Certified Evaluation Plan

Hart County Schools

2025-2026

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Special thanks are extended to the following individuals for their expertise, input, and efforts as part of the 50/50 committee in developing a plan which meets the state requirements, focuses on quality teaching and learning, and promotes a culture of professional growth.

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The vision is to have every student taught by an effective teacher, every school led by an effective leader, and certified services delivered by an effective professional. The goal is to create a fair and equitable system to measure teacher, other certified professional, and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5) (c) 2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1) (a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    - **a.** Teachers and other certified professionals who are rated ineffective in professional practice and have a low overall student growth rating.
    - **b.** Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Mini Observation:** an observation conducted by a certified observer for 20-30 minutes in length.
13. **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.
14. **Observer Certification:** a process of training and to ensure that certified school personnel who serve as observers of evaluatees have sufficient knowledge of the procedures and guidelines relating to observing professionals for the purposes of evaluation and feedback.
15. **Other Certified Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals.
16. **Peer Observation:** scheduled observation of one certified employee by another; conducted for professional reflection and feedback—not an evaluative process
17. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated based upon identified standards (See Page 5)
18. **Performance Rating:** the summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
19. **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.

20. **Professional Evidence Collection:** a collection of artifacts assembled by the teacher, principal, other professional, or district administrator to reflect the identified performance standards; collections may be assembled electronically or in paper form.
21. **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.
22. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **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.
24. **Sources of Evidence:** the multiple measures aligned with the identified performance standards (See Page 4)
25. **Summative Evaluation:** is defined by KRS 156.557(1) (d).
26. **Supervisor:** a staff member responsible for the evaluation of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training; immediate supervisor shall be designated as the primary evaluator.
27. **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.
28. **Teacher Voice Survey:** a locally-developed survey approved by the 50/50 committee and Board of Education to be administered annually to provide principals feedback related to instructional leadership and needs within the school
29. **Working Conditions/School Culture Survey:** survey selected by the Superintendent or as designated by KDE to provide feedback for school leadership in regard to working conditions and/or school culture.

The Kentucky Framework for Teaching and Specialist Framework for Other Professionals

The Kentucky Framework for Teaching (Appendix M) is designed to support student achievement and professional practice through four domains. The four domains in the "Specialist Framework" reflect an emphasis on service delivery for other certified professionals whose work with students does not occur in the traditional classroom setting.

Framework for Teaching	**Specialist Framework for Other Professionals**
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

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

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

- Professional Growth Planning and Self-Reflection
- Administrator Observations
- Professional Evidence Collection (Products of Practice/Sources of Evidence) which may include items such as curriculum units, lesson plans, communication logs, lesson reflections, analysis of student work samples, formative student data, records of PLC activities, results of collaborative or team activities, results of various activities (such as parent involvement activities, video lessons, mini lessons, or highly effective student activities), engagement in professional activities; a sample list of artifacts are included in Appendix A; PECs should be developed and refined over the course of the evaluatee's evaluation cycle.

All components and sources of evidence related to the Framework for Teaching will be reviewed holistically to determine an Overall Performance Category. All Summative Ratings will be recorded in the employee's personnel file using the district summative evaluation form. The summative conference may occur virtually if necessary, and the form may be signed digitally if necessary.

ALIGNMENT OF SOURCES OF EVIDENCE WITH THE FRAMEWORK FOR TEACHING

FRAMEWORK for TEACHING (FfT)	Components	DOMAINS																			
		Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities					
		1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence *(pre and post conferences)*						Supervisor Observation										Evidence *(pre and post conferences)*					
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						
	Peer Observation							Peer Observation *(for reflection only—not evaluative)*															
	Professional Evidence Collection	Professional Evidence Collection *(Emphasis on domains 1 and 4, with 2 items per subcomponent)*																					

Legend: Non-Evaluative | Source of Evidence | Not Applicable | Direct Evaluative Data

FRAMEWORK FOR PERSONNEL EVALUATION

Role Group, Measure & Performance Criteria

Performance Criteria & Role	***Measures***			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teachers *KY Framework for Teaching*	Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professionals *KY Frameworks for Teaching—Specialists Frameworks*	Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Principals *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 Administrators *Professional Standards for Educational Leaders(PSEL) as Related to Specific Job Descriptions*	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

Part I: Classroom Observation

Classroom observations conducted by the assigned certified evaluator will provide documentation and feedback related to instructional practice as defined in domains 2 and 3 of the Framework for Teaching. The observation process includes mini and full observations conducted by the assigned supervisor for each certified teacher and other professional.

Observation Schedule

Observation cycles are outlined below for both tenured and non-tenured certified teaching staff and other certified professionals. All teachers and other certified professionals shall receive evaluation training within 30 calendar days of reporting for employment each school year. This training may occur virtually if needed. After training on the evaluation process and criteria, observations may begin two weeks after the first student-attendance day of the school year (or two weeks after first reporting for work in the case of late hires).

Observation cycles are outlined for both tenured and non-tenured certified teaching staff and other certified professionals, as well as for intern employees.

Observation Cycle for Tenured Staff

The observation cycle, ***at a minimum***, for tenured staff will include . . .

1. The five-year cycle shall consist of 4 mini-observations and 1 full observation, with the summative evaluation occurring in year five. The summative evaluation shall be completed by the primary evaluator, with staff assigned to an alternating observation schedule determined by the principal so that full approximately 1/5 of tenured teachers complete a summative evaluation each year.
2. The observation data along with review of the professional evidence collection shall be used to comprise the summative rating.
3. All observation and summative data will be documented using the district evaluation forms (see Appendices and Google documents) Summative conferences may be held virtually if necessary. The forms may be signed digitally if necessary.
4. Signed hardcopies shall become part of the official personnel file. An opportunity for written response shall be included in the official personnel file. A copy of the evaluation shall be provided to each evaluatee.

Based upon evaluation results, the observation schedule of tenured staff may be adjusted, which may range from a twelve-month improvement plan to a yearly observation cycle similar to non-tenured staff. Additional and multiple observations for tenured teachers or other certified professionals will occur when summative evaluation results yield a determination of “Ineffective.” Further, 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 KRS 156.557(4) but shall not be imposed as a uniform requirement across the system.

Observation Schedule for Non-Tenured Staff

The observation cycle, **at a minimum**, will include . . .

1. **Three (3) observations in the annual cycle**, including a full observation in the fall semester, a mini-observation following the fall semester full observation, and a full observation in the spring semester.
2. The full observation in the spring shall be the final annual observation and shall inform the rating of the summative evaluation along with professional evidence collection documentation.
3. All mini observations will be documented using the district-developed mini observation form instruments for teachers and other certified professionals (see Appendices D and E).
4. The full supervisor observation and summative data will be documented using the district evaluation form. The summative conference may be conducted virtually if necessary. All summative evaluation/conference forms may be signed digitally if necessary.
5. Signed hardcopies shall become part of the official personnel file. An opportunity for written response shall be included in the official personnel file. A copy of the evaluation shall be provided to each evaluatee at the conclusion of the post-observation conference which shall occur within 5 school days of the classroom observation.

For both tenured and non-tenured staff, mini observations shall be at least 20 minutes. Full observations shall consist of observing a full class, lesson, or service delivery. An instructional walkthrough instrument may also be used throughout the school year for gathering additional evaluative information and data (see Appendix O).

Specific Observation Timeline

1. **For tenured staff, the full observation shall be completed no later than April 25 in the year indicated by the direct supervisor's schedule of observations, with the summative evaluation conference occurring no later than April 30**. This summative evaluation conference may be conducted virtually if necessary. All required forms/documentation may be signed digitally if necessary.
2. **For non-tenured staff, the first full observation shall occur annually by October 15. A mini-observation shall occur after October 15 and no later than March 15. A second full observation shall occur no later than April 25, with all summative evaluation conferences completed no later than April 30**. This summative evaluation conference may be conducted virtually if necessary. All required forms/documentation may be signed digitally if necessary.
3. Full observations will be scheduled in advance. Mini-observations may or may not be scheduled.
4. The number of required observations for teachers and other certified professionals who are not employed at the start of the school year shall be adjusted based upon the date of employment and the remaining opportunities for observation according to this observation timeline.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

1. Pre-observation conferences are encouraged but not required for mini observations and may be conducted electronically (email, etc.), by phone, or in person.
2. Pre-observation conferences are required for full observations and shall be conducted electronically (email, etc.), by phone, or in person. The timeline for pre-observation conferences shall be established by the teacher and observer but shall occur no later than the preceding day of the observation.
3. Pre-observation conferences may use the pre-conference form in Appendix F or another district-approved form at the discretion of the principal.
4. Post-observation conferences are required for mini and full observations and shall occur within five (5) working days of the date the observations. Post-observation conferences for full observations shall occur in person (or virtually if situations deem it necessary). Post-observation conferences for mini observations may be conducted electronically (email, etc.), by phone, or in person.
5. The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable data. The summative evaluation conference may occur virtually if necessary. The forms may be signed digitally if necessary.

Observer Training

The primary evaluator is the immediate supervisor. All administrators serving as a primary evaluator must complete the initial certified evaluation training required by the KY Department of Education or approved provider prior to conducting observations for the purpose of evaluation. Evaluators shall meet these requirements before conducting a formative or summative evaluation. The superintendent shall designate a contact person responsible for monitoring the initial certified evaluation training. To ensure consist and reliable ratings, evaluators must be trained yearly through administrator professional development that has a focus on observation and conferencing techniques. Evaluators must also complete a minimum of six (6) hours annually of personnel evaluation system training approved by Effective Instructional Leadership Act.

Part 2: Professional Evidence Collection

Each teacher, other certified professional, principal, and district administrator shall annually assemble a collection of professional work samples *(Professional Evidence Collection)* related to the identified performance criteria (See Page 5). For teachers and other-certified professionals, Domains 1 and 4 specifically should be emphasized. The collections shall include documentation and evidence to be reviewed by the evaluator as part of the observation cycle. Such evidence should yield information related to the teacher's practice within the domains. ***Required elements within the Professional Evidence Collection include the following items:***

- Framework for Teaching Self-Reflection Survey
- Professional Growth Plan
- Professional Growth Plan Reflection
- Observation Reflections

Examples of additional evidence may include but are not limited to the following artifacts and any other products of practice, as well as those listed in Appendix A.1 and A.2:

- curriculum units
- writing samples
- lesson plans
- communication logs
- lesson reflections (including reflections on walkthroughs, informal peer observations, etc.)
- analysis of student work samples
- formative student data
- records of PLC activities
- results of collaborative or team activities
- results of parent involvement activities
- video lessons, mini lessons, or highly effective student activities
- engagement in professional activities
- action research

Professional Evidence Collections should be maintained digitally or by hard copy, updated on an ongoing basis, and be available annually for review by the evaluating administrator.

Part 3: Professional Growth Planning and Self-Reflection

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects 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 identify specific goals which drive the focus of professional growth activities, support, on-going reflection, and instructional practice.

All teachers and other certified professionals shall participate in self-reflection and complete the annual professional growth planning process as follows . . .

1. complete the Framework for Teaching Self-Analysis Survey each year **(**see Appendix B)
2. reflect on his or her current growth needs based on multiple sources of data (including self-analysis survey results) and identify an area or areas of focus
3. collaborate with his or her administrator to develop a professional growth plan and action steps in alignment with school/district improvement plans
4. implement the plan
5. regularly reflect on the progress and impact of the plan on his or her professional practice
6. modify the plan as appropriate
7. continue implementation and ongoing reflection as part of the annual review of the plan
8. conduct a summative reflection on the degree of goal attainment and the implications for next steps

All teachers and other certified professionals will document self-reflection and professional growth planning using district forms according to the following timeline:

- Based on multiple sources of data, including the summative reflection and degree of goal attainment on the previous PGP, a new PGP shall be developed annually and approved by the principal by the last day of the school year, no later than June 1.
- Revisions and implementation of the PGP shall occur on an ongoing basis as determined by the principal and teacher with at least one reflection completed and documented in the Professional Evidence Collection by October 1 (returning staff). Principals have the discretion to meet with staff regarding the reflection but are not required to do so.
- Newly-hired teachers or other certified professionals who are not participating in the internship program shall develop a PGP for the current year by October 1 with at least one reflection completed and documented in the Professional Evidence Collection by December 1**.**
- Teachers and other certified professionals hired after September 15 shall develop a professional growth plan within the first six weeks of employment and complete at least one reflection completed and documented in the Professional Evidence Collection prior to his/her summative observation.

Part 4: Peer Observation

Peer observations are included in the certified evaluation plan to provide staff members with additional feedback for growth and reflection. ***In no manner are these items evaluative in nature.***

A Peer Observer observes, collects, shares evidence, and provides feedback for formative, reflective purposes only. Peer observers must be trained in peer observation techniques and responsibilities prior to the first peer observation. Peer observation training shall include training in effective observation and conferencing techniques and the roles and responsibilities of peer observers, evaluates, and certified school personnel. Peer observers do not score a teacher's practice. All teachers and other certified professionals will conduct a peer observation and receive a peer observation prior to April 30. All peer observation documentation will be accessed only by the observee unless he/she chooses to share the information from the peer observation. Peer observations shall be conducted using the instrument in Appendix C.

Each certified staff member shall observe a peer during the course of each school year. These observations may take place virtually, if necessary. Teachers shall select and schedule their peer observations subject to approval by the building principal.

Part 5: Determining Summative Rating & Observation/PGP Cycle

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

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. The evaluator will provide a summative rating for each measure based on analysis of the documented evidence. All ratings must be recorded using the district-approved form. Based on analysis of the documented evidence as indicated in the above model, supervisors shall assign a rating of Ineffective, Developing, Accomplished, or Exemplary for each measure.

Based upon the ratings based on evidence for each measure, the evaluator will assign a summative rating:

CRITERIA FOR DETERMINING A TEACHER/OTHER CERTIFIED PROFESSIONAL'S SUMMATIVE RATING

If . . .	***Then the Summative Rating is . . .***
Measures for domains 2 *and* 3 are rated INEFFECTIVE	**INEFFECTIVE**
Measures for domains 2 *or* 3 are rated INEFFECTIVE	**INEFFECTIVE *or* DEVELOPING**
Measures for domains 1 *or* 4 are rated INEFFECTIVE	***NOT* EXEMPLARY**
Measures for two domains are rated DEVELOPING *and Measures for t*wo domains are rated ACCOMPLISHED	**ACCOMPLISHED**
Measures for two Domains are rated DEVELOPING *and* Measures for two domains are rated EXEMPLARY	**ACCOMPLISHED**
Measures for two domains are rated ACCOMPLISHED *and* Measures for two domains are rated EXEMPLARY	**EXEMPLARY**

All staff members shall complete the PGP process on an annual cycle, with non-tenured staff receiving direction in development and review of their plans. Tenured staff will complete the PGP process annually but may refine or extend their PGP over multiple years unless evaluation results dictate otherwise. Based on the overall summative rating, observation and/or PGP cycle may be adjusted.

A summative evaluation and conference shall be conducted at the end of the evaluation cycle. Each evaluatee may submit a written statement in response to the summative rating, and the response shall become part of the evaluatee's official personnel record. The conference may be held virtually, and any documentation/forms may be signed digitally if necessary.

Summative Rating & Evaluation Cycle

Contract Status	***Summative Rating***	***Observation Cycle***	***PGP Cycle***
Non-tenured	Ineffective	12-Month Improvement Plan	Directed
Tenured	Ineffective	12-Month Improvement Plan	Directed
Tenured	Developing	Revert to non-tenured cycle	Directed

PRINCIPALS & ASSISTANT PRINCIPALS

Principal and assistant principal evaluations shall be based on data and evidence collected through multiple measures as they relate to the Professional Standards for Educational Leaders. Evaluation of principals shall be conducted by the Superintendent or Assistant Superintendent; evaluation of assistant principals shall be conducted by the principal of each respective building.

Performance Standards

The Professional Standards for Educational Leaders (PSEL) embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success; Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the PSEL Standards are a series of elements, which elaborate the work that is necessary to meet the Standard. These elements provide examples of observable, tangible behaviors that provide evidence of each standard. The PSEL Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Professional Growth Plan and Self-Reflection
- Site Visits
- Working Conditions/School Culture Survey
- State Accountability Results

Professional Growth Plan and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, 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 and assistant principals will participate in self-reflection (See Appendix K) and professional growth planning each year.

Based on multiple sources of data, including the summative reflection and degree of goal attainment on the previous PGP, a new PGP shall be developed annually by June 30 (October 1 for new hires); revisions and implementation of the PGP shall occur on an ongoing basis as determined by the principal and supervisor**.** Late hires shall develop a PGP six weeks after reporting for employment. PGPs and the self-reflection shall be completed on the district-created forms.

Site Visits

Applies to principals only

Site visits are a method by which the superintendent or assistant superintendent may gain insight into the principal's practice in relation to the standards. Formal site visits shall be conducted at least twice each year (minimum of one per semester). Post-visit conferences shall occur within five working dates after the site visit and involve a discussion of the site-visit in relation to the Principal Performance Standards. This conference may be conducted virtually if necessary. The supervisor shall maintain anecdotal notes of the site visits as documentation. For late hires, one site visit will be conducted in each semester in which the administrator has worked 30 or more days.

Working Conditions/School Culture Survey

Applies to principals only

Annually, a working conditions or school culture survey shall be conducted. Examples of appropriate surveys include the TELL survey, Impact Kentucky Survey, or other district-selected or created survey based on current research in the area of working conditions and/or school culture. In regard to late hires, the survey shall be conducted according to the same schedule; however, the data shall not inform the rating of professional practice for those principals employed after January 1 of the year of administration of the survey.

Teacher Voice Survey (non-evaluative—for feedback purposes only)

Applies to principals and assistant principals

The district shall administer a district-developed Teacher Voice Survey (TVS) no later than April 1 annually if deemed as an appropriate option by the Superintendent, in particular in the years in which the TELL or other similar state-required survey is not conducted. The informal survey data will be reviewed by each principal with the superintendent for reflection but shall in no manner be evaluative in nature. The survey instrument is included in Appendix N.

State Accountability Results

Applies to principals only

Annually, the Superintendent shall review and analyze with each building principal results of the prevailing state accountability system to determine patterns of growth, decline, and/or opportunities for improving or refining leadership.

Professional Evidence Collection

Principals/Assistant principals shall provide additional evidences to support assessment of their performance. These evidences should yield information related to the principal's/assistant principal's practice related to the performance criteria (See Page 5). The collections shall include documentation and evidence to be reviewed by the evaluator as part of the observation cycle. ***Required elements within the Professional Evidence Collection include the following items:***

- Self-Reflection relating to Professional Standards for Educational Leaders (PSEL)
- Professional Growth Plan
- Professional Growth Plan Reflection
- Site Visit Reflections
- Two pieces of evidence to support each sub-component within the identified performance criteria (See Page 5)

Examples of artifacts may include but are not limited to the following . . .

- A collection of instructional leadership work samples
- SBDM Meeting Agendas and Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Team/PLC Agendas and Minutes
- Leadership Team Meeting Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Analysis of survey results, formative achievement data, etc.
- Professional Organization memberships and leadership roles
- Parent/Community engagement survey results
- Results of parent/community engagement activities
- School schedules, including master schedule and calendars

Determining the Summative Rating

After review and rating of the performance measures, the decision rules will be applied to determine the summative rating. Evaluations of principals and assistant principals shall be completed by April 30 annually according to the table below. A summative evaluation and conference shall be conducted at the end of the evaluation cycle. This conference may occur virtually if necessary. Any documentation/forms may be signed digitally if necessary. Each evaluatee may submit a written statement in response to the summative rating, and the response shall become part of the evaluatee's official personnel record.

CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL'S SUMMATIVE RATING

If Rated. . .	***Then the Summative Rating is . . .***
Exemplary in at least three of the performance measures *and* no performance measure is rated Developing *or* Ineffective	**EXEMPLARY**
Accomplished in *at least* two performance measures of the standards *and* no performance measure is rated Ineffective	**ACCOMPLISHED**
Developing or higher in *at least* three performance measures of the standards	**DEVELOPING**
Ineffective in two *or more* performance measures	**INEFFECTIVE**

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal or assistant principal.

Experience Level	***Summative Rating***	***Observation Cycle***	***PGP Cycle***
Any Level of Experience	Ineffective	12-Month Improvement Plan	Directed
Experienced (more than 3 years)	Developing	Principals: Increased Number of Site Visits with Reflection Required by Principal Assistant Principals: 12-Month Improvement Plan	Directed

Other District Certified Personnel (Administrators)

District-level certified professionals shall include individuals who are employed in administrative positions not characterized by the role of teacher, other-certified professional, assistant principal, or principal.

Performance Standards & Source of Evidence

The Professional Standards for Educational Leaders (PSEL) will be the performance criteria used to determine ratings for the performance measures (See Page 5). The superintendent/designee shall be designated as the primary evaluator. Other district certified personnel shall be evaluated annually. The following are sources of evidences that will be used to inform performance measure ratings: professional growth plans, observation, conferencing, and any other sources of data that may be required by the evaluator.

Evaluation of Superintendent

The superintendent shall be evaluated annually by the board and the evaluation shall be discussed with the superintendent. The superintendent shall submit an individual professional growth plan to the board annually, and in accordance with KRS 156.557, the board shall establish the continuing professional development requirements of the superintendent.

Professional Growth Plan

The professional growth plan will address realistic, focused, and measurable professional goals as indicated below . . .

- All district-level professionals will participate in professional growth planning each year.
- District-level professionals will submit their professional growth plans by July 1.
- For district-level professionals that are employed after July 1, a professional growth plan shall be submitted within their first 30 work days.

Work Visits

Since the evaluator (superintendent/designee) works very closely on a daily basis with the District Certified Staff, formal observations using a formative form are not required. The superintendent/designee will provide and document positive and constructive feedback as needed.

Evaluation Timeline

Orientation	Within the first month of employment
Individual Professional Growth Plan	Submitted to Central Office by July 1
Annual Summative Evaluation	April 30

Performance Measure Ratings

The rating for each performance measure (planning, environment, instruction, and professionalism) shall be recorded on the appropriate form by April 30. The evaluator shall assign a rating of ineffective, developing, accomplished, or exemplary for each standard. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Overall Performance Rating

An overall performance summative rating is determined by the evaluator based on the ratings on the performance measures after review of job performance and the professional evidence collection. The evaluator will use the decision rules below for determining the overall performance summative rating. The overall performance summative rating shall be recorded on the summative evaluation form by April 30. A summative evaluation and conference shall be conducted at the end of the evaluation cycle. This conference may be conducted virtually if necessary. Any form/documentation may be signed digitally if necessary. Each evaluatee may submit a written statement in response to the summative rating, and the response shall become part of the evaluatee's official personnel record.

CRITERIA FOR DETERMINING A DISTRICT ADMINISTRATOR'S SUMMATIVE RATING

If Rated. . .	***Then the Summative Rating is . . .***
Exemplary in at least three of the performance measures *and* no performance measure is rated Developing *or* Ineffective	**EXEMPLARY**
Accomplished in *at least* two performance measures of the standards *and* no performance measure is rated Ineffective	**ACCOMPLISHED**
Developing or higher in *at least* three performance measures of the standards	**DEVELOPING**
Ineffective in two *or more* performance measures	**INEFFECTIVE**

Appeal Process

The appeal process specified in board policy (see Appendix G) shall apply.

According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel (“LEAP”).

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees’ summative evaluations. Two (2) members of the LEAP shall be elected by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of each school year. The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within five (5) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.

2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within fifteen (15) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within fifteen (15) working days of receipt by the Superintendent, the LEAP shall do the following:
    - If a hearing is requested, the LEAP shall set a hearing date not to exceed fifteen (15) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
    - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
    - If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
    - The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
    - If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.

4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within fifteen (15) calendar days from receipt of appeal by the Superintendent.

2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.

3. The hearing will adhere to the following format:
    - Reading of the written appeal by the LEAP Chairperson.
    - Questioning of the evaluatee and/or evaluator by the panel.
    - Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
    - Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
    - Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
    - Dismissal of hearing.

4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.

5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
    - Rule in favor of the appellant, either in whole or in part;
    - Uphold the evaluation; or
    - Call for a second evaluation by a trained evaluator.

7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

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

Appeal without a Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.

2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
    - Rule in favor of the appellant, either in whole or in part;
    - Uphold the evaluation; or
    - Call for a second evaluation by a trained evaluator.

4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within fifteen (15) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

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

Professional Evidence Collection Sample Artifacts

Teachers

The following items are provided as suggestions that may be included as evidence for each of the four domains. The purpose of the professional evidence collection is to reflect each teacher's performance and growth across all domains, but it will be especially helpful in documenting progress in domains 1 and 4 which are not as readily observable as domains 2 and 3. The collection should include ***two samples*** *of one's best work for each* ***sub-component*** *of the 4 domains and is not intended to be an exhaustive collection of everything that a teacher does during the course of a year or evaluation cycle. The focus should be on* ***quality*** over ***quantity.***

*Domain 1: Planning & Preparation**

- Outline of unit plans, syllabus, student learning goals checklists, etc. based upon the Common Core State Standards (or other current curriculum in content areas beyond ELA, math, and science)
- Lesson plans reflecting differentiated instruction
- Assessments or lesson plans based upon analysis of formative classroom data
- Sampling of instructional goals and resources that align with content standards and/or specific student learning needs
- Rubrics or scoring guides reflective of content standards and high expectations for student learning
- Analysis of student learning styles, pre-assessments, or other student inventories
- Documentation of planned accommodations/modifications for students with IEPs and GSSPs

Domain 2: Classroom Environment

- Brief description, sketch, or photo of classroom layout or re-arrangements for specific activities
- Copies of notes or cards from students or parents
- Copies/photos of student-friendly learning targets posted in classroom
- Copies/photos of classroom learning procedures posted in the classroom or otherwise distributed
- Posting of student work samples
- Copies of comments/feedback on student work
- Copies/photos of classroom rules/learning norms posted in classroom

Domain 3: Instruction

- Examples of intentionally planned higher order questions
- Examples of activities which reflect multiple intelligences, varied learning styles, student choice, and/or student interests
- Revised lesson plans or pacing guide which reflects analysis of student learning needs
- Lesson reflection or anecdotal notes regarding student responses to lessons, student behavior, assessment, procedures, etc.
- Analysis of student formative assessments (progress monitoring)
- Examples of highly-engaging activities, such as lessons featuring effective use of technology integration, authentic learning opportunities, and research-based instructional strategies

Domain 4: Professional Responsibilities*

- Examples of written communication to students, parents, homes, and/or community
- Timely posting of grades in Infinite Campus
- Log of extracurricular activity involvement
- PGP reflections which indicate refinement and/or growth
- Peer-observation reflections which indicate refinement and/or growth
- Anecdotal notes or other documentation of student advocacy, such as referrals to FRYSC, my team students or other mentoring, etc.
- Service to the school through SBDM, committees, PLCs, etc.
- Log of school involvement and support of school and district activities, such as literacy events, student orientation sessions, science fairs, academic team, athletic events, etc.
- Evidence of active involvement/contributions through professional organizations
- Evidence of professional leadership, such as leading professional development activities, supporting new staff, sponsoring student activities, etc.

**While collecting artifacts over the duration of the evaluation cycle, please note that the Professional Evidence Collection is most useful for organizing artifacts related to Domains 1 and 4 which are not always readily apparent during classroom observations.*

Professional Evidence Collection Sample Artifacts

Other Certified Professionals

The following items are provided as suggestions that may be included as evidence for each of the four domains. The purpose of the professional evidence collection is to reflect each professional educator's performance and growth across all domains, but it will be especially helpful in documenting progress in domains 1 and 4 which are not as readily observable as domains 2 and 3. The collection should include ***two samples*** *of one's best work for each* ***sub-component*** *of the 4 domains and is not intended to be an exhaustive collection of everything that a teacher does during the course of a year or evaluation cycle. The focus should be on* ***quality*** over ***quantity.***

*Domain 1: Planning & Preparation**

- Professional Development/EILA certificates and/or reflections which demonstrate content knowledge and awareness of current trends within one's area of specialty
- Agendas and/or analysis of evaluations from professional development activities led by the professional at the local, regional, state, or national levels within one's area of specialty
- Analysis of assessments/lesson plans/activities within one's areas of specialty based on student data, PLC discussions, etc.
- Established goals and evidence of results for the instructional support program/area of specialty that align with school-wide goals, professional standards, or state content standards
- Evidence of collaborative planning with instructional staff (lesson plans, student work samples, assessments, student reflections/feedback on collaborative activities)

Domain 2: Environment

- Classroom visit documentation (individual or whole-class activities), description or photographs of work space layout, etc.
- Copies of notes or cards to/from parents or students
- Protocol/procedures/norms for student access/interaction posted in specialty area (delivery service area)
- Evidence of collaboration for ongoing instructional improvement, copies of feedback/comments/analysis of student work
- Documentation of clear procedures for teacher access/use/integration of specialty area or service delivery to impact student learning or support instruction
- Photos or description of how physical space is organized for day-to-day use, workshops, training, and/or service delivery to students, parents, and/or staff

Domain 3: Instruction/Delivery of Service

- Examples of intentionally planned collaboration to support instruction (lesson plans, student interest inventories, examples of differentiated instruction or service delivery)
- Reflection on collaboration with teachers to impact instruction or student learning
- Reflection on collaboration with other certified professionals, administrators, community or educational agencies, etc. to impact instruction or student learning
- Evidence of instructional support, professional learning opportunities, or professional development provided to others to assist teachers and other staff in learning skills or strategies related to one's area of specialty (agendas, evaluations, sign-in sheets)
- Evidence of locating resources for teachers and other instructional staff to support student learning and academic improvement
- Examples of highly-engaging activities (such as effective use of technology, authentic learning opportunities, and research-based instructional or delivery strategies) associated with one's area of specialty

Domain 4: Professional Responsibilities*

- PGP reflections which indicate refinement and/or growth
- Examples of written communication to students, parents, homes, and/or community
- Budgeting forms reflective students' needs and sound fiscal practice
- Evidence of professional leadership within the area of specialty, such as leading professional development, mentoring new staff, sponsoring student activities, fulfilling leadership roles, etc.
- Evidence of active involvement or professional contributions in professional organizations, particularly those connected to one's area of specialty
- Log of extracurricular involvement
- Anecdotal notes or other documentation of student and/or family advocacy, such as referrals to FRYSC, student mentoring, obtaining support through external community agencies, etc.
- Log of school involvement and support of school/district initiatives, such as literacy events, orientation sessions, science fairs, academic events, athletic events, etc.

**While collecting artifacts over the duration of the evaluation cycle, please note that the Professional Evidence Collection is most useful for organizing artifacts related to Domains 1 and 4 which are not always readily apparent during observations.*

Appendix B: Teacher/Other Certified Professional Self-Analysis Survey

Annually, each teacher and other certified professional will reflect upon the individual components of each domain as self-reflection prior to completing the Professional Growth Plan.

1.A	Growth Area	OK	Strength
• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.	☐	☐	☐
• Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	☐	☐	☐
• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	☐	☐	☐

1.B	Growth Area	OK	Strength
• The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	☐	☐	☐
• Teacher understands the active nature of student learning and attains information about levels of development for groups of students.	☐	☐	☐
• Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	☐	☐	☐

1.C	Growth Area	OK	Strength
• All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.	☐	☐	☐
• Most outcomes represent rigorous and important learning in the discipline.	☐	☐	☐
• Outcomes reflect several different types of learning and opportunities for coordination.	☐	☐	☐
• Outcomes take into account the varying needs of groups of students.	☐	☐	☐
• Outcomes take into account the varying needs of individual students.	☐	☐	☐

1.D	Growth Area	OK	Strength
• Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.	☐	☐	☐
• Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.	☐	☐	☐

1.E	Growth Area	OK	Strength
• The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	☐	☐	☐
• The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.	☐	☐	☐

• Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.	☐	☐	☐
• Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.	☐	☐	☐
• The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	☐	☐	☐

1.F	Growth Area	OK	Strength
• Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	☐	☐	☐
• Teacher intends to use assessment results to plan for future instruction for groups of students.	☐	☐	☐
• Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.	☐	☐	☐
• Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.	☐	☐	☐
• Assessment methodologies have been adapted for individual students, as needed.	☐	☐	☐
• The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	☐	☐	☐

2.A	Growth Area	OK	Strength
• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.	☐	☐	☐
• Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.	☐	☐	☐
• Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.	☐	☐	☐
• Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	☐	☐	☐
• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.	☐	☐	☐

2.B	Growth Area	OK	Strength
• Classroom interactions support learning and hard work.	☐	☐	☐
• The teacher conveys that with hard work students can be successful.	☐	☐	☐
• Students understand their role as learners and consistently expend effort to learn.	☐	☐	☐
• The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.	☐	☐	☐

• The teacher conveys high expectations for learning by all students and insists on hard work.	☐	☐	☐
• Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.	☐	☐	☐

2.C	Growth Area	OK	Strength
• Instructional time is maximized because of efficient routine and procedures.	☐	☐	☐
• Routines are well understood and may be initiated by students.	☐	☐	☐
• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.	☐	☐	☐
• The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.	☐	☐	☐
• There is little loss of instructional time because of effective classroom routines and procedures.	☐	☐	☐
• With minimal guidance and prompting students follow established classroom routines.	☐	☐	☐

2.D	Growth Area	OK	Strength
• Student behavior is generally appropriate.	☐	☐	☐
• Students take an active role in monitoring their own behavior and that of other students against standards of conduct.	☐	☐	☐
• Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	☐	☐	☐
• Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	☐	☐	☐
• Teachers' monitoring of student behavior is subtle and preventative.	☐	☐	☐
• The teacher monitors student behavior against established standards of conduct.	☐	☐	☐
• Student behavior is entirely appropriate.	☐	☐	☐

2.E	Growth Area	OK	Strength
• Teacher makes effective use of physical resources, including computer technology.	☐	☐	☐
• The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.	☐	☐	☐
• The classroom is safe, and learning is accessible to all students, including those with special needs.	☐	☐	☐
• Students contribute to the use or adaptation of the physical environment to advance learning.	☐	☐	☐
• Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities.	☐	☐	☐

3.A	Growth Area	OK	Strength
• During the explanation of content, the teacher invites student intellectual engagement.	☐	☐	☐
• Students contribute to extending the content and help explain concepts to their classmates.	☐	☐	☐
• Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences.	☐	☐	☐

• Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	☐	☐	☐
3.B	Growth Area	OK	Strength
• Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.	☐	☐	☐
• Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.	☐	☐	☐
• Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	☐	☐	☐
• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.	☐	☐	☐
• Students formulate many questions, initiate topics, and make unsolicited contributions.	☐	☐	☐
• Students themselves ensure that all voices are heard in the discussion.	☐	☐	☐
3.C	Growth Area	OK	Strength
• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.	☐	☐	☐
• Students may have some choice in how they complete tasks and may serve as resources for one another.	☐	☐	☐
• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.	☐	☐	☐
• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.	☐	☐	☐
• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.	☐	☐	☐
• The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	☐	☐	☐
3.D	Growth Area	OK	Strength
• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.	☐	☐	☐
• Assessment is fully integrated into instruction through extensive use of formative assessment.	☐	☐	☐
• Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.	☐	☐	☐
• Students self-assess and monitor their progress.	☐	☐	☐
• Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria	☐	☐	☐
• Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.	☐	☐	☐

• Questions, prompts, assessments are used to diagnose evidence of learning.	☐	☐	☐
• Students appear to be aware of the assessment criteria; some of them engage in self-assessment	☐	☐	☐

3.E	Growth Area	OK	Strength
• Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	☐	☐	☐
• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	☐	☐	☐
• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.	☐	☐	☐
• Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	☐	☐	☐

4.A	Growth Area	OK	Strength
• Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	☐	☐	☐
• Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	☐	☐	☐
• Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	☐	☐	☐
• Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	☐	☐	☐

4.B	Growth Area	OK	Strength
• Students contribute information and participate in maintaining the records.	☐	☐	☐
• Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	☐	☐	☐

4.C	Growth Area	OK	Strength
• Teacher makes some attempts to engage families in the instructional program.	☐	☐	☐
• Information to families is conveyed in a culturally appropriate manner.	☐	☐	☐
• Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.	☐	☐	☐
• Response to family concerns is handled with professional and cultural sensitivity.	☐	☐	☐
• Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.	☐	☐	☐
• Teacher's efforts to engage families in the instructional program are frequent and successful.	☐	☐	☐

4.D	Growth Area	OK	Strength
• Teacher takes a leadership role in promoting a culture of professional inquiry.	☐	☐	☐
• Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.	☐	☐	☐
• Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.	☐	☐	☐
• Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	☐	☐	☐
• Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.	☐	☐	☐

4.E	Growth Area	OK	Strength
• Teacher initiates important activities to contribute to the profession.	☐	☐	☐
• Teacher seeks out feedback on teaching from both supervisors and colleagues.	☐	☐	☐
• Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.	☐	☐	☐
• Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	☐	☐	☐
• Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.	☐	☐	☐
• Teacher participates actively in assisting other educators.	☐	☐	☐

4.F	Growth Area	OK	Strength
• Teacher complies fully with school and district regulation.	☐	☐	☐
• Teacher maintains an open mind in team or departmental decision-making.	☐	☐	☐
• Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.	☐	☐	☐
• Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.	☐	☐	☐
• Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.	☐	☐	☐
• Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.	☐	☐	☐
• Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	☐	☐	☐

Hart County Schools Peer Observation Form

Date: _____ Teacher: _____

Peer Observer: _____ Location: _____ ☐ In-Person ☐ Virtual

Lesson Description: _____

Look Fors

The teacher to be observed may list any particular items of focus for the peer observation.

Positives	*Questions/Suggestions*

Take-Aways

The peer observer will share two or more key ideas, strategies, etc., that can be applied to his/her classroom.

Literacy/Artful Reading Strategies Observed (If applicable)

HART COUNTY SCHOOLS

Supervisor Mini Observation Form for Teachers

School: _____ Teacher Observed: _____

Observer: _____

Date: _____/_____/_____ Time In: _____ Time Out: _____

Performance Measure of **Domain II: Classroom Environment**	RATING
An environment of respect and rapport exists **Comments**:	1 2 3 4
The culture exhibits importance of content, high expectations for students, and student pride in his or her work **Comments**:	1 2 3 4
Classroom is managed during group work, seat work, as well as transitional times **Comments**:	1 2 3 4
Collaborates well with team teachers and paraprofessionals **Comments**:	1 2 3 4

Student-friendly learning targets are posted and student interviews reveal that all students are aware of the target for the day **Comments**:	1 2 3 4
Student behavior is monitored and addressed positively and timely **Comments**:	1 2 3 4
Physical space is both safe and accessible **Comments**:	1 2 3 4

Performance Measure of Domain III: Instruction	RATING
Communicating with students (…expectations for learning, directions and procedures, explanation of content, and usage of oral/written language) **Comments**:	1 2 3 4
Higher-order questioning **Comments**:	1 2 3 4
Students engaged in learning with a variety of experiential, inductive, hands-on learning activities (Literacy/Artful Reading Strategies such as text coding, academic dialogue, placemat, etc.) **Comments**:	1 2 3 4

Differentiated instruction and assessment (content, product, and/or process) **Comments**:	1 2 3 4
Appropriate monitoring and feedback of student learning **Comments**:	1 2 3 4
Student self-assessment/monitoring of progress **Comments**:	1 2 3 4
Appropriate pacing of lesson **Comments**:	1 2 3 4
Effective use of technology (students and teacher) **Comments**:	1 2 3 4

Teacher Reflection:

What went well?

What would you do differently if teaching the lesson again?

What is the impact for next lessons?

HART COUNTY SCHOOLS

Supervisor Mini Observation Form for Other Certified Professionals

School: _____Other Professional Observed: _____

Observer: _____

Date: _____/_____/_____ Time In: _____ Time Out: _____

Performance Measure of Domain II: Environment	RATING
An environment of respect and rapport exists **Comments**:	1 2 3 4
The culture exhibits importance of content, high expectations for students, and student pride in his or her work **Comments**:	1 2 3 4
Delivery of service is managed during group work, seat work, as well as transitional times **Comments**:	1 2 3 4
Collaborates well with teachers, paraprofessionals, and other service providers **Comments**:	1 2 3 4

Expected student outcomes are evident and student interviews reveal that all students are aware of the expected outcome **Comments**:	1 2 3 4
Student behavior is monitored and addressed positively and timely **Comments**:	1 2 3 4
Physical space is both safe and accessible **Comments**:	1 2 3 4

Performance Measure of **Domain III: Instruction/Delivery of Service**	RATING
Communicating with students (…expectations for learning, directions and procedures, explanation of content, and usage of oral/written language) **Comments**:	1 2 3 4
Higher-order questioning **Comments**:	1 2 3 4
Students engaged in learning/delivery of service (variety of experiential, inductive, hands-on learning) **Comments**:	1 2 3 4

Differentiated instruction/service delivery and assessment (content, product, and/or process) **Comments**:	1 2 3 4
Appropriate monitoring and feedback of student learning/results of service delivery **Comments**:	1 2 3 4
Student self-assessment/monitoring of progress **Comments**:	1 2 3 4
Appropriate pacing of lesson/services **Comments**:	1 2 3 4
Effective use of technology (students and teacher) **Comments**:	1 2 3 4

Educator/Professional Reflection:

What went well?

How might you refine the process of providing these services again?

What is the impact for future services?

HART COUNTY SCHOOLS PRE-OBSERVATION FORM

Teacher/Other Professional:	
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 or other unique circumstances.	
How will you engage the students in the learning? What roles will you and students have in the learning process? Will instruction occur in small groups, individually, or in large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students? On what basis will differentiation be implemented?	
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? Is there anything else of which I should be aware?	

**For other certified professionals, please consider national standards for the specific profession; preschool teachers shall use the Kentucky Early Childhood Standards.*

- CERTIFIED PERSONNEL -

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval by the Board and the Kentucky Department of Education a personnel evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with and which shall be implemented consistent with applicable statute and regulation. The District's certified evaluation plan shall be aligned with the Kentucky Framework for Personnel Evaluation.[1]

PURPOSE

The purpose of the personnel evaluation system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions. The District certified evaluation plan for certified personnel assigned to the District level for purposes of evaluation shall be specific to the evaluatee's job category.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur annually for certified employees below the level of superintendent who have not attained continuing service status. Summative evaluations shall occur at least once every three (3) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators.

REPORTING

Results of evaluations shall not be included in the accountability system under KRS 158.6455.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the evaluatee's first thirty (30) calendar days of the school year as provided in regulation.

CONFIDENTIALITY

Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to submit a written response to be included in the certified employee's personnel record. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.[2]

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.[1]

ELECTION

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

APPEAL FORM

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

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Evaluation

TERMS

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

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. Both the evaluator and the evaluatee shall be given the opportunity, at least five (5) days in advance of the hearing to review documents that are to be presented to the District evaluation appeals panel, and may have representation of their choosing.

APPEAL FORM

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

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

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

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

This form is to be used by certified employees who wish to appeal current evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Evaluation Appeals Panel by completing this form and returning it to the Superintendent within five (5) working days of the receipt of your summative evaluation.

_____ _____
Name of Employee Building

_____
Title

_____
Home Address

What specifically do you object to or why do you feel you were not fairly evaluated? _____

_____

_____

_____

_____

_____

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

Date you received the summative evaluation:_____

Name of Evaluator _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

_____ _____
Employee's Signature ***Date***

Review by Panel _____

Review by Board _____

RELATED PROCEDURES:

03.18 AP.11, 03.18 AP.12

Review/Revised: 4/27/2020

Certified Evaluation Plan Timeline

REMINDERS OF IMPORTANT DATES

NON-Tenured Annual Observation Cycle *(begins two weeks after first student attendance day)*

October 15	1st full observation complete
March 15	Mini observation complete
April 25	2nd full observation complete
April 30	Summative evaluation complete

Tenured Annual Observation Cycle *(begins two weeks after first student attendance day)*

April 25	Full observation (in year 5 of 5-year cycle)
April 30	Summative evaluation (in year 5 of 5-year cycle)

Professional Growth Plan

Returning Staff:

June 1*	New plan developed for next school year by end of the school year **No later than June 1 (July 1 for district administrators)*
October 1	Teachers submit reflection on current PGP (returning staff)

New Staff:

October 1	Plan developed for current school year (new staff)
December 1	Teachers submit reflection on current PGP (new staff)

Peer Observation *(Non-Evaluative Process)*

April 10	Each certified employee completes and receives at least one peer observation

Teacher Voice Survey *(Non-Evaluative Process)*

April 1	Teachers complete TVS for principal (and for participating assistant principals)

SUMMATIVE EVALUATION FORM

The evaluator shall record a performance level for each of the performance measures and assign a summative rating based on the following decision table:

CRITERIA FOR DETERMINING A TEACHER/OTHER CERTIFIED PROFESSIONAL'S SUMMATIVE RATING For _____

If . . .	***Then the Summative Rating is . . .***
Performance Measures for domains 2 *and* 3 are rated INEFFECTIVE	**INEFFECTIVE**
Performance Measures for domains 2 *or* 3 are rated INEFFECTIVE	**INEFFECTIVE *or* DEVELOPING**
Performance Measures for domains 1 *or* 4 are rated INEFFECTIVE	***NOT* EXEMPLARY**
Performance Measures for two domains are rated DEVELOPING *and* Performance Measures for two domains are rated ACCOMPLISHED	**ACCOMPLISHED**
Performance Measures for two domains are rated DEVELOPING *and* Performance Measures for two domains are rated EXEMPLARY	**ACCOMPLISHED**
Performance Measures for two domains are rated ACCOMPLISHED *and* Performance Measures for two domains are rated EXEMPLARY	**EXEMPLARY**

Performance Measures of Domains	***Rating***
1: Planning	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary
2: Classroom/Learning Environment	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary
3. Instruction/Service Delivery	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary
4. Professional Responsibilities	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary

Summative Rating: _____

Evaluator Comments: _____
_____
_____

Evaluatee Comments: _____
_____
_____

_____ _____ _____
Evaluator Signature Evaluatee Signature Date

PRINCIPAL/ASSISTANT PRINCIPAL & DISTRICT ADMINISTRATOR SUMMATIVE EVALUATION FORM

The evaluator shall record a performance level for each of the performance measures and assign a summative rating based on the following decision table:

DETERMINING THE SUMMATIVE RATING

If Rated. . .	***Then the Summative Rating is . . .***
Exemplary in at least three of the performance measures *and* no performance measure is rated Developing *or* Ineffective	**EXEMPLARY**
Accomplished in *at least* two performance measures of the standards *and* no performance measure is rated Ineffective	**ACCOMPLISHED**
Developing or higher in *at least* three performance measures of the standards	**DEVELOPING**
Ineffective in two *or more* performance measures	**INEFFECTIVE**

Performance Measure of the Standards	***Rating***
Planning: Standards 3 & 4	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary
Environment: Standards 2 & 5	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary
Instruction: Standard 1	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary
Professionalism: Standard 6	☐Ineffective ☐Developing ☐Accomplished ☐Exemplary

Summative Rating: _____

Evaluator Comments: _____
_____
_____

Evaluatee Comments: _____
_____
_____

_____ _____ _____
Evaluator Signature Evaluatee Signature Date

HART COUNTY SCHOOLS

Principal & District Administrator Self-Reflection Instrument

Principal: _____ Date Completed: _____

Professional Standards for Educational Leaders	***Self-Reflective Rating***
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.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	
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.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	
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.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	

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.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	
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.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	
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.	☐Growth Area ☐Acceptable ☐Strength
Justification:	
Standard 7: Professional Community for Teachers and Staff *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	

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.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	
Standard 9: Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	
Standard 10: School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	☐Growth Area ☐Acceptable ☐Strength
Justification:	

Hart County Schools Professional Growth Plan

1. Areas of growth identified from Self-Analysis Survey:

   -
   -
   -

2. Professional Goal based on above results (SMART goal):

3. School-wide goal based on school-wide data (optional):

4. Activities to achieve above listed goals:

5. PGP Reflection (To be completed by October 1 annually):

---

6. Conclusions (to be completed after summative evaluation)

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning	A. Creating an Environment of Respect and Rapport i. Teacher Interaction with Students ii. Student Interactions with One Another B. Establishing a Culture for Learning i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work C. Managing Classroom Procedures i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals D. Managing Student Behavior i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior E. Organizing Physical Space i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources	A. Communicating with Students i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language B. Using Questioning and Discussion Techniques i. Quality of Questions ii. Discussion Techniques iii. Student Participation C. Engaging Students in Learning i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing D. Using Assessment in Instruction i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress E. Demonstrating Flexibility and Responsiveness i. Lesson Adjustment ii. Response to Students iii. Persistence	A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making Compliance with School and District Regulations

Hart County Schools
Teacher Voice Survey

Please respond to the following questions using this scale to provide feedback to your principal for self-reflection: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = somewhat disagree, 5 = strongly disagree.

1. I see my principal as an instructional leader.	1	2	3	4	5
2. My principal communicates effectively with the school community.	1	2	3	4	5
3. My principal interacts well with children in a variety of situations.	1	2	3	4	5
4. My principal is open to new ideas that improve the school no matter who suggests them.	1	2	3	4	5
5. My principal challenges staff members to improve teaching and learning.	1	2	3	4	5
6. My principal is goal oriented and communicates district and school goals effectively to the staff.	1	2	3	4	5
7. My principal confronts problems with honesty. I can trust my principal.	1	2	3	4	5
8. My principal demonstrates a purposeful attention to curriculum, instruction, and assessment data.	1	2	3	4	5

9. Name two things that we do well at our school:

_____
_____
_____
_____

10. Name two things that you would like to see changed at our school:

_____
_____
_____
_____

Hart County Instructional Walkthrough Look-fors

Teacher _____ Observer _____ Date/Time _____

Instructional Clarity	☐ Student-friendly learning intentions ☐ Important vocabulary of the standard included in lesson ☐ Learning intentions referred to throughout the lesson ☐ Students can verbalize the learning intention ☐ Students can verbalize importance of the learning ☐ Students are aware of success criteria	**Learning Environment**	☐ Room organization maximizes student learning ☐ Established routines, procedures, and/or transitions ☐ Instructional materials readily available ☐ Teacher and learners treat each other with respect ☐ Students are intellectually safe (asking/answering questions with ease)
Literacy Strategies	☐ Teacher uses literacy strategies ☐ Teacher and students use relevant vocabulary ☐ Students write to learn or write to demonstrate learning ☐ Students make connections to text before/during/after ☐ Students provide evidence from text to support response/answer ☐ Students use written/oral/visual representations to express thoughtful ideas, reflective responses, and questions relevant or appropriate to learning.	**Supports for Student Learning**	☐ Word wall/vocabulary wall/vocabulary strategies ☐ Relative anchor charts ☐ Visual thinking documentation ☐ Scoring guides/success criteria ☐ Teacher modeling ☐ Use of exemplars ☐ Small groups ☐ Reteaching ☐ Other _____
Rigor	☐ Appropriate and challenging content ☐ Students work on complex tasks ☐ Students appear to accept task challenge ☐ Students reflect on the quality of work ☐ Questions promote deeper learning	**High-yield Instructional Strategies**	☐ Identifying similarities/differences ☐ Summarizing/note-making ☐ Nonlinguistic representations ☐ Generating/testing hypotheses ☐ Advance organizers/cues/questions
Student Engagement	☐ Teacher facilitates learning ☐ Opportunities for student movement and interactions ☐ Students apply learning ☐ Novelty/Variety ☐ Personal Response ☐ Learning with others Engagement level of students? ☐ Engaged ☐ On-Task ☐ Off-Task	**Cognitive Level of Task**	☐ Recall ☐ Comprehension ☐ Application ☐ Analysis ☐ Evaluation ☐ Synthesis
Assessment (Formative or Summative)	☐ Frequent checks for understanding ☐ Appropriate wait time after asking questions ☐ Ongoing Feedback ☐ Assessment matches lesson intentions ☐ Students participate in self-assessment	**Resources**	☐ District-purchased resources used ☐ Other HQIR are used ☐ Centers/stations/task cards ☐ Technology (hardware/software) ☐ Other _____