation Appeals Process

704 KAR3:370 section 11 establishes: The district shall provide the following in its system plan for an appeal to the district evaluation appeals panel:

1. A right to a hearing as to every appeal;
2. An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the district evaluation appeals panel; and
3. A right to have the evaluatee's chosen representative present at the hearing.

### Districts shall have an appeals process established Pursuant to Board Policy 03.18

**APPEAL PANEL:** The District shall establish a panel to hear appeals from summative evaluations as required by law.<sup>1</sup>

**ELECTION:** Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

**TERMS:** All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

**CHAIRPERSON:** The chairperson of the panel shall be the certified employee appointed by the Board.

**APPEAL TO PANEL:** Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

**APPEAL FORM:** The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

**CONFLICTS OF INTERESTS:** No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

**BURDEN OF PROOF:** The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

**HEARING:** The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

**PANEL DECISION:** The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

**SUPERINTENDENT:** The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

### **Pursuant to Pike County Board Policy 03.18 AP11**

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties **if requested in writing**. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

## Procedures for Conducting a Certified Evaluation Appeals Hearing

1. No additional written documents or exhibits are permitted to be presented at the hearing that was not submitted **five working days before the hearing**. (Panel members, evaluatee, and evaluator have been supplied with all written documents or exhibits to be considered five working days prior to the hearing day.)
2. The Chairperson of the Appeals Panel will convene the hearing, review the process and clarify the role of the Panel at the beginning of the hearing.
3. Both the certified employee and the evaluator may present relevant evidence and expert testimony and may be represented and assisted at the hearing by a chosen representative including a legal counsel, at their own personal expense.
4. Each party shall be allocated a reasonable amount of time in which to present relevant information and evidence pertinent to the appeal. A copy of the tentative agenda is contained within this evaluation plan.
5. Panel members may ask questions during or after each presentation for clarification.
6. The certified employee and evaluator may make both opening and closing statements. Beginning with the certified employee (evaluatee).
7. The certified employee and the evaluator shall be dismissed in order for the Panel to deliberate.
8. Recommendations that the Panel may choose are:
  - a. Recommendation that the summative evaluation should be filed as submitted.
  - b. Recommendation that the summative growth evaluation should be changed in the manner and for the substantive or procedural reasons stated by the Panel.
  - c. Recommendation that a new summative evaluation shall be given by a trained evaluator.
9. The Superintendent/Designee, evaluatee, and the evaluator shall be notified in writing of the Panel's finding within fifteen (15) working days from the date of the hearing.
10. The Superintendent may take appropriate action consistent with the Panel's decision.
11. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
12. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation. [704 KAR 3:370 (12)]
13. At the conclusion of the Panel's deliberations, all written materials reviewed during the hearing shall be collected and destroyed by the chairperson. In the case of the certified employee appealing to the Kentucky Board of Education, such materials will be destroyed after completion of appeal process. The chairperson shall destroy the tape recording one year after the date of the hearing.

## **Certified Evaluation Appeals Panel Election Procedures**

1. The certified employees shall elect two members and two alternates to serve on the Certified Evaluation Appeal Committee.
2. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel every year from July 1 to June 30. Members may be reappointed or reelected.
3. The Appeals Panel Chair shall be the certified employee appointed by Pike County Board of Education every year. The Appeals Panel Chair may be reappointed each year, for a term from July 1 to June 30.
4. Each school faculty shall nominate one certified employee willing to serve as a committee member.
5. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
6. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
7. The Certified Evaluation Panels Chair shall total the votes and keep tally sheets on file for two years.
8. The candidates receiving the first and second largest vote shall be named primary panel members. The candidates receiving the third and fourth largest vote shall be named as alternative panel members. Alternative panel members shall serve on the panel whenever the primary panel members are unable to participate on the panel.

**Pike County Schools**  
**Appeal Panel Form**  
**Certified Employee Personnel Evaluation**  
**Hearing Request**

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Pike County Schools Certified Evaluation Panel.*

Employee Name:		
Home Address:		
Job Title	School/Office Assignment	Grade or Department
Evaluator:		
Date summative evaluation was received	Date certified employee notified evaluator of intent to appeal	

I respectfully request the Pike County School District Evaluation Appeals Panel to hear my appeal based on the grounds identified below: My disagreement with the findings of the summative has been thoroughly discussed with the evaluator.

This appeal challenges the summative findings based on the following grounds:

- ☐ Substance: The accuracy or correctness of the content of the summative evaluation
- ☐ Procedure: The adherence to district procedures/guidelines/timelines as related to the Pike County Schools Certified Evaluation Plan.

Description:

*If additional space is needed, please attach extra sheet(s).*

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeals Panel for their study and review. Furthermore, I agree to appear before the Evaluation Appeal Panel as necessary to justify and defend my appeal.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*This form shall be presented in person or by mail to any member of the appeals panel within five (5) working days of completion of the summative conference.*

# PRINICPAL AND ASSISTANT PRINCIPAL CERTIFIED PERSONAL EVALUATION SYSTEM



Sources of Evidence ~ Alignment Framework ~ Principal/Assistant Principal				
Performance Measures	Planning	Environment	Instruction	Professional Responsibilities
Standards	<b>Standard 1</b> Mission, Vision, and Core Values	<b>Standard 3</b> Equity and Cultural Responsiveness	<b>Standard 4</b> Curriculum, Instruction and Assessment	<b>Standard 2</b> Ethics and Professional Norms
	<b>Standard 9</b> Operations and Management	<b>Standard 7</b> Professional Community for Teachers and Staff	<b>Standard 5</b> Community of Care and Support for Students	<b>Standard 8</b> Meaningful Engagement of Families and Company
	<b>Standard 10</b> School Improvement		<b>Standard 6</b> Professional Capacity of School Personnel	
Observations	Observations; District Identified Evidence (conferences)	Observations		
Professional Growth	Professional Growth Plan			
Self-Reflection Professional Standards for Educational Leaders (PSEL)	<ul style="list-style-type: none"><li>Mission, Vision, and Core Values</li><li>Operations and Management</li><li>School Improvement</li></ul>	<ul style="list-style-type: none"><li>Equity and Cultural Responsiveness</li><li>Professional Community for Teachers and Staff</li></ul>	<ul style="list-style-type: none"><li>Curriculum, Instruction and Assessment</li><li>Community of Care and Support for Professional Capacity of School Personnel</li></ul>	<ul style="list-style-type: none"><li>Ethics and Professional Norms</li><li>Meaningful Engagement of Families and Company</li></ul>
Working Conditions Goal IMPACT Kentucky & Interim Survey	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Time, Managing Student Conduct	Time; Professional Development; Instructional Practices & Support; School Leadership	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support
Evidence Non-Negotiables See details CEP	<ul style="list-style-type: none"><li>PLC/Faculty Meeting Agendas and Minutes -</li><li>Instructional Leadership Team (ILT) Meeting Agendas and Minutes</li><li>Walk-through documentation - Analysis of survey results (IMPACT and interim survey) –</li><li>45/45/90 Day Plan and CSIP</li><li>Tiered Support Administrator visits (documentation – minutes, agendas)</li><li>Districtwide administrator meetings attendance and participation</li></ul>	<ul style="list-style-type: none"><li>PLC/Faculty Meeting Agendas and Minutes</li><li>Instructional Leadership Team (ILT) Meeting Agendas and Minutes</li><li>Walk-through documentation - Analysis of survey results (TELL and interim survey)</li><li>45/45/90 Day Plan and CSIP</li><li>Tiered Support Administrator visits (documentation – minutes, agendas)</li><li>Districtwide administrator meetings attendance and participation</li></ul>	<ul style="list-style-type: none"><li>PLC/Faculty Meeting Agendas and Minutes</li><li>Instructional Leadership Team (ILT) Meeting Agendas and Minutes</li><li>Walk-through documentation - Analysis of survey results (TELL and interim survey)</li><li>45/45/90 Day Plan and CSIP</li><li>Tiered Support Administrator visits (documentation – minutes, agendas)</li><li>Districtwide administrator meetings attendance and participation</li></ul>	<ul style="list-style-type: none"><li>Analysis of survey results (IMPACT KY and interim survey)</li><li>Tiered Support Administrator visits (documentation – minutes, agendas)</li><li>Districtwide administrator meetings attendance and participation</li></ul>
To Inform Professional Practice				
SOURCES OF EVIDENCE				



## Professional Growth and Effectiveness System – Principal and Assistant Principal

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

### Roles and Definitions

1. **Administrator:** Means an EPSB certified administrator 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
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluatee:** District/School personnel is being evaluated
5. **Interim Survey:** A working condition survey administered in the years between the IMPACT Kentucky survey. Administered by principal for all certified staff to provide feedback on items that are directly aligned to working condition goals.
6. **Observation:** Provides information on a wide range of contributions made by principals. Observations may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
7. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
8. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
9. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
10. **Performance Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
11. **Professional Standards for Educational Leaders (PSEL):** The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student.
12. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
13. **IMPACT Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment. Results may be used to assist in goal setting for improving the learning environment and principal practice.
14. **Tiered Support Administrator:** A certified district level administrator that provides extensive support in comprehensive school improvement efforts to promote educator effectiveness and improved student achievement.
15. **Working Conditions Goal:** Goal that connects the IMPACT KY data to the Principal Performance Standards and impacts working conditions within the school building.

16. **Annual Review of the Working Conditions Goal:** A principal created survey that annually measures the progress of the working condition goal completed by May 1<sup>st</sup>.

For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System

## **Principal Performance Standards**

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best practice through the standards of: Mission, Vision, and Core Values; Ethics and Professional Norms, Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teacher and Staff; Meaningful Engagement of Families and Community; Operations and Management; School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice shall be situated within one or more of the 6 standards. Performance shall be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals shall maintain an Accomplished rating, but shall occasionally have exemplary performance on standards at any given time. The summative rating shall 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 shall 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
- Observations
- Working Conditions Goal
- Other Evidence are artifacts as listed under required

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

- ☒ Other Measures of Student Learning
- ☒ Products of Practice
- ☒ Other Sources

### **Required Documents**

**Required documents** for the Principal Professional Growth Effectiveness System are included in this document. (See table ***Sources of Evidence/Framework for Principals/Assistant Principal Alignment and Products of Practice.***)

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

### **Completed by principals & assistant principals**

The Professional Growth Plan shall address realistic, focused, and measurable professional goals. The plan shall connect data from multiple sources including observation conferences, 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 achievement.

All other administrators will be evaluated annually. The summative evaluation for administrators will be completed no later than **June 1**.

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.

A copy of the summative evaluation report will be given to the administrator. The summary of evidence report shall be recorded on a district form. The summary of evidence will be placed in the administrator's file in the Central Office.

### **Required for Any Pike County Principals/Assistant Principals**

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

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

### **PRINCIPAL/ASSISTANT PRINCIPAL PGP/WCG TIMELINE**

<b>By August 1 or within 30 calendar days of employment</b>	Superintendent/Designee reviews expectations of Personnel Evaluation System (PES) and documented by agenda and sign in sheet.
<b>By September 1</b>	Principal/Assistant Principal collaboratively develop Working Conditions Goal and Professional Growth Goal/Plan.
<b>By January 1</b>	Superintendent/Designee conducts an observation during Fall Semester.
<b>By January 30</b>	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
<b>By April 1</b>	Staff completion of IMPACT Kentucky Survey or Interim Survey.
<b>By May 1</b>	Principal will conduct an annual review survey of the working conditions goal with staff.
<b>By June 1</b>	Superintendent/Designee conducts an observation during Spring Semester.
<b>By June 15</b>	Conference with principal/assistant principal to review their Working Condition Goal and Professional Growth Goal as well as modify any strategies.

## **Observations**

**Completed by supervisor of principal – formal observations are not required for assistant principals. Principal shall evaluate assistant principals.**

Observations are a method by which the Superintendent/Designee may gain insight into the principal's practice in relation to the standards. During an observation, the Superintendent/Designee shall discuss various aspects of the job with the principal, and shall 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. Observation documents located in the Certified Evaluation file on the Pike County website will be used for recording evidence. The principal will be given a copy of the observation feedback during the conference.

### **Frequency and Types**

**Observations shall be conducted twice a year (minimum of one per semester). The first observation will be conducted prior to December 31 and the second prior to June 1.** Supervisors will formally schedule observations with Principal and clearly state that the observation is being used for evaluation. Supervisors will determine the type of observation that will occur (i.e. observation, dialogue visits, or shadowing.) School observations will occur through a variety of settings and provide information on a wide range of contributions made by principals. School observations may range from watching how a principal interacts with others to observing programs and shadowing the administrator. **Late hires after January 1, will receive two observations.**

### **Required for all Pike County Principals**

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

## **Conferencing**

At least 2 conferences will take place between Evaluator and Evaluatee including the summary of evidence conference. The feedback will be given within the observation feedback and shared electronically with the evaluatee.

**Note:** Late hires after January 1, will receive two observations. Summary of Evidence will be conducted annually for all principals, even late hires.

<b>Timeframe</b>	<b>Process and Topics</b>
<b>Fall Observation By December 31</b>	<ul style="list-style-type: none"><li>• Purpose of the Meeting</li><li>• Discuss reflections of data</li><li>• Discuss reflections of the Principal Performance Standards</li><li>• Discuss and come to agreement on the Professional Growth Goal and Action Plan</li><li>• Discuss and reflect on Working Condition Goal</li><li>• Questions/Concerns/Comments</li></ul>
<b>Spring Observation By June 1</b>	<ul style="list-style-type: none"><li>• Purpose of Meeting</li><li>• Discuss observation/provide feedback</li><li>• Share progress toward Professional Growth Goal</li><li>• Discuss progress of each standard-determine if any other documentation is needed</li><li>• Discuss overall rating based on Professional Practice</li><li>• Questions/Concerns/Comments</li></ul>
<b>Summative Conference By June 15</b>	<ul style="list-style-type: none"><li>• Discuss overall rating based on Professional Practice</li><li>• Complete Summary of Evidence</li></ul>

The spring observation and the summative conference may be conducted at the same time.

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

Principals are responsible for setting a two-year Working Conditions Growth Goal based on 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 Pike County Principals

- Developed following the completion of the IMPACT Kentucky Survey.
- Minimum of **one two-year goal**.

Working Conditions Goal Development Protocol		
Key Component	Acceptable	Needs Revision
<b>Focus principal performance Standards</b>  <b>Identifies an area related to current school needs</b>  <b>Includes target focused on sustained improvement</b>  <b>References adequate data sources</b>	<ul style="list-style-type: none"><li>• Principal identifies specific IMPACT survey questions that demonstrate an area for growth.</li><li>• Focuses on one or more standards relevant to working conditions survey results</li><li>• Identifies a specific area of working conditions that has strong potential to impact student learning</li><li>• Includes clear, specific target(s) with strong potential for long-term impact</li><li>• Clear connection between goal and relevant, meaningful data sources for monitoring and measuring results</li></ul>	<ul style="list-style-type: none"><li>• Limited connection to IMPACT Survey results</li><li>• Focuses on a standard not relevant to the working conditions survey results</li><li>• Fails to address a specific area of working conditions or limited potential to impact student learning</li><li>• Target not clear or specific; or focuses on minor issue with limited potential for long-term impact</li><li>• Data sources unidentified or appear to be inconsistent or inadequate to monitor progress or measure results</li></ul>

The Principal shall conduct interim survey of the 2 year working condition goal. The Superintendent/Designee shall conduct an annual **review of the working conditions goal no later than June 15**. Additional surveys or evidence that is mutually agreed upon by the Superintendent/Designee/designee and principal may also be used to inform development and evaluation of the Working Conditions Goal(s). Documentation for the working condition goals will be maintained on a shared district document folder accessible by superintendent, evaluator and principal.

## Working Conditions Goal Rubric

The goal will be a collaborative effort using the baseline data from the current IMPACT KY Survey results that are used to set a two-year goal. The working condition goal will be developed using the goals template for principals. This document will be uploaded to an evidence file on the district approved data sharing system.

<b>Exemplary</b>	Exceeded goal by more than 5%
<b>Accomplished</b>	Met goal or exceeded up to 5%
<b>Developing</b>	Increase from baseline data
<b>Ineffective</b>	Below the baseline data

**\*\*In an instance where the supervisor provides a rating that is not consistent with the chart; rationale shall be written and approved by the Superintendent.**

## Annual Review – Working Conditions Goal

During the year that IMPACT KY is not administered, an interim survey based on identified IMPACT Survey question(s) shall be used to assess progress by May 1<sup>st</sup>.

## Products of Products of Practice/Other Sources of Evidence

Throughout the course of the school year, the Tiered Support Administrator (TSA) will review the **below required documents** before making the overall professional practice determination of the principal/assistant principal.

The following list of evidence shall include these artifacts:

- PLC/Faculty Meeting Agendas and Minutes - (Standards 1, 3,4,5,6,7,9,10)
- Instructional Leadership Team (ILT) Meeting Agendas and Minutes - (Standards 1.3.4.5.6.9.10)
- Walk-through documentation - (Standards 1, 3,4,5,6,7,9,10)
- Analysis of survey results (IMPACT and interim survey) – ( 1, 3,4,5,6,7,9,10)
- 45/45/90 Day Plan and CSIP – 1,2, 3,4,5,6,7,8,9,10)
- Tiered Support Administrator visits (documentation – minutes, agendas) - Districtwide administrator meetings attendance and participation (1, 2, 3,4,5,6,7,8,9,10)

\* Note: The principal/assistant principal may choose to share other evidence with the TSA.

## Determining Summative Rating

Superintendent/Designee are responsible for determining a summative rating for each principal at the conclusion of their summative evaluation year. The summative rating is informed by the principal's ratings on each performance measure.



### Required for principal evaluator

- Use decision rules to determine an overall rating on district approved form.

A principal's Summative Rating is determined by the evaluator based on the principal's ratings on each standard. Using the sources of evidence for principals/assistant principals, evaluators shall use professional judgment to determine a rating for each measure. For measures that include multiple standards. A rating scale of 0,1,2,3 shall be used for each standard and averaged as indicated in *decision rules for measures with multiple standards* table. Decision making rules for performance rating of **Planning and Environment ONLY** that include multiple standards will be determined as follows:

- Rating values for each standard will be assigned as follows:
  - 0 = Ineffective
  - 1 = Developing
  - 2 = Accomplished
  - 3 = Exemplary
- **Planning Measure Rating Determination**  
Rating value Standard 1,9,10 + Rating Value Standard 9 /3 = overall rating for Planning
- **Environment Measure Rating Determination**  
Rating value Standard 3,7 + Rating Value Standard 6 /2 = overall rating for Environment
- **Instruction**  
Rating value Standard 4,5,6 + Rating Value Standard 9/3 = overall rating for Environment
- **Professional Responsibilities**  
Rating value Standard 2, 8 + Rating Value Standard 6/2 = overall rating for Environment

Measure	Standard PSEL 2015	Standard Rating				Overall Performance Measure Rating
<b>1: Planning</b>	Standard 1: Mission, Vision and Core Values	I	D	A	E	
	Standard 9: Operations and Management	I	D	A	E	
	Standard 10: School Improvement	I	D	A	E	
<b>2: Environment</b>	Standard 3: Equity and Cultural Responsiveness	I	D	A	E	
	Standard 7: Professional Community for Teachers and Staff	I	D	A	E	
<b>3: Instruction</b>	Standard 4: Curriculum, Instruction and Assessment Standard 5: Community of Care and Support Standard 6: Professional Capacity of School Personnel	I	D	A	E	
<b>4: Professional Responsibilities</b>	Standard 2: Ethics and Professional Norms	I	D	A	E	
	Standard 8: Meaningful Engagement of Families and Company	I	D	A	E	
	<b>Summative Rating</b>					

## **Determining the Summative Rating (continued)**

### **Decision Rules for measures with multiple standards**

<b>RANKING</b>	<b>AVERAGE SCORE</b>
Ineffective	0 – 0.9
Developing	1.0 – 1.49
Accomplished	1.50-2.49
Exemplary	2.50-3

One Measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated ACCOMPLISHED and Two Measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated DEVELOPING and two Measures are EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Three Measures are rated ACCOMPLISHED, and one Measure is rated DEVELOPING	Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Three Measures are rated DEVELOPING, and one Measure is rated ACCOMPLISHED	Performance Rating shall be DEVELOPING
Planning Measure <b>OR</b> Professionalism Measure is rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Environment Measure <b>OR</b> Instruction Measure is rated INEFFECTIVE	Performance Rating shall be DEVELOPING OR INEFFECTIVE
Environment Measure <b>AND</b> Instruction Measure are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE

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

Based on the overall performance rating, supervisors shall determine the type of Professional Growth Plan required of the principal. **The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.**

### **Decision Rules for Growth Plan Development for Principals**

<b>KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS</b>		
<b>EXEMPLARY</b>	<b>ACCOMPLISHED</b>	Shall have <b>a minimum</b> of a Professional Growth Plan developed by Evaluatee.
<b>DEVELOPING</b>		Shall have <b>a minimum</b> of a Professional Growth Plan developed by Evaluatee and/or Evaluator.
<b>INEFFECTIVE</b>		Shall have <b>a minimum</b> of a Professional Growth Plan developed by Evaluator.

# Other Certified District Personnel



## Other Certified Personnel Evaluation

704 KAR 3:345; Section 4; (2) (a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

### Evaluation Timetable for Other Certified District Personnel

STEP	TIMELINE
1. Build Individual Professional Growth Plan—All Other Certified Professionals (Central Office Certified Staff). All Other certified professionals shall use the documents located on the Pike County website in the certified evaluation folder for Central Office staff.	<ul style="list-style-type: none"> <li>As early as MAY 15 of the preceding school year and no later than September 30</li> <li>Employees hired after MAY should complete the plan within one month following first day of reporting for employment.</li> </ul>
2. Review of Evaluation Plan and Performance Criteria by Superintendent/Designee delivered to department heads. Superintendent/Designee shall review performance criteria with department head.	<ul style="list-style-type: none"> <li>No later than that the end of 30 calendar days of employees reporting for employment</li> </ul>
3. Implement Professional Growth Plan or Individual Corrective Action Plan	<ul style="list-style-type: none"> <li>As soon as Individual Professional Growth Plan (and/or Individual Corrective Action Plan) is signed</li> </ul>
<p>4. Conduct formal observations and conferences for data collection regarding performance of employee:</p> <p>Superintendent or Assistant Superintendent shall evaluate Department heads.</p> <p>Department heads shall evaluate other certified personnel in their department.</p>	<p>Conference <b>AT LEAST mid-year</b> for an update regarding Performance Criteria and progress of Growth/Action Plans</p> <ul style="list-style-type: none"> <li>At any time, conferences may be conducted and Individual Corrective Action Plans and/or memos written to note areas of concern. These memos become part of the evaluation folder</li> <li>Summative evaluation <b>by June 15<sup>th</sup></b></li> </ul>
5. Continuous Observations/Conference/Corrective Action Plans.	<ul style="list-style-type: none"> <li>At any time prior notice is not required</li> </ul>
<p>6a. Assess results, review/revise the current year's Individual Professional Growth Plan</p> <p>6b. Evaluator recommendation for non-renewal of contract (non-tenured employees).</p>	<ul style="list-style-type: none"> <li>No later than MAY 15<sup>th</sup>.</li> <li>In writing to the Superintendent no later than April 15</li> </ul>
7. All completed summative and Individual Professional Growth Plans shall be filed at evaluatee's assigned work base. Final Summative Evaluation Forms and Contractual Status Forms shall be copied and forwarded to the Director of Personnel. Copies of the Final Summative Evaluation Form and the Contractual Status Form shall be placed in the employee's personnel file.	<ul style="list-style-type: none"> <li>Other District certified non – tenured by April 1</li> <li>Other District certified tenured by April 15</li> <li>Superintendent by June 15</li> <li>Other District level administrators – by June 15</li> </ul>

## **Frequency of Summative Evaluations of Other Certified District Personnel**

At minimum summative evaluations shall occur on a schedule as specified below:

Position	Annually	3 year cycle
Superintendent	By June 15	
Administrators	By June 15	
Non-tenured	By April 1	
Tenured		By April 15

### **Performance Measures for all Other District Certified Staff**

All certified personnel (704 KAR 3:370) will be evaluated based on the following measures:

***Planning, Environment, Instruction, and Professionalism.***

### **Performance Criteria:**

Other Certified District Personnel shall be evaluated based upon their performance criteria as applicable regarding the following criteria to determine the overall performance measure.

### **Administrative positions holding an administrative certificate in areas applicable to job role: (Professional Standards for Educational Leaders (PSEL 2015) :**

- Performance Criteria 1: Mission, Vision and Core Values
- Performance Criteria 2: Ethics and Professional Norms
- Performance Criteria 3: Equity and Cultural Responsiveness
- Performance Criteria 4: Curriculum, Instruction and Assessment (as applicable to job role)
- Performance Criteria 5: Community of Care and Support for Students
- Performance Criteria 6: Professional Capacity of School Personnel
- Performance Criteria 7: Professional Community for Teachers and Staff
- Performance Criteria 8: Meaningful Engagement of Families and Community
- Performance Criteria 9: Operations and Management (as applicable to job role)
- Performance Criteria 10: School Improvement

### **Central office certified professionals in other roles shall be evaluated based on performance criteria as applicable to their job role (Professional Standards for Educational Leaders (PSEL 2015) :**

- Performance Criteria 1: Mission, Vision and Core Values
- Performance Criteria 2: Ethics and Professional Norms
- Performance Criteria 3: Equity and Cultural Responsiveness
- Performance Criteria 4: Curriculum, Instruction and Assessment (as applicable to job role)
- Performance Criteria 5: Community of Care and Support for Students
- Performance Criteria 6: Professional Capacity of School Personnel
- Performance Criteria 7: Professional Community for Teachers and Staff
- Performance Criteria 8: Meaningful Engagement of Families and Community
- Performance Criteria 9: Operations and Management (as applicable to job role)
- Performance Criteria 10: School Improvement

Sources of Evidence ~ Alignment Framework ~ OTHER CERTIFIED District Personnel - Other Roles				
Performance Measures	Planning	Environment	Instruction	Professional Responsibilities
<b>Standards (PSEL 2015)</b>	Standard 6: Professional Capacity of School Personnel	Standard 3: Equity and Cultural Responsiveness	Standard 1: Mission, Vision and Core Values	Standard 2: Ethics and Professional Norms
	Standard 9: Operations and Management	Standard 5: Community of Care and Support for Students	Standard 4: Curriculum, Instruction and Assessment	
		Standard 7: Professional Community for Teachers and Staff	Standard 10: School Improvement	
		Standard 8: Meaningful Engagement of Families and Communities		
<b>Observations</b>	Formal observations in job specific roles a minimum of once a year by direct report/primary supervisor.			
<b>Professional Growth</b>	Professional Growth Plan			
<b>Self-Reflection</b> PSEL Standards	Standard 6 Standard 9	Standard 3 Standard 5 Standard 7 Standard 8	Standard 1 Standard 4 Standard 10	Standard 2
<b>SOURCES OF EVIDENCE</b> To Inform Professional Practice	<b>Evidence Required</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Professional Growth Plan</li> <li>• Self – Reflection</li> <li>• Individual Work Plan</li> <li>• 1 additional artifact as determined by supervisor as aligns directly with job specific roles and duties</li> <li>• Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 calendar days prior to first day of reporting for work.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Professional Growth Plan</li> <li>• Self – Reflection</li> <li>• Individual Work Plan</li> <li>• 1 additional artifact as determined by supervisor as aligns directly with job specific roles and duties</li> <li>• Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 calendar days prior to first day of reporting for work.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Professional Growth Plan</li> <li>• Self – Reflection</li> <li>• Individual Work Plan</li> <li>• 1 additional artifact as determined by supervisor as aligns directly with job specific roles and duties</li> <li>• Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 calendar days prior to first day of reporting for work.</li> </ul>
		<ul style="list-style-type: none"> <li>• Observation</li> <li>• Professional Growth Plan</li> <li>• Self – Reflection</li> <li>• Individual Work Plan</li> <li>• 1 additional artifact as determined by supervisor as aligns directly with job specific roles and duties</li> <li>• Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 calendar days prior to first day of reporting for work.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Professional Growth Plan</li> <li>• Self – Reflection</li> <li>• Individual Work Plan</li> <li>• 1 additional artifact as determined by supervisor as aligns directly with job specific roles and duties</li> <li>• Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 calendar days prior to first day of reporting for work.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Professional Growth Plan</li> <li>• Self – Reflection</li> <li>• Individual Work Plan</li> <li>• 1 additional artifact as determined by supervisor as aligns directly with job specific roles and duties</li> <li>• Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 calendar days prior to first day of reporting for work.</li> </ul>

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

District administrators and certified district personnel should conduct the self-reflection using the **Professional Standards for Educational Leaders (PSEL 2015)**. Using the results of the self-reflection, certified personnel determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth/impact goal. Activities and experiences that are identified as being of value to certified district personnel in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities. The district administrator should meet with the primary evaluator to develop and receive feedback on the Self-Reflection and PGP.

## **Observation/Site Visit**

A minimum of one formal observation/site visit shall be conducted the by the direct report/primary supervisor in the Fall or Spring semester annually. District certified personnel observations are similar to a principal site visit. The observer will shadow or observe the personnel during any of the following events: working with teachers, school administrators, during regular office hours, planning hours, leading meetings or working with other district personnel. The district personnel shall be notified of the formal observation.

The purpose of a formal observation is to maintain dialogue between the district certified personnel and supervisor around the practices and responsibilities as it pertains to their field. The formal observation/site visit and informal snapshots will be used by the direct report/primary supervisor to provide a professional judgement in the daily practices of the certified personnel as it relates to their duties.

The supervisor will provide a post-observation summary in writing to the district certified personnel within five working days of the formal observation.

## **Determining Summative Rating**

District supervisors are responsible for determining a Summative Rating based on performance measures in planning, environment, instruction and professionalism for each certified district personnel below the level of superintendent. This includes other certified district personnel and personnel at the administrative level (department supervisors, directors, chiefs and assistant superintendent) at the conclusion of their summative evaluation year. The evidence that will be used is Self-Reflection, Professional Growth Plan, Observations/site visits, job specific work plan and one other district-



approved evidence to determine the summative rating. The summative rating is informed by district certified personnel's ratings on each performance measure.

## **Determining Summative Rating – Other District Certified Personnel**

### **Required for evaluator of other district personnel**

Summative Rating is determined by the evaluator based on the certified district personnel ratings on each standard. Using the sources of evidence for certified district personnel, evaluators shall use professional judgment to determine a rating for each measure. For measures that include multiple standards. A rating scale of 0,1,2,3 shall be used for each standard and averaged as indicated in *decision rules for measures with multiple standards* table. Decision making rules for performance rating of **Planning, Environment and Instruction ONLY** which include multiple standards will be determined as follows:

- **Rating values for each standard will be assigned as follows:**

- **0 = Ineffective**
- **1 = Developing**
- **2 = Accomplished**
- **3 = Exemplary**

- **Planning Measure Rating Determination**

Rating value Standard 1,9,10 + Rating Value Standard 9 /3 = overall rating for Planning

- **Environment Measure Rating Determination**

Rating value Standard 3,7 + Rating Value Standard 6 /2 = overall rating for Environment

- **Instruction**

Rating value Standard 4,5,6 + Rating Value Standard 9/3 = overall rating for Environment

- **Professional Responsibilities**

Rating value Standard 2, 8 + Rating Value Standard 6/2 = overall rating for Environment

<b>RANKING</b>	<b>AVERAGE SCORE</b>
Ineffective	0 – 0.9
Developing	1.0 – 1.49
Accomplished	1.50-2.49
Exemplary	2.50-3

- **Evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record**

## Determining Summative Rating – Other District Certified Personnel

### Other District Certified Personnel Decision

Measure	Standard PSEL 2015	Standard Rating				Overall Performance Measure Rating
<b>1: Planning</b>	Standard 1: Mission, Vision and Core Values	I	D	A	E	
	Standard 9: Operations and Management					
	Standard 10: School Improvement	I	D	A	E	
<b>2: Environment</b>	Standard 3: Equity and Cultural Responsiveness	I	D	A	E	
	Standard 7: Professional Community for Teachers and Staff	I	D	A	E	
<b>3: Instruction</b>	Performance Standard 4: Curriculum, Instruction and Assessment Performance Standard 5: Community of Care and Support for Students Performance Standard 6: Professional Capacity of School Personnel	I	D	A	E	
<b>4: Professional Responsibilities</b>	Performance Standard 2: Ethics and Professional Norms	I	D	A	E	
	Performance Standard 8: Meaningful Engagement of Families and Community	I	D	A	E	
	<b>Summative Rating</b>					

## Decision Making Summative Performance Measure Rating

One Measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated ACCOMPLISHED and Two Measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated DEVELOPING and two Measures are EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Three Measures are rated ACCOMPLISHED, and one Measure is rated DEVELOPING	Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Three Measures are rated DEVELOPING, and one Measure is rated ACCOMPLISHED	Performance Rating shall be DEVELOPING
Planning Measure <b>OR</b> Professionalism Measure is rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Environment Measure <b>OR</b> Instruction Measure is rated INEFFECTIVE	Performance Rating shall be DEVELOPING OR INEFFECTIVE
Environment Measure <b>AND</b> Instruction Measure are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE

## **Determining Summative Rating – Certified District Administrator Personnel**

### **Required for district administrator evaluator**

Summative Rating is determined by the evaluator based on the principal's ratings on each standard. Using the sources of evidence for certified district administrators, evaluators shall use professional judgment to determine a rating for each measure. For measures that include multiple standards. A rating scale of 0,1,2,3 shall be used for each standard and averaged as indicated in *decision rules for measures with multiple standards* table. Decision making rules for performance rating of **Planning and Environment ONLY** that include multiple standards will be determined as follows:

- **Rating values for each standard will be assigned as follows:**
  - **0 = Ineffective**
  - **1 = Developing**
  - **2 = Accomplished**
  - **3 = Exemplary**
- **Planning Measure Rating Determination**  
Rating value Standard 1,9,10 + Rating Value Standard 9 /3 = overall rating for Planning
- **Environment Measure Rating Determination**  
Rating value Standard 3,7 + Rating Value Standard 6 /2 = overall rating for Environment
- **Instruction**  
Rating value Standard 4,5,6 + Rating Value Standard 9/3 = overall rating for Environment
- **Professional Responsibilities**  
Rating value Standard 2, 8 + Rating Value Standard 6/2 = overall rating for Environment

<b>RANKING</b>	<b>AVERAGE SCORE</b>
Ineffective	0 – 0.9
Developing	1.0 – 1.49
Accomplished	1.50-2.49
Exemplary	2.50-3

## District Administrator Certified Personnel Decision

Measure	Standard PSEL 2015	Standard Rating				Overall Performance Measure Rating
<b>1: Planning</b>	Standard 1: Mission, Vision and Core Values	I	D	A	E	
	Standard 9: Operations and Management					
	Standard 10: School Improvement	I	D	A	E	
<b>2: Environment</b>	Standard 3: Equity and Cultural Responsiveness	I	D	A	E	
	Standard 7: Professional Community for Teachers and Staff	I	D	A	E	
<b>3: Instruction</b>	Performance Standard 4: Curriculum, Instruction and Assessment Performance Standard 5: Community of Care and Support for Students Performance Standard 6: Professional Capacity of School Personnel	I	D	A	E	
<b>4: Professional Responsibilities</b>	Performance Standard 2: Ethics and Professional Norms	I	D	A	E	
	Performance Standard 8: Meaningful Engagement of Families and Company	I	D	A	E	
	<b>Summative Rating</b>					

### Decision Making Summative Performance Measure Rating

One Measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated ACCOMPLISHED and Two Measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two Measures are rated DEVELOPING and two Measures are EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Three Measures are rated ACCOMPLISHED, and one Measure is rated DEVELOPING	Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Three Measures are rated DEVELOPING, and one Measure is rated ACCOMPLISHED	Performance Rating shall be DEVELOPING
Planning Measure <b>OR</b> Professionalism Measure is rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Environment Measure <b>OR</b> Instruction Measure is rated INEFFECTIVE	Performance Rating shall be DEVELOPING OR INEFFECTIVE
Environment Measure <b>AND</b> Instruction Measure are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE

**APPENDIX A**

**SUMMARY OF EVIDENCE**

**DOCUMENT**

**TEACHER**

**and**

**OTHER PROFESSIONAL**

**PERSONNEL EVALUATION SYSTEM**

## Teacher Summative Performance Report

**Directions:** This form is completed by the primary evaluator. A teacher's Overall Performance Category Rating is based upon a combination of a teacher's Professional Practice Rating. Complete each step using the provided matrixes for reference. A printed report from the state or district approved document management system duplicating this information may be printed and attached to the form in lieu of completing page one. This document will remain on file at the district office and the Principal's personnel file.

**Teacher:** Click here to enter text.  
here to enter text.

**School Year:** Click here to enter text.

**School:** Click

### **Measure 1: Planning**

Choose a rating

### **Measure 2: Environment**

Choose a rating

### **Measure 3: Instruction**

Choose a rating

### **Measure 4: Professional Responsibility**

Choose a rating

One measures is rated ACCOMPLISHED and three measures are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two measures are rated ACCOMPLISHED and Two measures are EXEMPLARY	Professional Practice Rating shall be EXEMPLARY
Two measures are rated DEVELOPING and two measures are EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Three measures are rated ACCOMPLISHED, and one measures are rated DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Three measures are rated DEVELOPING, and one measures rated ACCOMPLISHED	Professional Practice Rating shall be DEVELOPING
Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Measures 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE

☐ Professional Growth Goal requirements were met

☐ Professional Growth Goal requirements were not met

## Teacher Summative Performance Report

### GROWTH PLAN AND CYCLE - Refer CEP for determination of Growth Plan Cycle

- ☐ Up to 12-month Improvement Plan
- ☐ One-Year Cycle – Directed Growth Plan
- ☐ Three-Year Cycle –Self-Directed Growth Plan

### Evaluation Summary

- ☐ Recommended for continued employment
- ☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
- ☐ Recommended for Non-Renewal (The teacher has failed to make progress on a Corrective Action Plan, or the teacher consistently performs below the established standards or in a manner that is inconsistent with the professional code of ethics.)

### Overall Summative Rating

Overall Evaluation Summary Criteria			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
_____ Employee's Signature/Date		_____ Administrator's Signature/Date	

Evaluator's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Teacher's Signature \_\_\_\_\_  
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date \_\_\_\_\_ Date \_\_\_\_\_

The evaluatee may submit a written statement in response to the summative rating and the response will be included in the official personnel record. **(Initial below)**

- \_\_\_\_\_ **Accept:** A written statement will be submitted within five (5) working days of the signing and dating the summative assessment form.
- \_\_\_\_\_ **Decline:** Opportunity was provided and evaluatee declines submitting a written statement.

**PIKE COUNTY SCHOOLS**  
**SELF - REFLECTION & PROFESSIONAL GROWTH AND PLANNING TEMPLATE**

Teacher	
EPSB ID#	
School	
Grade Level/Subject(s)	

**Part A: Self-Reflection**

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



Measure:	Circle Professional Growth Priority Components			Select a component from those circled for focused professional growth goal development (Part B):						
Planning	1A	1B	1C	1D	1E	1F				
Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professionalism	4A	4B	4C	4D	4E	4F				
Current Level of Performance for Selected Measure:							I	D	A	E

### Part B: Professional Growth Goal and Plan

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Impact:		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

### Part C: Mid-year Review

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

### Part D: Summative Reflection

Date:	End of Year Reflection:

Next Steps:

Connection to Framework for Teaching:		I	D	A	E
		I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

# **APPENDIX B**

## **SUMMARY OF EVIDENCE**

### **DOCUMENT**

**Principal / Assistant Principal**



## Principal Summative Performance Report

**Directions:** Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle. A printed report from the state approved document management system duplicating this information may be printed and attached to the form in lieu of completing page one and two of this document. Signed copies of this document will remain on file at the district office and the Principal's personnel file.

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

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

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

Measure	Standard PSEL 2015	Standard Rating				Overall Performance Measure Rating
<b>1: Planning</b>	Standard 1: Mission, Vision and Core Values	I	D	A	E	
	Standard 9: Operations and Management					
	Standard 10: School Improvement	I	D	A	E	
<b>2: Environment</b>	Standard 3: Equity and Cultural Responsiveness	I	D	A	E	
	Standard 7: Professional Community for Teachers and Staff	I	D	A	E	
<b>Instruction</b>	Performance Standard 4: Curriculum, Instruction and Assessment Performance Standard 5: Community of Care and Support for Students Performance Standard 6: Professional Capacity of School Personnel	I	D	A	E	
<b>4: Professional Responsibilities</b>	Performance Standard 2: Ethics and Professional Norms	I	D	A	E	
	Performance Standard 8: Meaningful Engagement of Families and Community	I	D	A	E	
	<b>Summative Rating</b>					

One measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two measures are rated ACCOMPLISHED and Two measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two measures are rated DEVELOPING and two measures are EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Three measures are rated ACCOMPLISHED, and one measure is rated DEVELOPING	Performance Rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Three measures are rated DEVELOPING, and one measure is rated ACCOMPLISHED	Performance Rating shall be DEVELOPING
Planning <u>and</u> Professionalism are rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Planning <u>or</u> Professionalism are rated INEFFECTIVE	Performance Rating shall not be ACCOMPLISHED, shall be DEVELOPING OR INEFFECTIVE
Environment <u>and</u> Instruction are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE

## Principal Summative Performance Report

---

### Evaluation Summary

- ☐ Recommended for continued employment
- ☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
- ☐ Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Summative Rating			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
_____ Employee's Signature/Date		_____ Administrator's Signature/Date	

Evaluator's Name \_\_\_\_\_ Principal's Name \_\_\_\_\_

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

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date \_\_\_\_\_

Date \_\_\_\_\_

Superintendent's Name \_\_\_\_\_ Superintendent's Signature \_\_\_\_\_

Date \_\_\_\_\_

The evaluatee may submit a written statement in response to the summative rating and the response will be included in the official personnel record. **(Initial below)**

\_\_\_\_\_ **Accept:** A written statement will be submitted within five (5) working days of the signing and dating the summative assessment form.

\_\_\_\_\_ **Decline:** Opportunity was provided and evaluatee declines submitting a written statement.

*Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:*

- Professional Growth and Self Reflection
- Observations
- IMPACT Survey/Interim Survey
- Working Conditions Goal
- Other district determined evidence sources

## Assistant Principal Summative Performance Report

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**Directions:** Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle. A printed report from the state approved document management system duplicating this information may be printed and attached to the form in lieu of completing page one and two of this document. Signed copies of this document will remain on file at the district office and the Principal's personnel file.

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

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

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

Measure	Standard PSEL 2015	Standard Rating				Overall Performance Measure Rating
<b>1: Planning</b>	Standard 1: Mission, Vision and Core Values	I	D	A	E	
	Standard 9: Operations and Management					
	Standard 10: School Improvement	I	D	A	E	
<b>2: Environment</b>	Standard 3: Equity and Cultural Responsiveness	I	D	A	E	
	Standard 7: Professional Community for Teachers and Staff	I	D	A	E	
<b>Instruction</b>	Performance Standard 4: Curriculum, Instruction and Assessment	I	D	A	E	
<b>4: Professional Responsibilities</b>	Performance Standard 2: Ethics and Professional Norms	I	D	A	E	
	Performance Standard 8: Meaningful Engagement of Families and Community	I	D	A	E	
	<b>Summative Rating</b>					

One measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two measures are rated ACCOMPLISHED and Two measures are EXEMPLARY	Performance Rating shall be EXEMPLARY
Two measures are rated DEVELOPING and two measures are EXEMPLARY	Performance Rating shall be ACCOMPLISHED
Three measures are rated ACCOMPLISHED, and one measure is rated DEVELOPING	Performance Rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Performance Rating shall be ACCOMPLISHED
Three measures are rated DEVELOPING, and one measure is rated ACCOMPLISHED	Performance Rating shall be DEVELOPING
Planning <u>and</u> Professionalism are rated INEFFECTIVE	Performance Rating shall NOT be EXEMPLARY
Planning <u>or</u> Professionalism are rated INEFFECTIVE	Performance Rating shall not be ACCOMPLISHED, shall be DEVELOPING OR INEFFECTIVE
Environment <u>and</u> Instruction are rated INEFFECTIVE	Performance Rating shall be INEFFECTIVE



## Assistant Principal Summative Performance Report

### Evaluation Summary

- ☐ Recommended for continued employment
- ☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
- ☐ Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Summative Rating			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Employee's Signature/Date _____		Administrator's Signature/Date _____	

Evaluator's Name \_\_\_\_\_ Assistant Principal's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Assistant Principal's Signature \_\_\_\_\_

(Signature denotes receipt of the summative Evaluation, not necessarily agreement with the contents of the form.)

Date \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Name \_\_\_\_\_ Superintendent's Signature \_\_\_\_\_

The evaluatee may submit a written statement in response to the summative rating and the response will be included in the official personnel record. **(Initial below)**

\_\_\_\_\_ **Accept:** A written statement will be submitted within five (5) working days of the signing and dating the summative assessment form.

\_\_\_\_\_ **Decline:** Opportunity was provided and evaluatee declines submitting a written statement.

*Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:*

- Professional Growth and Self Reflection
- Observations
- IMPACT Survey/Interim Survey
- Working Conditions Goal
- Other district determined evidence sources

<b>Principal</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

**Reflective Practice, IMPACT KY Working Conditions and Professional Growth Plan**  
**Principal/Assistant Principal**

<b>Standard</b>	<b>Self-Assessment</b>				<b>Strengths and areas for growth</b>
<b>1. Mission , Vision, and Core Values</b>  <i>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</i>	I	D	A	E	
<b>2. Ethics and Professional Norms</b>  <i>Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>3. Equity and Cultural Responsiveness</b>  <i>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>4. Curriculum, Instruction and Assessment</b>  <i>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being</i>	I	D	A	E	
<b>5. Community of Care and Support for Students</b>  <i>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</i>	I	D	A	E	

<b>6. Professional Capacity of School Personnel</b>  <i>Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>7. Professional Community for Teachers and Staff</b>  <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>	I	D	A	E	
<b>8. Meaningful Engagement of Families and Community</b>  <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>					
<b>9. Operations and Management</b>  <i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>	I	D	A	E	
<b>10. School Improvement</b>  <i>Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</i>	I	D	A	E	

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

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

## Reflective Practice, IMPACT KY Working Conditions and Professional Growth Planning Template Principal – Assistant Principal

### Part B: Principal's IMPACT Kentucky Working Conditions Goal

#### Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of IMPACT KY Kentucky.

#### Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

<b>Exemplary</b>	Exceeded goal by more than 5%
<b>Accomplished</b>	Met goal or exceeded up to 5%
<b>Developing</b>	Increase from baseline data
<b>Ineffective</b>	Below the baseline data

Working Conditions Goal Action Plan			
<b>Working Conditions</b> What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	<b>Strategies/Actions</b> What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?

## Reflective Practice, IMPACT KY Working Conditions and Professional Growth Planning Template Principal – Assistant Principal

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### Part C: Connecting Priority Growth Needs to Professional Growth Planning

**1) Initial Reflection:** *Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.*

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

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
<b>Professional Learning</b> What do I want to change about my leadership or role that will effectively impact student learning?  What is my personal learning necessary to make that change?	<b>Strategies/Actions</b> What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?

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

## Reflective Practice, IMPACT KY Working Conditions and Professional Growth Planning Template Principal – Assistant Principal

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### Part C: Connecting Priority Growth Needs to Professional Growth Planning

**1) Initial Reflection:** Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

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

Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
<b>Professional Learning</b> What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	<b>Strategies/Actions</b> What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/action?

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

# **APPENDIX C**

## **SUMMATIVE**

## **DOCUMENT**

### **OTHER PROFESSIONALS**

**PSYCHOLOGIST**

**SPEECH LANGUAGE PATHOLOGISTS**

**COUNSELORS**

**LIBRARY MEDIA SPECIALIST**



## Other Professionals Summative Performance Report

**Directions:** Completed by primary evaluator. Overall Performance Category is based on Professional Practice. Once both the overall Professional Practice rating and the Overall Performance Category is achieved using the established Overall Performance Category matrix.

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

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

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

One Performance Measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Summative Rating shall be EXEMPLARY
Two Performance Measure are rated ACCOMPLISHED and Two measures are EXEMPLARY	Summative Rating shall be EXEMPLARY
Two Performance Measure are rated DEVELOPING and two measures are EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Three Performance Measure are rated ACCOMPLISHED, and one measures are rated DEVELOPING	Summative Rating shall be ACCOMPLISHED
Two Performance Measure are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Three Performance Measure are rated DEVELOPING, and one measure is rated ACCOMPLISHED	Summative Rating shall be DEVELOPING
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Performance Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE

### **Performance Measure 1: Planning**

Choose a rating

### **Performance Measure 2: Environment**

Choose a rating

### **Performance Measure 3: Instruction**

Choose a rating

### **Performance Measure 4: Professionalism**

Choose a rating

### ***Overall Professional Practice Rating:***

### ***Choose an Overall Professional Practice Rating***

### **OTHER PROFESSIONAL GROWTH PLAN AND CYCLE**

- ☐ Up to 12-month Improvement Plan
- ☐ One-Year Cycle – Directed Growth Plan
- ☐ Three-Year Cycle –Self-Directed Growth Plan



### Evaluation Summary

☐ Recommended for continued employment

☐ Recommended for Non-Renewal (The teacher has failed to make progress on a Corrective Action Plan, or the teacher consistently performs below the established standards or in a manner that is inconsistent with the professional code of ethics.)

Evaluator's Name \_\_\_\_\_ Other Professional's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Other Professional's Signature \_\_\_\_\_

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

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

The evaluatee may submit a written statement in response to the summative rating and the response will be included in the official personnel record. **(Initial below)**

\_\_\_\_\_ **Accept:** A written statement will be submitted within five (5) working days of the signing and dating the summative assessment form.

\_\_\_\_\_ **Decline:** Opportunity was provided and evaluatee declines submitting a written statement.

# APPENDIX D

## SUMMATIVE

## DOCUMENT

### OTHER DISTRICT OFFICE CERTIFIED PERSONNEL



# PIKE COUNTY SCHOOLS

## SUMMATIVE EVALUATION FOR OTHER CERTIFIED DISTRICT PERSONNEL

☐ Tenured

☐ Non- Tenured

☐ Other District Role

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluate \_\_\_\_\_  
 Evaluator \_\_\_\_\_

Evaluatee's Position \_\_\_\_\_  
 Evaluator's Position \_\_\_\_\_

Measure	Standard PSEL 2015	Standard Rating				Overall Performance Measure Rating
1. Planning	Standard 1: Mission, Vision and Core Values	I	D	A	E	
	Standard 9: Operations and Management					
	Standard 10: School Improvement	I	D	A	E	
2. Environment	Standard 3: Equity and Cultural Responsiveness	I	D	A	E	
	Standard 7: Professional Community for Teachers and Staff	I	D	A	E	
3. Instruction	Performance Standard 4: Curriculum, Instruction and Assessment					
	Performance Standard 5: Community of Care and Support for Students	I	D	A	E	
	Performance Standard 6: Professional Capacity of School Personnel					
4. Professional Responsibilities	Performance Standard 2: Ethics and Professional Norms	I	D	A	E	
	Performance Standard 8: Meaningful Engagement of Families and Company	I	D	A	E	
Summative Rating						

Evaluatee's Comments

Evaluator's Comments:

I have read and discussed this data and received a copy.

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

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

### Employment Recommendation to Central Office:

- ☐ Meets district office performance criteria for re-employment  
☐ Does not meet district office performance criteria for re-employment

Opportunities for appeal process at local and state level are a part of the District Evaluation Plan.

\*Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan.  
 The evaluatee may submit a written statement in response to the summative rating and the response will be included in the official personnel record. (Initial below)

\_\_\_\_\_ **Accept:** A written statement will be submitted within five (5) working days of the signing and dating the summative assessment form.

\_\_\_\_\_ **Decline:** Opportunity was provided and evaluatee declines submitting a written statement.