

HARLAN COUNTY
PUBLIC SCHOOLS

CERTIFIED

EVALUATION PLAN

2026/27

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ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

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

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

Name: **Title:**

Administrators

Scott Pace, Personnel

Bryan Howard, Principal

Bristol Belcher, Title I Director

Jody Gilliam, Director of Finance

Megan Carruba, Counselor

Name: **Title:**

Teachers

Justin Howard, Teacher

Garett Bolin, Teacher

Stephen Daniel, Teacher

Sarah Clark, Teacher

Erica Moore, Teacher

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)
- All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)
- All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) years. (KRS 156.557)
- Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).
- This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).
- The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.
- The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.
- The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN
2026-2027**

District:
Harlan County
251 Ball Park Road
Harlan, KY 40831

606-573-4330

Superintendent: Brett Johnson

Evaluation Contact Person: Scott Pace, Personnel

**Evaluation Plan Development Committee Members (50/50 Committee),
Positions,**

Administrators

Scott Pace, Personnel

Bryan Howard, Principal

Bristol Belcher, Title I Director

Jody Gilliam, Director of Finance

Megan Carruba, Counselor

Teachers

Justin Howard, Teacher

Garett Bolin, Teacher

Stephen Daniel, Teacher

Sarah Clark, Teacher

Erica Moore, Teacher

HARLAN COUNTY EVALUATION PROCEDURES

The purpose of the Harlan County Certified Evaluation Plan is to help teachers and administrators strengthen and improve their level of performance and effectiveness.

This goal will be achieved through the process of systematic efforts based on the shared responsibility of the evaluator and the evaluatee in a setting of mutual understanding, respect, and trust.

EVALUATION:

Evaluation is the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions. All observations shall be on approved forms, open, and with full knowledge of the evaluatee. Evaluations shall become part of the evaluatee's official personnel file.

PRIMARY EVALUATOR:

The principal of the school shall be the primary evaluator of the teachers who provide services within the school. Principals shall be evaluated by the Superintendent or his/her designee. The Superintendent shall be evaluated by the Harlan County Board of Education. All other evaluations will be the responsibility of the employee's immediate supervisor unless other arrangements have been mutually agreed upon by the evaluatee and Superintendent.

EXPLANATION TO and DISCUSSIONS WITH ALL CERTIFIED PERSONNEL:

Within the first 30 days of employment, all certified personnel shall have the Harlan County Evaluation Procedures explained to them. Each individual shall also be provided access to the evaluation instrument that will be used to evaluate their specific position.

FORMATIVE EVALUATION:

Formative evaluation is a continuous cycle of collecting evaluation information in order to provide feedback with suggestions regarding the certified employee's professional growth performance. The evaluator should observe the teacher and students in an instructional setting. The evaluator should document information for interaction with the teacher. The information should be analyzed and presented when conferencing with the teacher to identify strengths and weaknesses. All information should be used in developing strategies for a growth plan to improve performance.

The Formative evaluation(s) should be used in developing the summative report.

The formative process shall include a formative conference between the evaluator and the person evaluated within one (1) work week of the observation. The evaluatee shall be provided a copy of the evaluation with an opportunity for response. A copy of the formative evaluation should be retained by the evaluator for reference in making decisions on the regarding the performance rating that is assigned to each performance measure.

SUMMATIVE EVALUATION:

The summative report is a compilation of the formative evaluations and includes all evaluation data. The summative report requires a report of the evaluatee's performance criteria and a plan for improvement. The summative report shall rate the evaluatee as ineffective, developing, accomplished, or exemplary in the four performance measures of Planning, Environment, Instruction and Professionalism to inform an overall performance category. The assigned performance level/rating is informed by the presence (or absence) of indicators for elements and components within the Kentucky Framework for Teaching in combination with other evidences such as teacher and student artifacts, etc..... (See pgs. 24-26 for assignment of rating). The type and length of the evaluatee's subsequent educator plan will then be determined. The summative report will be shared with the evaluatee in a conference after the final observation. The evaluatee shall be provided an opportunity for a written response. The response shall become a part of the official personnel record. The evaluatee shall be provided a copy of the summative evaluation.

The evaluation cycle is determined by the *Type and Length of Educator Plan for Tenured Teachers* document/rubric (see appendix). The minimum requirement for tenured teachers is one summative evaluation every **five (5) years**. **Additional summative evaluations may be performed at the discretion of the immediate supervisor of a teacher or other professional based upon a case-by-case analysis of the performance criteria set forth in subsection (4) of KRS 156.557, but shall not be imposed as a uniform requirement across the system.** Formal evaluations may occur more often if deemed necessary by the evaluator/supervisor. Non-tenured teachers and other professionals must receive a summative evaluation a minimum of every year regardless of results.

Administrators and Other Professionals/specialists including Guidance Counselors, Instructional Supervisors, Library Media Specialists, School Psychologists, and Therapeutic Specialists will follow the same processes, timelines and evaluation cycle as teachers. The summative report shall rate these evaluatee's as ineffective, developing, accomplished, or exemplary in the four performance measures of Planning, Environment, Instruction and Professionalism. The performance criteria from these four measures includes Planning and preparation, The Environment, Delivery of Service and Professional Responsibilities. Other Professionals/specialists will be evaluated using their respective Kentucky Framework for Teaching: Specialist Frameworks for Other Professions found at the following link: <http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

As mentioned previously, summative evaluation shall occur at least once every **five (5) years** for an administrator. All evaluations of a certified employee below the level of the district superintendent shall be in writing and on approved evaluation forms within the district's evaluation procedures and become a part of the official personnel record.

MULTIPLE OBSERVATIONS:

Evaluation with multiple observations shall occur annually for each non-tenured certified employee (including those participating in KTIP). Multiple observations shall be conducted with a tenured, certified employee based on the *Type and Length of Educator Plan for Tenured Teachers* document/rubric. Peer observations are no longer required, but may be used in the observation process.

THIRD PARTY OBSERVER:

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third part observer.

PROFESSIONAL GROWTH PLANS:

All certified employees shall collaboratively work with their evaluator to develop a professional growth plan annually on the district approved forms. The plan shall be reviewed on a continual basis by the evaluator and evaluatee. If the evaluator feels the evaluatee's professional practice performance has fallen into the "ineffective" level, the professional growth plan may be converted to a corrective action plan at any time at the sole discretion of the evaluator. The professional growth plan shall be an individualized plan that includes:

- The Professional Growth Plan should address realistic, focused, and measurable professional goals. The plan should connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. As teachers collaborate with administrators to identify explicit goals, these goals should become the focus of professional growth activities, support, and on-going reflection related to the progress in meeting the goals and the impact that is measurable for both the teacher and students.
- The Superintendent shall develop an annual growth plan that complies with board policy 02.14.

TYPE & LENGTH OF EDUCATOR PLAN:

The Type and Length of Educator Plan shall be determined by the evaluatee's immediate supervisor. The supervisor/evaluator may at any time during the course of the year choose to change the type and length of any evaluatee's educator plan based on their performance in any of the four measures of the Kentucky Adapted Framework. A teacher may be moved to a corrective action plan at any time during the cycle based on their evaluator's determination of "ineffective" performance on any of the four measures found within the Kentucky Adapted Framework or on the ***Professional Standards for Educational Leaders (PSEL)***.

The corrective action plan shall include:

- Identification of the standard/standards rated ineffective
- Present Professional Growth Stage
- Focus on the low performance area
- Procedures and activities for achieving goals and objectives
- Appraisal method and target dates

The corrective action plan shall include an opportunity for comments from both the evaluatee and the evaluator.

QUALIFICATIONS OF THE EVALUATOR:

The primary evaluator for all certified teachers shall be trained in the state approved certified evaluation trainings and participate in **six hours of EILA-approved annual update training**.

The District Professional Development Coordinator will be the district contact person responsible for monitoring reevaluation training and implementing the evaluation plan.

PERFORMANCE MEASURES, STANDARDS AND CRITERIA:

Both the Teacher Evaluation Instrument and the Administrative Evaluation Instrument outline specific Standards of Performance which have an acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

The **Professional Standards for Educational Leaders (PSEL)** and criteria our district will be using are referenced as the **Professional Standards for Educational Leaders (PSEL)** and are designed to support student achievement and professional best-practice through the standards of **1. Mission, Vision, and Core Values, 2. Ethics and Professional Norms, 3. Equity and Cultural Responsiveness, 4. Curriculum, Instruction and Assessment, 5. Community of Care and Support for Students, 6. Professional Capacity of School Personnel, 7.**

Professional Community for Teachers and Staff, 8. Meaningful Engagement of Families and Community, 9. Operations and Management, 10. School Improvement.

The Standards are contained within the KyFfPE (Kentucky Framework for Personnel Evaluation) in the four performance measures of Planning, Environment, Instruction and Professionalism.

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

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

The teacher performance standards and criteria our district will be using is the Kentucky Adapted Framework for Teaching and Learning. The framework consists of 4 Measures: 1- Planning & Preparation; 2- The Classroom Environment; 3- Instruction; and 4 – Professional Responsibilities (Refer to Appendix # for current standards).

The standards used for Other Professionals/Specialists (Planning and Preparation, The Environment, Delivery of Service and Professional Responsibilities) are contained in four performance Measures of Planning, Environment, Instruction and Professionalism found in The Kentucky Frameworks for Teaching-Specialists Frameworks located on the KDE webpage link:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

Other district personnel including district administrative personnel such as supervisors, directors, assistant directors, & assistant superintendents who are not principals, counselors, or assistant principals, other professionals/specialists and any personnel serving in dual roles will be evaluated using the same performance standards as principals to the extent applicable from the KyFfPE Performance Measures (Planning, Environment, Instruction and Professionalism) that characterize the evaluatee's professional effectiveness using criteria and informed by evidences specific to the evaluatee's job category.

CERTIFIED EVALUATION APPEAL PROCESS

The evaluation appeal shall be made to the Superintendent in writing. If the Superintendent cannot satisfactorily work out the disagreement on the evaluation, the matter shall be presented to the appeal committee to hear the appeal.

SELECTION AND TERMS OF MEMBERS FOR THE APPEAL COMMITTEE:

The appeals committee member terms shall be for one year and run from July 1 to June 30.

Each Evaluation Committee shall be made up of the following:

- a. One certified employee and one alternate appointed by the Board of Education.
- b. Two certified staff members and two alternates elected by the certified staff

The chairperson of the panel shall be the certified employee appointed by the Superintendent.

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. Each party may have representation of their choosing.

The duties of the committee shall be to hear the appeal and render a majority opinion.

The purpose of the hearing is to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and the evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. The members of the appeals committee and Superintendent will be the only persons to review the documentation. All documentation will be locked in a secure place in the central office except during appeal panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties and opportunities will be provided to review all documentation reasonably in advance.

The panel will meet, review all documents, discuss and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members

during the hearing.

Chosen representation may be present during the hearing.

For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.

Only panel members, the evaluatee and evaluator, and chosen representation will be present at the hearing.

Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

The following procedures will be implemented during the hearings:

The chairperson of the appeals panel will convene the hearing, review procedures, and clarify the panel's responsibilities.

Each party will be allowed to make a statement of claim. The evaluatee will begin.

The panel may question the evaluatee and evaluator.

The chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.

Each party (evaluator and evaluatee) will be asked to make closing remarks. The chairperson of the panel will make closing remarks.

The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

- a. Upholding all parts of the original evaluation.
- b. Voiding the original evaluation or parts of it
- e. Ordering a new evaluation by a second certified employee.
- d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file.

The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator, and the superintendent within fifteen (15) working days from the date the appeal is filed.

The superintendent shall act on the recommendation(s) of the panel.

The superintendent's decision, the panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

The panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in the statute and regulation.

Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

CERTIFIED APPEAL TO THE KENTUCKY BOARD OF EDUCATION:

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

No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request. A brief, written statement and other documents which party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

**EVALUATION APPEALS COMMITTEE
2026-27**

Board Appointed Certified Employee:

Scott Pace, Personnel

Board Appointed Certified Employee Alternate:

Jeanne Lee, Director of Districtwide Programs

Teacher Elected Members:

1). Mitchell, Andrea

2). Sawyers, Teresa

Teacher Elected Member Alternates:

1). Howard, Justin

2). *

Harlan County Certified Evaluation Plan

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

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified 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 employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
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. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator pursuant to KRS 156.557(5)(c)2.
9. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a). A continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.
11. **Improvement Plan:** A plan for improvement up to twelve months in duration.
12. **Individual Corrective Action Plan (ICAP)/Improvement Plan:** A plan for improvement developed by the evaluator, in collaboration with evaluatee as a result of "Ineffective" rating(s) on the summative evaluation or documented unsatisfactory performance observed at ANY time during the school year. Specific assistance and activities are identified and progress monitored. The plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in overall professional practice.
 - b. Principals who are rated ineffective in professional practice
13. **Job Category:** A group or class of certified school personnel positions with closely related functions.
14. **Kentucky Framework for Personnel Evaluation:** the statewide framework a school district uses to develop a local certified school personnel evaluation system.
15. **Mini Observation:** An observation conducted by a certified observer for approximately 20-30 minutes in length.

16. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
17. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
18. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the EPSB pursuant to 16 KAR 3:050. This includes but not limited to school level guidance counselors, library media specialists, school psychologists, speech language pathologists, and school level instructional specialists.
19. **Overall Summative rating:** The demonstration (along with other evidences), in the school environment, of the evaluatee's professional knowledge and skill.
20. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
22. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
23. **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.
 - "Exemplary": consistently exceed expectations for effective performance
 - "Accomplished": consistently meets expectations for effective performance
 - "Developing": inconsistently meets expectations for effective performance
 - "Ineffective": consistently fails to meet expectations for effective performance
24. **Personnel Evaluation System or System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
25. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
26. **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 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.

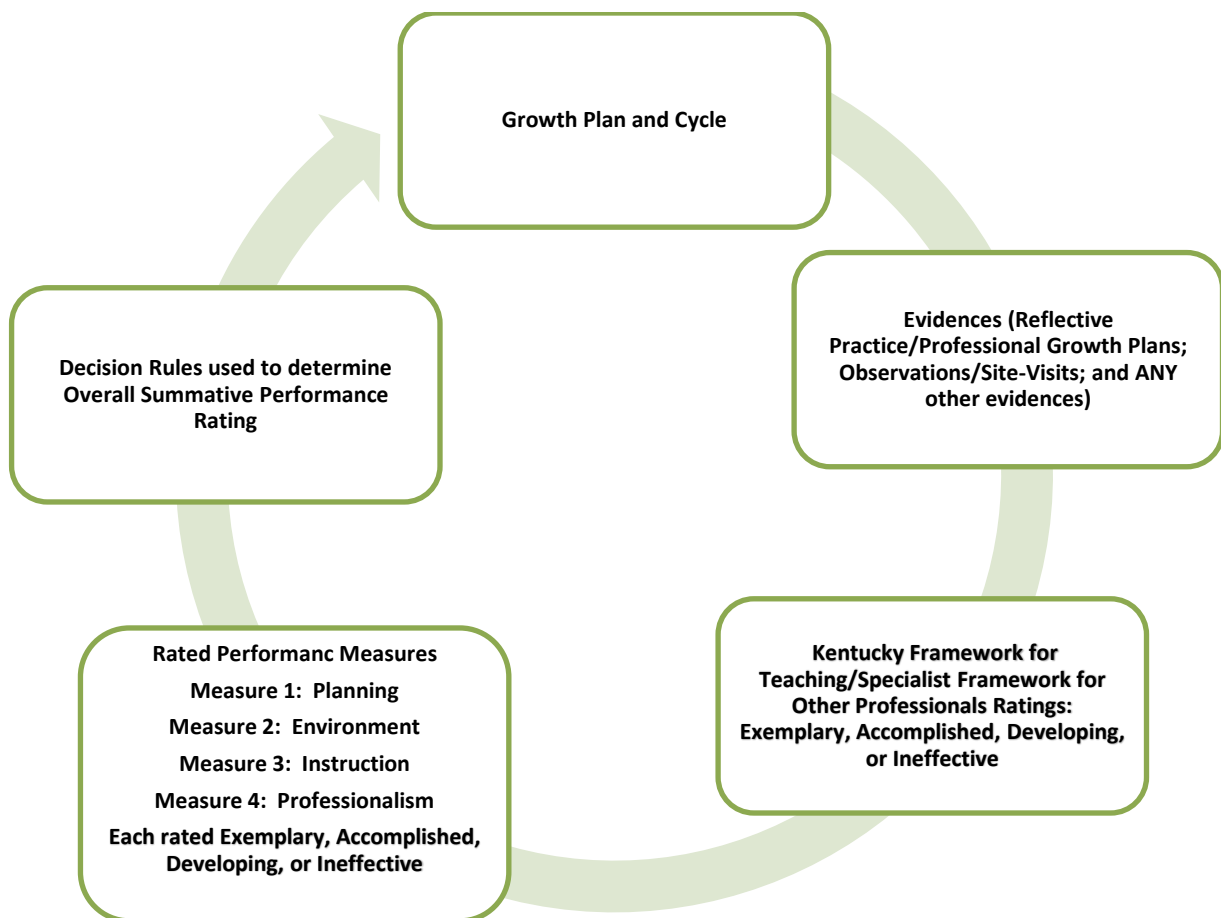
- 27. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- 28. **Sources of Evidence or Source of Evidence:** the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
- 29. **Summative Evaluation:** Is defined by KRS 156.557(1)(d). The summary of, and conclusions from the evaluation data, including formative evaluation data that:
 - a. Occur at the end of an evaluation cycle; and
 - b. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.
- 30. **Summative Rating:** The rating that is calculated for a teacher, other professional, Principal, or Assistant Principal evaluatee pursuant to Section 9 of 704 KAR 3:370 of this administrative regulation and related to the requirements of Section 8 of this administrative regulation. Also applies to Other District Personnel pursuant to section 10 of the administrative regulation.
- 31. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

The Certified Evaluation Plan for Teachers and Other School Level Professionals

The vision for the Certified Evaluation Plan is to have every student taught by an effective teachers and other school level professionals. The goal is to create a fair and equitable system to measure teacher and other school level professionals effectiveness and act as a catalyst for professional growth.

Overview and Summative Model

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



The Kentucky Framework for Personnel Evaluation

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
The Environment
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 measures of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

Evaluators must use (but are not limited to) the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning
- Observation

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

- Other District Determined Measures of Student Learning
- Products of Practice
- Local student growth goals
- Accountability/School report card data
- Student growth data
- Other Sources (e.g. parent surveys)

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

Other School Level Professionals

Other Professionals/specialists including Guidance Counselors, Instructional Supervisors, Library Media Specialists, School Psychologists, and Therapeutic Specialists will follow the same evaluation cycle for formative and summative evaluations as teachers using the same processes, evidences, and timelines as referenced throughout this document for teachers. The summative report shall rate the evaluatee as ineffective, developing, accomplished, or exemplary in the four performance measures of Planning, Environment, Instruction and Professionalism. The performance criteria from these four measures includes Planning and Preparation, The Environment, Delivery of Service and Professional Responsibilities. Other Professionals/specialists will be evaluated using their respective Kentucky Framework for Teaching: Specialist Frameworks for Other Professions found at the following link: <http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

The “Other Professionals summative” evaluation form found in appendix O should be used for all OPGES summative evaluations (the formative and summative forms for Psychologists in Appendices M and N may be used for those specialists).

(KTIP) - Teachers new to Harlan County (new graduates, Alternative certified and out of district transfers) will follow district implemented mentoring program.

Since the state abolished KTIP and left it to districts to serve their new teachers, Harlan County Schools implemented a mentor program. The bold section above establishes who participates in the program. Each category of teachers mentioned is assigned a district mentor. The mentor and new teacher spend 10 hours of in-class and 10 hours of out-of-class with each other to address the needs of the mentee. The district Mentor Facilitator assigns the mentors based on grade-level, subject level, and proximity to the new teacher. Mentors should have at least three years of classroom experience.

Professional Growth

Professional Growth Planning and Self-Reflection

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

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

- **All** teachers **AND** other professionals will collaboratively work with their evaluator in the completion of a *Professional Growth Plan* annually. The template should be completed in its entirety with on-going reflection and a summative reflection.
- The *Professional Growth Plan* should be completed on district approved forms by May 15th.
- If the employee is hired after May 15th, the *Professional Growth Plan* should be completed on district approved forms within 30 days of hire.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

- All certified teachers and other certified school level professionals will use the Kentucky Framework applicable to their position:
 - Certified Teachers (including pre-school and alternative school teachers)– Kentucky Framework for Teaching
 - Based on the teaching method at the alternative school, some of the indicators may not be applicable to certified teachers within the alternative setting.
 - Counselors – Kentucky Framework for School Guidance Counselors
 - School Level Instructional Specialists – Kentucky Framework for Instructional Specialists
 - Librarians – Kentucky Framework for School Library Media Specialists
 - School Level Psychologists – Kentucky Framework for School Psychologists
 - Speech Language Pathologists – Kentucky Framework for Speech Language Pathologists

The level of support is determined by the previous year's Professional Growth Plan and Summative Cycle result

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and optional peer observation for each certified teacher. Both peer (if used) and supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. **Only the supervisor observation will be used to inform a summative rating. Peer observation may be used as a source of evidence only if requested by the teacher or other professional and would be used to inform summative ratings.** Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. **NO summative ratings will be given by the peer observer.** The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

The Progressive Model (3&1 model) will be utilized by Harlan County Schools:

- Observers will conduct three mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation.
- 3 of the 4 required observation must be conducted by the supervisor and 1 optional observation conducted by the peer.
- The final observation shall be conducted by the supervisor and is to be a full observation.
- The optional peer observation should occur in the **final** year of the cycle if conducted.
- "Other professionals" observations will be conducted under the same criteria as all other teachers.
- The actual observation for "other professionals" may take the form of a "site visit" as opposed to an actual classroom observation.
- Each principal will consult with the superintendent to determine the best format for documenting evidence of observations. Documentation may be recorded and maintained on hard copy (paper) or on the state approved electronic platform as directed by the superintendent.
- Peer observations shall **NOT** be considered by the supervisor in any professional practice rating. Peer observation should be non-evaluatory.
- The supervisor may choose to exceed the minimum number of required observation if he/she deems it necessary.
- The number of required observations for any certified teacher hired after the start of school is clearly outlined in the "observation schedule" below.

Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment.
- Non-tenured teachers and other professionals as well as teachers and other professionals on a 1-year cycle, shall have a minimum of 1 full observation and a minimum of 3 mini-observations **annually**. One of the mini-observations may be from a peer observer.
- Tenured teachers and other professionals who are on a 5-year cycle shall have a minimum of 2 full observations and a minimum of 5 mini-observations over the 5-year cycle, with the optional peer observation and summative observation in the summative year of the cycle. One of the mini-observations may be from a peer observer. Additional observations may be conducted if deemed necessary.
- Each principal will consult with the superintendent to determine the best format for documenting evidence of observations. Documentation may be recorded and maintained on hard copy (paper) or on the state approved electronic platform as directed by the superintendent.
- All peer observations will be documented on the "Harlan County Peer Observation Assurance Document" which shall be submitted to the principal/supervisor upon completion.
- Observations should be completed 15 days prior to the due date for summative evaluations.
- Summative evaluations should be submitted to the district evaluation contact prior to April 30th for tenured staff and administrators.
- Summative evaluations should be submitted to the district evaluation contact prior to April 15th for Non-tenured staff and staff on a corrective action plan.
- The following observation windows are recommended but are not mandatory:
 - Window 1 – First day of School through September 30
 - Window 2 – September 30 – November 15 (Optional Peer Observation)
 - Window 3 – November 16 - December 31 (this window shall be extended to account for school closures due to inclement weather)
 - Window 4 – January 1 – April 1 (non-tenured) April 15 (tenured)
- Late hires who are hired prior to the January 1st shall follow an amended observation schedule which includes four observation windows similar to the one above, with the observations spaced as equally as possible apart from the date of their hire until April 1st. One full observation must be included in this schedule and an optional peer observation may be used.
- Late hires who are hired after January 1st shall have a minimum of one full observation and an optional peer observation.

Peer Observation (Optional)

A Peer Observer may observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the teacher observed unless permission is granted. **Peer observation may be used as a source of evidence only if requested by the teacher or other professional and would be used to inform summative ratings.**

- All teachers and other professionals may receive a peer observation in their summative year.
- All peer observation documentation will be accessed only by the evaluatee.
- All peer observations will be documented on the "Harlan County Peer Observation Assurance Document" which shall be submitted to the principal/supervisor upon completion.
- Peer observers shall be assigned at principal discretion with an effort being made by the principal to assign peer observers from similar grades and content areas whenever possible.
- Peer observers for "other professionals" will be classified as "other professionals" with a similar job assignment/description. If necessary, principals will be required to collaborate in order to allow "other professionals" to have peer observers from other schools with a similar job assignment/description.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements

- Pre-conferences shall be conducted at least five (5) working days prior to each full observation.
- Post –conferences shall be conducted within five (5) working days following each observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- Mini-observations shall be reported/recorded on the district *Mini-Observation Template* with a post-conference conducted within 5 working days following completion of the observation; however, **the post conference form itself is not required to be completed for a mini-observation. No pre-conference is required for the mini-observations.**
- A minimum of 5 days is required from the time of the pre-conference until the actual observation for a full observation.
- Pre and Post conferences should be completed on the district *Pre-conference Template* and *Post-conference Template* for teachers as well as other professionals with all applicable questions addressed if possible.

Evaluator Certification for Observations

All administrators serving as a primary evaluator must complete **Initial Certified Evaluation Training** and testing provided by the Kentucky Department of Education prior to conducting observations (formative

or summative) for the purpose of evaluation. **Additionally, all evaluators must annually complete six hours of EILA-approved training.**

To ensure consistency of observations, Evaluator training shall include:

- (a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department;
- (b) Training on KRS 156.557 and the requirements of this administrative regulation;
- (c) Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and
- (d) A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

- Only supervisors who have passed state approved initial certified evaluation training along with the district's CEP training which covers the requirements listed above can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the initial certified evaluation training, or if the supervisor does not pass the assessment, the district will provide the following supports:
 - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
- All Principals, assistant principals, and district supervisors who are charged with the evaluation of certified personnel shall complete initial certification training provided by KDE and annual certified evaluation system training approved by the Effective Instructional Leadership Act (704 KAR 3:325) and as required by 704 KAR 3:370 and KRS 157.557.
- Observation training as referenced in this section shall be included as part of the annual 6 hours of EILA training on Certified Evaluation System. This training is offered yearly prior to the first day of school and is mandated for all evaluators.

Products of Practice/Other Sources of Evidence

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

- All observations conducted by certified supervisor observer(s)
- All teachers shall complete professional growth plans

The following **other sources of evidence** MAY be used to support educator practice: Program Review Evidence, lesson plans, timely and targeted feedback from mini-observations, student data records, student work, teacher reflections and/or self-reflections, records of teacher attendance at work including required PD and after school meetings.

Determining the Overall Summative Rating

Evaluators are responsible for determining an Overall Summative Rating for each teacher at the conclusion of their summative evaluation year. **The Overall Summative Rating is informed by the educator's ratings on performance criteria from the KYfPE on the measures of Planning, Environment, Instruction and Professionalism.** The evaluator determines the Overall Summative Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Measures along with other evidences.

Rating Performance

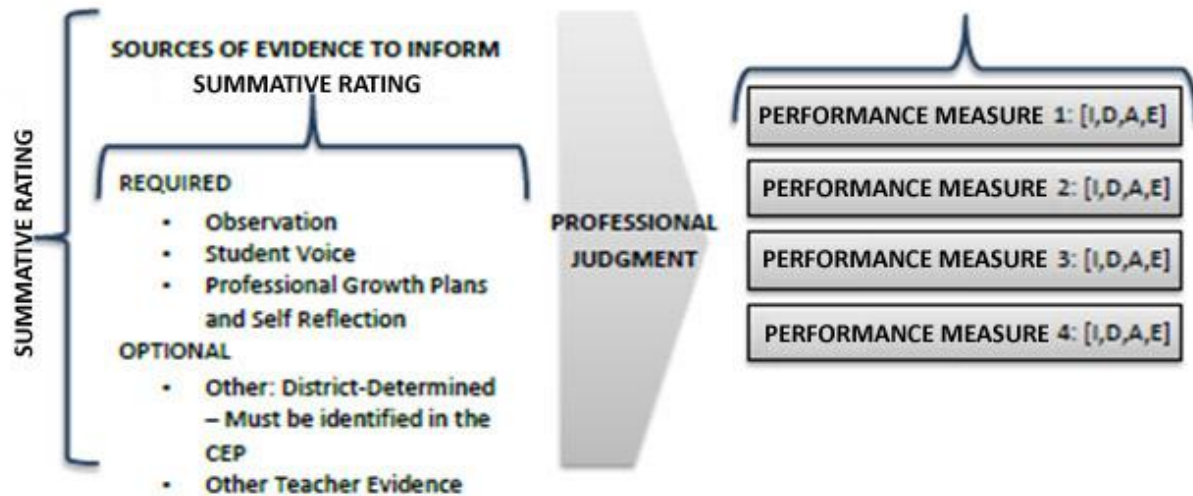
The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific performance measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize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

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

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

Professional Standards for Educational Leaders (PSEL) have replaced Principal Performance Standards

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Performance Measure (Planning, Environment, Instruction, and Professionalism) at the culmination of an educator's cycle.



- Evaluators use evidences in combination with professional judgement regarding performance on each measure (Planning, Environment, Instruction, Professionalism) to inform the evaluatee's rating for each measure as:
Exemplary: consistently exceed expectations for effective performance
Accomplished: consistently meets expectations for effective performance
Developing: inconsistently meets expectations for effective performance
Ineffective: consistently fails to meet expectations for effective performance
- All evaluations will result in a summative rating for each performance measure based on evidence: I- Ineffective, D-Developing, A- Accomplished, & E-Exemplary.
- The following rubric shall be used to inform the educator's overall summative rating:

<i>IF Performance Measures...</i>	<i>Then Summative Rating...</i>
Two or more Performance Measures are rated INEFFECTIVE	shall be INEFFECTIVE
One Performance Measure is rated as INEFFECTIVE or DEVELOPING	shall not be any higher than ACCOMPLISHED
Three or more Performance Measures are rated DEVELOPING	shall be DEVELOPING
Two Performance Measures are rated ACCOMPLISHED DEVELOPING, one rated ACCOMPLISHED and One rated EXEMPLARY	shall not be any higher than
(2)Classroom Environment AND (3) Instruction are rated INEFFECTIVE	shall be INEFFECTIVE
(2)Classroom Environment OR (3) Instruction are rated INEFFECTIVE	shall be DEVELOPING OR INEFFECTIVE
(1)Planning & Preparation OR (4) Professional Responsibilities are rated INEFFECTIVE	shall NOT be EXEMPLARY
Two performance measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	shall be ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	shall be ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance Measures are rated EXEMPLARY	shall be EXEMPLARY

Determining the Overall Summative Rating

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the preceding rubric as a guide along with professional judgement based on other evidences (PGP's, etc.....) to determine the educator's final Overall Summative Rating.

Professional Growth Plan and Summative Cycle for Certified Teachers and Other Professionals

Based on the Overall Summative Performance Rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the charts below.

Overall Rating	Certified Teachers and Other Professionals/Specialists Type and Length of Professional Growth Plan and Summative Cycle
Exemplary	Five-Year Self-Directed Cycle • Goal(s) and action plan set by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review annually • Summative occurs at the end of year 5
Accomplished	
Developing	One-Year Directed Cycle • Goal(s) set by evaluator with educator input • Action plan designed by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at the end of year 1
Ineffective	Up To 12-Month Improvement Cycle • An Individual Corrective Action Plan (ICAP)/Improvement Plan must be developed • Goal determined by evaluator • Action Plan determined by evaluator • On Goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at end of plan

- **New to the District Non-Tenured Certified Teachers and Other Professionals** will follow the One-Year Cycle Directed Growth Plan.
- **Returning Non-Tenured Certified Teachers and Other Professionals** will follow the One-Year Cycle Directed Growth Plan Cycle UNLESS the previous year's Professional Practice Rating was INEFFECTIVE which would result in an UP to 12-Month IMPROVEMENT PLAN.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

**CEP Implementation Time Table – to be used for overview purposes only and is
NOT inclusive of all guidelines!
- QUICK REFERENCE -**

PGP	Completed by May 15th. New employees should complete within 30 days of hire.
Observations	<u>May</u> begin 30 days after the start of school or initial employment and the employee has received training on the district CEP and evaluation process. May begin earlier if deemed necessary by the evaluator. Should be completed 15 days prior to the due date of the summative evaluation
Pre and Post-conferences	Pre-conferences are not required for mini-observations. Pre-conferences should be conducted at least 5 working days prior to a formal observation.
Pre and Post-conferences Summative Evaluations	Post conferences are required within 5 working days after completion of all observations including mini.
	Tenured (Teachers, Administrators and Other Professionals/Specialists on a 5-year cycle) – April 30th
Summative Evaluations	Non-tenured and those tenured who are on a 1-year cycle (Developing or Corrective Action Plan) – April 15th

Harlan County Principal and Assistant Principal Evaluation Plan

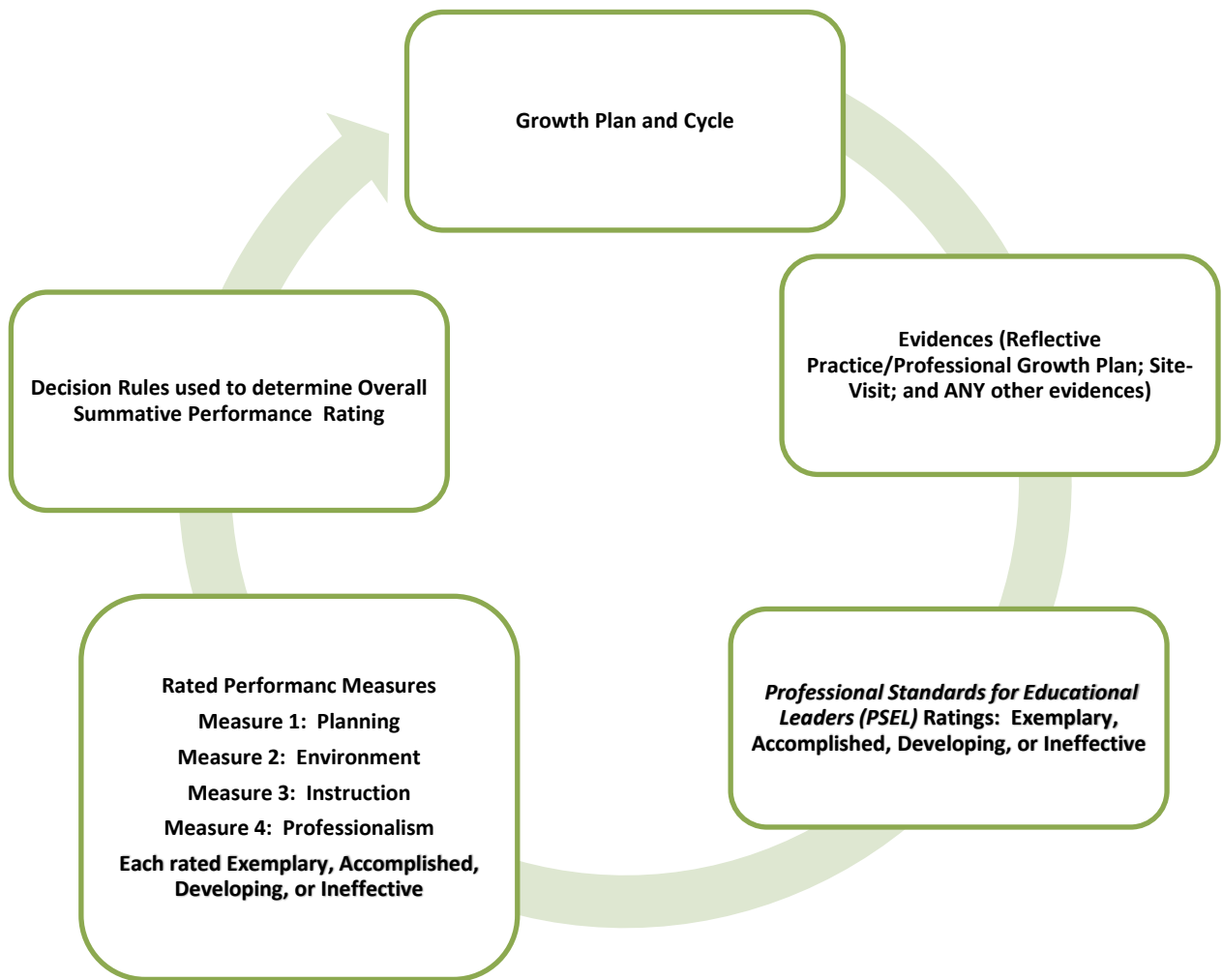
The vision for the Harlan County Principal and Assistant Principal Evaluation Plan is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** means an 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. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District/School personnel that is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
5. **For additional definitions and roles, please see pages 14-16 or refer to 704 KAR 3:370 Kentucky Framework for Personnel Evaluation.**

Overview and Summative Model

The following graphic outlines the summative model for the Principal/Assistant Principal Certified Evaluation Plan. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal or assistant principal. The role of evidence and professional judgment in the determination of ratings on the four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism as well as the overall rating is paramount in this process. However, professional judgment must be grounded in the common ***Professional Standards for Educational Leaders (PSEL)*** and Performance Measures.



Principal Professional Growth and Effectiveness System Components

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

Professional Standards for Educational Leaders (PSEL)

The ***Professional Standards for Educational Leaders (PSEL)*** (contained within the performance measures of Planning, Environment, Instruction, and Professionalism) are designed to support student achievement and professional best-practice through the standards of ***1. Mission, Vision, and Core Values, 2. Ethics and Professional Norms, 3. Equity and Cultural Responsiveness, 4. Curriculum, Instruction and Assessment, 5. Community of Care and Support for Students, 6. Professional Capacity of School Personnel, 7. Professional Community for Teachers and Staff, 8. Meaningful Engagement of Families and Community, 9. Operations and Management, 10. School Improvement.*** Included in the Professional Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the ***10*** standards. Performance will be rated for each measure (Planning, Environment, Instruction, and Professionalism) according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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

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

- Required Sources of Evidence
 - Professional Growth Planning
 - Site-Visits

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

- Other Measures of Student Learning
- Products of Practice
- Local student growth goals
- Leadership Survey
- Working Conditions Goal (Based on TELL KY)
- Accountability/School Report Card data
- Student Growth Data
- Other Sources (e.g. parent surveys)

Assistant Principals shall:

- be evaluated annually by the principal
- complete a Professional Growth Plan each year
- be rated on the Measures for **Professional Standards for Educational Leaders (PSEL)** by the principal each year
- participate in a Mid-Year Review each year

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

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

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Ratings on Performance Measures, Standards and/or Overall Summative rating.

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

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

- All principals will participate in professional growth planning each year.
- All assistant principals will participate in professional growth planning each year.
- The Principal PGP template is the same template used by all certified personnel
- The PGP for the principals/assistant principals shall be completed and submitted by **May 15th**
- Any principal who is hired after May 15th shall complete their PGP within 30 days of hire.

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

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

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- Every effort shall be made to conduct site visits during the months of October and February. If the supervisor needs additional time to complete site visits November and March may also be used for site visits.
- Principals will conference with their supervisor immediately following each site visit. The principal and supervisor will then complete the **Observation/Site Visit Form** which is found in the appendix. The site visit form contains the **10 Professional Standards for Educational Leaders (PSEL)** as well as guiding questions and prompts that when utilized following the site visits will give structure to the conference. The questions and prompts will also allow for meaningful feedback for the principal.
- The **Observation/Site Visit Form** which is directly linked to the **Professional Standards for Educational Leaders (PSEL)** is included in the appendix.
- Principals hired after the start of school but prior to the October/November window will have site visits completed by the Superintendent on the same schedule as experienced principals. If a principal is hired after the October/November window but prior to the February/March window, the new principals will receive the first site visit within one month of hire and the second during the February/March window. If the principal is hired after the February/March window, the newly hired principal will receive the first site visit within one month of hire and the second approximately one half way between the date of their first site visit and April 30th (April 30th is the date administrator evaluations are required to be completed) . Any principal hired after April 30th will receive site visits based on the next year's schedule.

Principal or Assistant Principals Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the Principal /Assistant Principals' practice within the ***Professional Standards for Educational Leaders (PSEL)***.

■ Required Sources of Evidence

- Reflective Practice and Professional Growth Plan
- Site-Visit(s)

■ Other sources of evidence may include (not a comprehensive list):

- Agenda and/or Minutes from:
 - SBDM Meetings
 - Faculty Meetings
 - Department/ Grade Level Meetings
 - PLC Meetings
 - Leadership Team Meetings
- Instructional Round/ Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
 - Parent/Community
 - Staff
 - Students
 - Leadership survey
 - Tell survey data
- Professional Organization memberships
- Parent/ Community engagement events documentation
- School Schedules
- Local student growth goals
- Working conditions growth goals
- Other information

Determining Performance Measure Rating

The rating for each Performance Measure is determined by the evaluator based in part on the principal's rating on the ***Professional Standards for Educational Leaders (PSEL)*** within the four performance measures (Planning, Environment, Instruction, and Professionalism). Using the sources of evidence for principals and assistant principals, evaluators will use professional judgment to determine a rating (Exemplary, Accomplished, Developing or Ineffective) for each ***Professional Standards for Educational Leaders (PSEL)***. Next, each Performance Measure will be rated as (Exemplary, Accomplished, Developing, or Ineffective) based on the ratings assigned to the ***Professional Standards for Educational Leaders (PSEL)*** in combination with other evidences (other evidences may be included/considered when evaluating and rating each measure or standards within the measures). The evaluator will then use the following decision rules to determine a summative rating for each performance measure.

- a. ***Standards 1. Mission, Vision, and Core Values, 9. Operations and Management, 10. School Improvement*** = Performance Measure **Planning** Rating
- b. ***Standards 3. Equity and Cultural Responsiveness, 7. Professional Community for Teachers and Staff*** = Performance Measure **Environment** Rating
- c. ***Standards 4. Curriculum, Instruction and Assessment, 5. Community of Care and Support for Students, 6. Professional Capacity of School Personnel*** = Performance Measure **Instruction** Rating
- d. ***Standards 2. Ethics and Professional Norms, 8. Meaningful Engagement of Families and Community*** = Performance Measure **Professionalism** Rating

Performance Measures Planning and Environment Only

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

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

Overall Summative Rating

Superintendents are responsible for determining an Overall Summative Rating for each principal at the conclusion of their summative evaluation year. The Overall Summative Rating is informed by the principal's ratings on the performance measures on the KyFfPE in combination with other evidences.

Determining the Overall Summative Rating

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

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

Professional Growth Plan and Summative Cycle

Based on the Overall Summative rating, the Superintendent will determine the type of Professional Growth Plan required of the principal. The principal will determine the type of PGP for Asst. Principals.

Kentucky Professional Growth Plan Model for Principals/Assistant Principals Type Professional Growth Plan Based on Overall Summative Rating	
Exemplary	"Shall" have a minimum of a self-directed Professional Growth Plan. The PGP will be developed by the evaluatee and approved by the evaluator
Accomplished	"Shall" have a minimum of a Professional Growth Plan developed in collaboration with the evaluator and approved by the evaluator
Developing	"Shall" have a minimum of a Professional Growth Plan with professional growth goals determine by the evaluator. The growth plan will be developed in collaboration with the evaluator and approved by the evaluator
Ineffective	"Shall" have a minimum of a Professional Growth Plan (Improvement Plan), for a duration of up to one (1) year, with the professional growth goals and plan developed by the evaluator.

Other District Certified Personnel:

Other District Certified Personnel including district administrative personnel such as **supervisors, directors, assistant directors, & assistant superintendents** who are not principals, counselors, or assistant principals and any personnel serving in dual roles will follow the same evaluation cycle as principals using the same processes, and timelines as referenced throughout this document for principals and will be evaluated under the same guidelines as principals to the extent applicable using KyFfPE Performance Measures (Planning, Environment, Instruction and Professionalism).

The overall summative rating for district personnel below the level of Superintendent shall be a district-determined rating (Ineffective, Developing, Accomplished, or Exemplary) based upon the four performance measures (Planning, Environment, Instruction and Professionalism).

The Overall Summative rating shall be informed by evidences of performance criteria from *Professional Standards for Educational Leaders (PSEL)* and ISLLC Standards which are observed and documented during the day-to-day completion of the evaluatee's job and are specific/applicable to the evaluatee's job category that characterizes the evaluatee's professional effectiveness, along with conferences established by their evaluator (KRS 156.557 Section 4 and 704 Kar 3:370 Section 10) and other evidences. Formative and summative evaluation documents can be found in Appendices I and J.

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

- Professional Growth Planning
- Site-Visits and Observations
- Evidence of functions from ISLLC Standards 1-6

Other Certified District Personnel Products of Practice/Other Sources of Evidence

Other certified district personnel may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the other certified district staff member practice within the standards.

☐ Other sources of evidence may include (not a comprehensive list):

- ☐ Board of education agenda and minutes
- ☐ Professional learning agenda
- ☐ Committee meeting agendas
- ☐ Comprehensive District Improvement Plan
- ☐ Department Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Instructional Round/Walk-through documentation
- ☐ Budgets
- ☐ Local Impact Goals
- ☐ EILA/Professional Learning experience documentation
- ☐ Surveys
- ☐ Professional Organization memberships
- ☐ Parent/Community engagement surveys
- ☐ Parent/Community engagement events documentation
- ☐ Assessment and accountability data
- ☐ Grant opportunities
- ☐ Curriculum documents
- ☐ Products of practice
- ☐ Evidences of facilitating professional learning opportunities
- ☐ Monitoring documentation
- ☐ Program implementation guides
- ☐ Schedule
- ☐ Other

Determining Performance Measure Rating for District Certified Personnel

The summative rating for each Performance Measure is determined by the evaluator based in part on the evaluatee's rating on the applicable ***Professional Standards for Educational Leaders (PSEL)*** within the four performance measures (Planning, Environment, Instruction, and Professionalism). Using the sources of evidence evaluators will use professional judgment to determine a rating (Exemplary, Accomplished, Developing or Ineffective) for each ***Professional Standard***. Next, based on the ratings assigned to the ***Professional Standards for Educational Leaders (PSEL)*** in combination with other evidences (other evidences may be included/considered when evaluating and rating each measure or standards within the measures) evaluators will use professional judgment to determine a rating (Exemplary, Accomplished, Developing or Ineffective) for each measure.

Determining ISLLC Standard Ratings for District Certified Personnel

During observations/conferences the evaluator will use professional judgement and other evidences to determine the presence or absence of evidence for each of the six ISLLC standards. The evaluator will use a district approved scale to rate the evaluatee as "Meets", "Meets with reservations", or "Does not meet" on each of the ISLLC standards. The ratings on the ISLLC standards will be used to inform the evaluatee's performance measure ratings.

Performance Measures Planning and Environment Only

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

If....	Then
One principal standard is rated Developing, and one principal standard is rated Accomplished AND evaluatee meets at least 3 ISLLC standards with no standards marked as "does not meet".	Planning/Environment Performance Measure shall be rated Accomplished
One standard is rated Developing, and one standard is rated Exemplary AND evaluatee meets at least 3 ISLLC standards with no standards marked as "does not meet".	Planning/Environment Performance Measure shall be rated Accomplished
One standard is rated Accomplished, and one standard is rated Exemplary AND evaluatee meets at least 4 ISLLC standards with no standards marked as "does not meet".	Planning/Environment Performance Measure shall be rated Exemplary
One Standard is rated as Ineffective AND evaluatee has no ISLLC standard marked as "does not meet".	Planning/Environment Performance Measure shall not be ANY higher than Accomplished
Two standards are rated Ineffective and AND evaluatee "meets" fewer than 3 ISLLC standards.	Planning/Environment Performance Measure shall be Ineffective

Performance Measures Instruction and Professionalism Only

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

If....	Then
Principal standard is rated Exemplary AND evaluatee “meets” all ISLLC standards with no standards marked as “does not meet”.	Performance Measure shall be rated Exemplary
Principal standard is rated Accomplished and AND evaluatee has no standards marked as “does not meet”.	Performance Measure shall be rated Accomplished
Principal standard is rated Developing AND evaluatee all ISLLC standards are marked “meets” Or “Meets with reservations”.	Performance Measure shall be not be rated ANY higher than Accomplished
Principal standard is rated as Developing AND evaluatee has any ISLLC standards marked as “does not meet”.	Performance Measure shall not be ANY higher than Developing
Principal standard is rated Ineffective and AND evaluatee has any ISLLC standards marked as “meets with reservation” or “does not meet”.	Performance Measure shall be Ineffective

Determining the Overall Summative Rating for Other District Personnel

The Overall Summative Rating for Other District Personnel is determined by the evaluator based on ratings (Exemplary, Accomplished, Developing, or Ineffective) assigned to the four performance measures (Planning, Environment, Instruction & Professionalism) informed by evidences from the **10 Professional Standards for Educational Leaders (PSEL) (1. Mission, Vision, and Core Values, 2. Ethics and Professional Norms, 3. Equity and Cultural Responsiveness, 4. Curriculum, Instruction and Assessment, 5. Community of Care and Support for Students, 6. Professional Capacity of School Personnel, 7. Professional Community for Teachers and Staff, 8. Meaningful Engagement of Families and Community, 9. Operations and Management, 10. School Improvement)** within the measures which are specific to the evaluatee's job category. The Evaluator will also use district approved ratings for the six ISLLC standards (see previous page) which have been aligned with the **professional standards** and performance measures (Refer to page 48 adapted from CCSSO. (2016) *The PSEL 2015 and the ISLLC Standards 2008: A Crosswalk*) along with other evidences to inform the Overall Summative Rating (other evidences may be included/considered when evaluating and making judgement on each ISLLC standard, **professional standard** and/or performance measure).

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

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

Refer to Appendix J for Summative Evaluation Form for Other District Personnel.

Other Certified District Personnel Professional Growth Plan and Summative Cycle

Based on the Overall Performance rating, evaluators or designee will determine the type of Professional Growth Plan required of the certified district staff member by applying the following Professional Growth Plan Model.

Overall Rating Professional Growth Plan and Summative Cycle	Type and Length of Professional Growth Plan and Summative Cycle for Other Certified District Personnel
Exemplary	One-Year Self-Directed Cycle • Goal(s) and action plan set by educator with evaluator input • One goal must focus on targeted professional growth area • Summative occurs at the end of year
Accomplished	
Developing	One-Year Directed Cycle • Goal(s) set by evaluator with educator input • Action plan designed by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at the end of year
Ineffective	Up to 12-Month Improvement Cycle • An Individual Corrective Action Plan (ICAP)/Improvement Plan must be developed • Goal determined by evaluator • Action Plan determined by evaluator • On Goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at end of plan

**DISTRICT CERTIFIED PERSONNEL PERFORMANCE CRITERIA AND
CORRESPONDING ISLLC STANDARDS**

	<u>PLANNING</u>	<u>ENVIRONMENT</u>	<u>INSTRUCTION</u>	<u>PROFESSIONALISM</u>
<u>District Certified Personnel</u> District determined performance criteria specific to evaluatee's job category	<u>PSEL Standard 1</u> Mission, Vision, and Core Values / <u>ISLLC Standard 1</u> Vision <u>PSEL Standard 9</u> Operations and Management / <u>ISLLC Standard 3</u> Operations, Management, and Resources <u>PSEL Standard 10</u> School Improvement / <u>ISLLC Standard 1</u> Vision	<u>PSEL Standard 3</u> Equity and Cultural Responsiveness / <u>ISLLC Standard 5</u> Ethics / <u>ISLLC Standard 6</u> Political, Social, Legal, Cultural Context <u>PSEL Standard 7</u> Professional Community for Teachers and Staff / <u>ISLLC Standard 2</u> School Culture and Instructional Program	<u>PSEL Standard 4</u> Curriculum, Instruction and Assessment / <u>ISLLC Standard 2</u> School Culture and Instructional Program <u>PSEL Standard 5</u> Community of Care and Support for Students / <u>ISLLC Standard 2</u> School Culture and Instructional Program / <u>ISLLC Standard 3</u> Operations, Management, and Resources <u>PSEL Standard 6</u> Professional Capacity of School Personnel / <u>ISLLC Standard 2</u> School Culture and Instructional Program / <u>ISLLC Standard 3</u> Operations, Management, and Resources	<u>PSEL Standard 2</u> Ethics and Professional Norms / <u>ISLLC Standard 5</u> Ethics <u>PSEL Standard 8</u> Meaningful Engagement of Families and Community / <u>ISLLC Standard 4</u> Collaboration with Faculty and Community / <u>ISLLC Standard 6</u> Political, Social, Legal, Cultural Context KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

Appendix A: Individual Corrective Action Plan

The Individual Corrective Action Plan is developed when an evaluatee receives an “Ineffective” rating(s) on the Summative Evaluation.

INDIVIDUAL CORRECTIVE ACTION PLAN

For

Name of Certified Employee

Date _____ Work Site _____

Measure (s) in need of Improvement	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	

(Evaluatee's Signature)	(Date)

(Evaluator's Signature)	(Date)

STATUS : Achieved _____ Revised _____ Continued _____	

(Evaluatee's Signature)	(Date)

(Evaluator's Signature)	(Date)

***Professional Growth Plan Stages:**

O=Orientation/Awareness, A=Preparation/Application,

I=Implementation/Management, R=Refinement/Impact

Appendix B: Post Observation Conference Template -- Teacher

Harlan County Schools **POST-OBSERVATION DOCUMENT**

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Measure 2: Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E

C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

 Teacher's Signature*

 Date

 Evaluator's Signature

 Date

*Denotes sharing of results, not necessarily agreement with the formative rating. Evidence/indicators gathered for each component should also be shared with the teacher.

Appendix C: Teacher Reflective Practice and PGP Template

Harlan County Schools

PRE-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

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

Appendix D: Teacher Summative Evaluation Form

Harlan County Schools

Teacher Summative Evaluation

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 and the Student Growth Rating. Complete each step using the provided matrixes for reference.

Teacher: Click here to enter text.

School Year: Click here to enter text.

School: Click here to enter text.

Professional Practice Rating : Assign a rating to each measure comments may also be included

Measure 1: Planning and Preparation

Choose a rating

Measure 2: Classroom Environment

Choose a rating

Measure 3: Instruction

Choose a rating

Measure 4: Professional Responsibility

Choose a rating

Using the decision matrix: Choose an Overall Professional Practice Rating

Overall Summative Rating: _____

Evaluator Comments _____

Evaluator's Name _____ Teacher's Name _____

Evaluator's Signature _____ Teacher's Signature _____

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

Date _____

Date _____

The evaluatee has five working days from receipt of the summative evaluation to request that a rebuttal/explanation be attached to the summative evaluation and/or to file a written appeal with the district Superintendent.

IF Performance Measures...***Then Summative Rating...***

Two or more Performance Measures are rated INEFFECTIVE

shall be INEFFECTIVE

One Performance Measure is rated as INEFFECTIVE or DEVELOPING

shall not be any higher than ACCOMPLISHED

Three or more Performance Measures are rated DEVELOPING

shall be DEVELOPING

Two Performance Measures are rated DEVELOPING, one rated ACCOMPLISHED and One rated EXEMPLARY

shall not be any higher than ACCOMPLISHED

(2)Classroom Environment AND (3) Instruction are rated INEFFECTIVE

shall be INEFFECTIVE

(2)Classroom Environment OR (3) Instruction are rated INEFFECTIVE

shall be DEVELOPING OR INEFFECTIVE

(1)Planning & Preparation OR (4) Professional Responsibilities are rated INEFFECTIVE

shall NOT be EXEMPLARY

Two performance measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED

shall be ACCOMPLISHED

Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY

shall be ACCOMPLISHED

Two performance measures are rated ACCOMPLISHED and two performance Measures are rated EXEMPLARY

shall be EXEMPLARY

Appendix E: Professional Standards for Educational Leaders (PSEL) / Site Visit

Links: [Professional Standards for Educational Leaders](#), [Kentucky PSEL Guidance for Growth and Evaluation Tool](#) (Comprehensive listing of PSEL Standards, Descriptors, Elements and Performance Levels for Exemplary, Accomplished, Developing and Ineffective Ratings)

STANDARD 1. MISSION, VISION, AND CORE VALUES

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

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

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

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

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

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

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

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

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

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

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

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 9. OPERATIONS AND MANAGEMENT

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

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

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:**STANDARD 10. SCHOOL IMPROVEMENT**

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

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

Effective leaders:

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

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Appendix F: Principal Mid-Year Performance Review

Links: [Professional Standards for Educational Leaders](#), [Kentucky PSEL Guidance for Growth and Evaluation Tool](#) (Comprehensive listing of PSEL Standards, Descriptors, Elements and Performance Levels for Exemplary, Accomplished, Developing and Ineffective Ratings)

Harlan County Schools

Principal Mid-Year Performance Review

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

STANDARD 1. MISSION, VISION, AND CORE VALUES

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

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

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Comments ☐ Evident ☐ Not Evident

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

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

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

Effective leaders:

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

Comments ☐ Evident ☐ Not Evident

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

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

Effective leaders:

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

Comments ☐ Evident ☐ Not Evident

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

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

Effective leaders:

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

Comments ☐ Evident ☐ Not Evident

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

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

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Comments ☐ Evident ☐ Not Evident

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

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

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

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and

form them into an educationally effective faculty.

- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Comments ☐ Evident ☐ Not Evident

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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

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

Effective leaders:

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

Comments ☐ Evident ☐ Not Evident

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

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

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

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Comments ☐ Evident ☐ Not Evident

STANDARD 9. OPERATIONS AND MANAGEMENT

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

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

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Comments ☐ Evident ☐ Not Evident

STANDARD 10. SCHOOL IMPROVEMENT

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

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

Effective leaders:

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

Comments ☐ Evident ☐ Not Evident

Strengths:

[Click here to enter text.](#)

Areas of Improvement:

Click here to enter text.

Principal's Name _____ Date _____

Principal's Signature _____

Evaluator's Name _____ Date _____

Evaluator's Signature _____

Appendix G: Principal - Summative Performance Report

Harlan County Schools 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.

Principal Click here to enter text.

School Year(s): Click here to enter text.

School Click here to enter text.

Links: [Professional Standards for Educational Leaders](#), [Kentucky PSEL Guidance for Growth and Evaluation Tool](#) (Comprehensive listing of PSEL Standards, Descriptors, Elements and Performance Levels for Exemplary, Accomplished, Developing and Ineffective Ratings)

STANDARD 1. MISSION, VISION, AND CORE VALUES

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐	☐	☐	☐
Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.	☐ Comments: Click here to enter text.

☐	☐	☐	☐
Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐	☐	☐	☐
Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐	☐	☐	☐
Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.

STANDARD 9. OPERATIONS AND MANAGEMENT

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
☐	☐	☐	☐
Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.

STANDARD 10. SCHOOL IMPROVEMENT

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

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
---	--	-------------------	--------------------

☐	☐	☐	☐
Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.	Comments: Click here to enter text.

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.)

Commendations: Click here to enter text.

Areas Noted for Improvement: Click here to enter text.

Improvement Goals: Click here to enter text.

Overall Evaluation Summary

Overall Evaluation Summary Criteria			
☐ Exemplary	☐ Accomplished	☐ Developing	☐ 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 _____

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
- Site-Visits
- Other district determined evidence sources

Appendix H: Principal - Definitions of Performance Levels

Definitions of Performance Levels

The rubric provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *ineffective to exemplary*. The use of the scale enables superintendents to acknowledge effective performance (i.e., *exemplary* and *accomplished*) and provides two levels of feedback for principals not meeting expectations (i.e., *developing* and *ineffective*). The definitions offer general descriptions of the performance levels. *Note:* Principals are expected to perform at the *accomplished* level.

Definitions of Terms used in Performance Levels

Cat.	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary.	Exceptional performance: • sustains high performance • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others

Cat.	Description	Definition
Accomplished	The principal meets the performance standard in a manner that is consistent with the school's mission and goals.	Proficient performance: - consistently meets the requirements contained in the job description - engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate - demonstrates willingness to learn and apply new skills
Developing	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal's performance is lacking in a particular area (i.e., needs improvement). The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: - requires support in meeting the standards - results in less than expected quality of student academic progress - requires principal professional growth be jointly identified and planned between the principal and superintendent
Ineffective	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: - does not meet the requirements contained in the job description - results in minimal student academic progress - may contribute to a recommendation for the employee not being considered for continued employment

Appendix I: Administrator Formative Evaluation Instrument (other than Principals/Asst. Principals)

Employee _____ Date _____

Work Site _____

Standards are observed and documented during the day-to-day completion of your job and conferences are established by your evaluator.

ISLLC STANDARDS

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

☐ Evident ☐ Not Evident Evidenced By:

Standard 2: *An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

☐ Evident ☐ Not Evident Evidenced By:

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

☐ Evident ☐ Not Evident Evidenced By:

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

☐ Evident ☐ Not Evident Evidenced By:

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

☐ Evident ☐ Not Evident Evidenced By: _____

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

☐ Evident ☐ Not Evident Evidenced By: _____

KyFfPE performance Measures and Professional Standards for Educational Leaders (PSEL)
(Rate as Ineffective, Developing, Accomplished or Exemplary)

Planning – Standard 1: Mission, Vision and Core Values (Rating ____), Standard 9: Operations and Management (Rating ____), Standard 10: School Improvement (Rating ____).

Environment – Standard 3: Equity and Cultural Responsiveness (Rating ____), Standard 7: Professional Community for Teachers and Staff (Rating ____).

Instruction – Standard 3: Curriculum, Instruction and Assessment (Rating ____), Standard 5: Community of Care and Support for Students (Rating ____), Standard 6: Professional Capacity of School Personnel (Rating ____).

Professionalism – Standard 2: Ethics and Professional Norms (Rating ____), Standard 8: Meaningful Engagement of Families and Community (Rating ____).

Individual Growth Plan standard for focus: _____

This observation was discussed in a conference on _____

Evaluatee _____ **Evaluator** _____

Comments: _____

Appendix J: Administrator Summative

Harlan County Public Schools Administrator Summative Evaluation

(other than Principal/Assistant Principal)

Evaluatee: _____ Position: _____

Evaluator: _____ Position: _____

ISLLC Standards:

	Meets	Meets w/ Reservation	Does Not Meet
Standard 1:	_____	_____	_____
Standard 2:	_____	_____	_____
Standard 3:	_____	_____	_____
Standard 4:	_____	_____	_____
Standard 5:	_____	_____	_____
Standard 6:	_____	_____	_____

KyFfPE Performance Measures & Professional Standards for Educational Leaders Ratings (Ineffective, Developing, Accomplished, Exemplary)

Performance Measure – Planning

Summative Rating Measure 1: _____

Standard 1: _____

Standard 9: _____

Standard 10: _____

Performance Measure – Environment

Summative Rating Measure 2: _____

Standard 3: _____

Standard 7: _____

Performance Measure – Instruction

Summative Rating Measure 3: _____

Standard 4: _____

Standard 5: _____

Standard 6: _____

Performance Measure – Professionalism

Summative Rating Measure 4: _____

Standard 2: _____

Standard 8: _____

Overall Summative Rating: _____

Employment Recommendation

_____ Meets administrator standards for re-employment

_____ Meets administrator standards for re-employment with reservation

_____ Does **NOT** meet administrator standards for re-employment

***Ineffective on Overall Summative Rating or Failure to meet any one ISLLC standard or Ineffective rating on any one performance standard may be considered grounds for dismissal.**

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

Opportunities for appeal process area part of the evaluation plan. Any employee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement. An appeal may be written on the proper form and given to the Superintendent within five (5) working days immediately following receipt of the summative form.

Evaluatee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

**DISTRICT CERTIFIED PERSONNEL PERFORMANCE CRITERIA AND
CORRESPONDING ISLLC STANDARDS**

	<u>PLANNING</u>	<u>ENVIRONMENT</u>	<u>INSTRUCTION</u>	<u>PROFESSIONALISM</u>
<u>District Certified Personnel</u> District determined performance criteria specific to evaluatee's job category	<u>PSEL Standard 1</u> Mission, Vision, and Core Values / <u>ISLLC Standard 1</u> Vision <u>PSEL Standard 9</u> Operations and Management / <u>ISLLC Standard 3</u> Operations, Management, and Resources <u>PSEL Standard 10</u> School Improvement / <u>ISLLC Standard 1</u> Vision	<u>PSEL Standard 3</u> Equity and Cultural Responsiveness / <u>ISLLC Standard 5</u> Ethics / <u>ISLLC Standard 6</u> Political, Social, Legal, Cultural Context <u>PSEL Standard 7</u> Professional Community for Teachers and Staff / <u>ISLLC Standard 2</u> School Culture and Instructional Program	<u>PSEL Standard 4</u> Curriculum, Instruction and Assessment / <u>ISLLC Standard 2</u> School Culture and Instructional Program <u>PSEL Standard 5</u> Community of Care and Support for Students / <u>ISLLC Standard 2</u> School Culture and Instructional Program / <u>ISLLC Standard 3</u> Operations, Management, and Resources <u>PSEL Standard 6</u> Professional Capacity of School Personnel / <u>ISLLC Standard 2</u> School Culture and Instructional Program / <u>ISLLC Standard 3</u> Operations, Management, and Resources	<u>PSEL Standard 2</u> Ethics and Professional Norms / <u>ISLLC Standard 5</u> Ethics <u>PSEL Standard 8</u> Meaningful Engagement of Families and Community / <u>ISLLC Standard 4</u> Collaboration with Faculty and Community / <u>ISLLC Standard 6</u> Political, Social, Legal, Cultural Context KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

Appendix K: Professional Growth Plan (double-click to activate)


HARLAN COUNTY PUBLIC SCHOOLS

2000- This Century Belongs To Our Children

Teacher and Administrator Professional Growth Plan

Name: _____

Date: _____

Work Location: _____

Identify the type of plan:

☐ Enrichment Plan ☐ Corrective Action Plan ☐ Corrective Action Team

Needs Assessment: *What evidence do I have which tell me improvement is needed?	*Present PG Stage:	(Growth Objective/Goal(s) and "What exactly do I want to do to improve.	Procedures and Activities for Achieving Goals and Objectives	Target Dates for Completion

***Professional Growth Plan Stages:**

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

Evaluatee Comments: _____

Evaluator Comments: _____

This individual professional growth plan is aligned with the school/district comprehensive improvement plan and/or instructional leadership plan(s) of the district.

Individual Growth Plan Developed:

Annual Review: ☐ Achieved ☐ Revised ☐ Continued ☐ Corrective Action Team Recommended

Evaluatee Signature	Date:	Evaluatee Signature	Date:
Evaluator Signature	Date:	Evaluator Signature	Date:

Appendix L: Optional Peer Observation Assurances

Harlan County Schools Peer Review Assurance Document

I, (observer) _____, completed a peer observation

for (name of teacher being observed) _____

on (date) _____.

This peer observation was assigned by my principal or supervisor.

This observation will be considered confidential. The results of this peer observation will only be shared between the peer observer and the person being observed. This assurance document will be submitted to the principal/supervisor of the employee who was observed to document that the peer observation did occur.

Signature of peer observer: _____

Signature of person who was observed: _____

Date: _____

Appendix M: DISTRICT LEVEL Psychologist Performance Standards and Formative Instrument

DISTRICT Psychologist Performance Standards and Formative Instrument

School Psychologist Name: _____

Date: _____

School or Base Assignment: _____

1.0 Major Function: Assessment and Interpretation

- 1.1 Assists in early identification of students' learning and adjustment problems.
- 1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.
- 1.3 Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).
- 1.4 Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.
- 1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement.
- 1.6 Assists in planning and developing interventions, programs and/or services based on the identified needs of the student or group of students.

Comments _____

2.0 Major Function: Direct Interventions for Students

- 2.1 Teaches students how to develop effective learning strategies and personal and social skills.
- 2.2 Counsels students on educational and personal adjustment issues.

Comments _____

3.0 Major Function: Consultation and Training

- 3.1 Demonstrates knowledge of consultation models and processes.
- 3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.
- 3.3 Consults with teachers and other school staff on classroom, school, or system needs.
- 3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.
- 3.5 Interprets educational policies, programs, and procedures related to psychological services.
- 3.6 Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.
- 3.7 Plans and implements in-service programs for staff and/or parents.

Comments _____

4.0 Major Function: Professional Practice and Development

- 4.1 Delivers services consistent with the National Association of School Psychologists (NASP) and Kentucky Association for Psychology in the Schools (KAPS) ethical principles and professional standards of practice.
- 4.2 Observes federal, state, and local policies and regulations in the delivery of school psychological services.

4.3 Works to ensure students' rights and welfare in the school and community.

4.4 Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.

Comments _____

5.0 Major Function: Communication and Relationship Skills

5.1 Effectively Communicates knowledge and ideas orally to individuals and groups.

5.2 Effectively communicates knowledge and ideas in writing.

5.3 Maintains effective interpersonal relationships and communication in the professional setting.

Comments _____

Evaluators Summary Comments _____

School Psychologists Reactions to Evaluation _____

Appendix N: DISTRICT LEVEL Psychologist Summative**Summary Evaluation for District Psychologists**

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

Evaluatee _____
 Evaluator _____ Position _____

School Psychologist Standards:

--

<i>Professional Practice Rating : Assign a rating to each measure comments may also be included</i>
--

Measure 1: Planning and Preparation

Choose a rating

Measure 2: The Environment

Choose a rating

Measure 3: Delivery of Service

Choose a rating

Measure 4: Professional Responsibilities

<i>Using the decision matrix: Choose an Overall Professional Practice Rating</i>

Choose a rating

Overall Rating _____

Evaluator
 Comments: _____

Evaluatee
 Comments: _____

Evaluatee Signature: _____ Date: _____

(To be signed after all information above has been completed and discussed)

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

Evaluator Signature: _____ Date: _____

_____ Meets standards for re-employment

_____ Does not meet teacher standards for re-employment

Appendix O: Other Professionals Summative**Other Professionals Summative Evaluation**

Directions: This form is completed by the primary evaluator. The Overall Performance Category Rating is based upon a combination of a Professional Practice Ratings and other evidences applicable to Specialist's job duties. Complete each step using the provided matrixes for reference.

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

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

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

Professional Practice Rating : Assign a rating to each measure comments may also be included

Measure 1: Planning and Preparation

Choose a rating

Measure 2: Environment

Choose a rating

Measure 3: Delivery of Service

Choose a rating

Measure 4: Professional Responsibilities

Choose a rating

Using the decision matrix: Choose an Overall Professional Practice Rating

Overall Summative Rating: _____

Evaluator Comments _____

Evaluator's Name _____ Teacher's Name _____

Evaluator's Signature _____ Teacher's Signature _____

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

Date _____

Date _____

The evaluatee has five work days from receipt of the summative evaluation to request that a rebuttal/explanation be attached to the summative evaluation and/or to file a written appeal with the district Superintendent.