Pendleton County School District
Professional Growth and Effectiveness Plan

PGES Plan for Certified Personnel
Approved by BOE on
September 17, 2015

Pendleton County Schools
The purposes of Pendleton County’s Evaluation Plan Committee shall be:

- to review the certified employee evaluation plan (and subsequent amendments) adopted by the Board of Education;

- to recommend improvements/changes.

The committee is advisory only: It neither complements nor supplements that which is required of the Board in section 8, 704 KAR 3:345, revised. *This evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.*
Pendleton County School District

ASSURANCES

Certified Personnel Evaluation Plan

The Pendleton County School District hereby assures the Commissioner of Education that:

- This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
- The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan.
- The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.
- All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR3:345. The PGP will be reviewed annually.
- All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.
- All tenured teachers will be evaluated a minimum of once every three years.
- Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.
- Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.
- Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
- An opportunity for written response shall be included in the official personnel records.
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative.
- The evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.
- This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

Pendleton County Board of Education
2525 HWY 27N
Falmouth, KY 41040

R. Anthony Strong, Superintendent

Approval Date: September 17, 2015
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Roles and Definitions

Artifact means a product of a certified school personnel’s work that demonstrates knowledge and skills.
Assistant Principal means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR. 19
Certified Administrator means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 1 KAR. 2
Certified School Personnel means a certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
Conference means 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.
Evaluee means the certified school personnel who is being evaluated.
Evaluator means the primary evaluator as described in KRS 156.557(5)(c)2.
Formative Evaluation is defined by KRS 156.557(1)(a).

Improvement Plan means a plan for improvement of up to twelve (12) months in duration for:

a) Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating; and
b) Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.

Individual Corrective Action Plan A plan whereby a person being evaluated/supervised establishes specific goals under the direction of the evaluator to improve an identified area of concern in performance. The evaluator takes an active role in the development and appraisal of the activities along with the evaluatee.
Job category means a group or class of certified school personnel positions with closely related functions.
Late hire certified professionals who do not report for work sixty (60) or more consecutive school days.
Leave and Absence See Board Policy 03.123 Leaves and Absences
Local contribution means a rating based on the degree to which a teacher, other professionals, principal, or assistant principal meets student growth goals and is used for the student growth measure.
Local formative growth measures is defined by KRS 156.557(1)(b).

Observation means 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.
Observer means a certified administrator or state approved trained peer that observes, collects, shares evidence and provides feedback.
Observer certification means a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

Observer calibration means the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.

Other professionals means certified school personnel, except for teachers, administrators, assistant principals, or principals.

Overall student growth rating means the rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation and that is calculated for a certified administrator pursuant to the requirements of Section 13 (9) of this administrative regulation.

Peer observation means observation and documentation by trained certified school personnel below the level of principal and assistant principal.

Performance criteria means the areas, skills, or outcomes on which certified school personnel are evaluated.

Performance rating means the summative description of a teacher, other professional, principal, or assistant principal evaluatee’s performance, including the ratings listed in Section 7(8) of this administrative regulation.

Principal means 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.

Product of Practice is the academic learning that provides the basis for relatively long-term change in one’s personal knowledge.

Professional growth and effectiveness system or system means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.

Professional growth plan (PGP) means an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes:

a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator;

b) Objectives or targets aligned to the goals;

c) An action plan for achieving the objectives or targets and a plan for monitoring progress;

d) A method for evaluating success; and

e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

Professional practice means the demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.

Professional practice rating means the rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.

Self-reflection means the annual process by which certified school personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
Sources of evidence means the multiple measures listed in KRS 156.557(4) and in Sections 7, 10, and 13 [8 and 10] of this administrative regulation.

State contribution means the student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, or [and] the next generation learners goal for principals, [and] assistant principals.

Student growth is defined by KRS 156.557(1)(c).

Student growth goal (SGG) means a goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.

Student growth percentile (SGP) means each student's rate of change compared to other students with a similar test score history.

Student voice survey means the student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher or other professionals evaluate, or a district for other professional evaluatees, and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.

Summative evaluation is defined by KRS 156.557(1)(d).

Teacher means a certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course & holds a teaching certificate under Title 16 KAR.

TELL Kentucky A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.

Val-Ed 360° An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).

Working conditions survey goal means a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

For Additional Definitions and Roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System.
Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready. The evaluation system is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an Evaluation Committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation. The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Pendleton County Board of Education and the Kentucky Department of Education.

**PGES & OPGES TIMELINE***

<table>
<thead>
<tr>
<th><strong>Explanation and discussion of Certified Evaluation Plan</strong></th>
<th>No later than the 15th calendar day after Opening Day Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.</th>
</tr>
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<tbody>
<tr>
<td><strong>Self-Reflection</strong></td>
<td>Completed in “APPROVED TECHNOLOGY PLATFORM” within the first thirty (30) school days Revised a minimum of once a year or as requested by the evaluator.</td>
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<tr>
<td><strong>Student Growth Goal</strong></td>
<td>Completed in “APPROVED TECHNOLOGY PLATFORM” by Oct. 15.</td>
</tr>
<tr>
<td><strong>Professional Growth Plan</strong></td>
<td>Completed in “APPROVED TECHNOLOGY PLATFORM” by Oct. 15 and revised as needed.</td>
</tr>
<tr>
<td><strong>Peer Observation</strong></td>
<td>All Peer Observers participating during the summative year observations will complete the state developed training by September 15 once every 3 years All required peer observations must be documented.</td>
</tr>
<tr>
<td><strong>Non-Tenured &amp; Tenured: One Year Cycle</strong></td>
<td>Minimum of 4 observations completed annually; consisting of at least 3 by the supervisor and 1 by a peer Summative Evaluation completed by May 15th</td>
</tr>
<tr>
<td><em>The cycle for Tenured Teachers will be determined by the Professional Growth &amp; Cycle Chart</em></td>
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</tr>
<tr>
<td><strong>Tenured: Three Year Cycle</strong></td>
<td>Minimum of 2 mini/full observations completed by supervisor during summative cycle Minimum of 1 peer observation completed during Summative Year Minimum of 1 full observation completed after the peer observation during Summative Year Summative Evaluation completed by May 15th</td>
</tr>
<tr>
<td><em>The cycle for Tenured Teachers will be determined by the Professional Growth &amp; Cycle Chart</em></td>
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</tbody>
</table>

**NOTE:** The timeline above will be followed except in the event that a teacher/other professional is hired after the first of the year or is taking an approved-leave of absence at the beginning of the school year. Teacher and OPGES: A late hire will be defined as an employee not working 60 or more consecutive school days. A late hire will be expected to have a minimum of 1 full/final observation in their summative year. If an employee in their summative evaluation year misses more than 90 days, the superintendent or designee may suspend the summative evaluation until the following school year.
INTRODUCTION
The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities. The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the TPGES and OPGES system. The immediate supervisor will be designated as primary evaluator.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:
- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

Administrators will be evaluated annually by the superintendent or by the superintendent’s designee following the requirements of the PPGES system. The Superintendent will be evaluated annually by the local school board. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

KTIP: Teacher interns shall be evaluated by utilizing the formative data collection gathered through the intern process. Additional observations may be warranted.
The evaluatee is provided an opportunity to respond in writing within seven (7) calendar days to the evaluator’s ratings and comments. The evaluator and the evaluatee must discuss the results of the appraisal and any recommended action pertinent to such, and both parties must sign the instrument in the assigned spaces. The evaluatee’s signature indicates only that he/she has seen and read the evaluation. The instrument and all mandatory forms must be filed in the evaluatee’s personnel folder and a signed copy given to the evaluatee. When an employee receives an Overall Performance Category of “Ineffective” or whose actions require immediate need, a Corrective Action Plan (attached), will be jointly formulated by the evaluator and the evaluatee. The determination for the plan will be decided by the evaluator.

Professional Growth and Effectiveness Evaluation System
The vision for the Professional Growth and Effectiveness Evaluation System is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Components of Evaluation System – Overview and Summative Model
The following graphic outlines the summative model for the Professional Growth & Effectiveness Evaluation System. There are neither numbers nor percentages that dictate ratings on domains and overall performance category for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgment based on this evidence when evaluating an educator. The role of evidence and professional judgment in the determination of ratings on domains and an overall rating is paramount in this process.
The Kentucky Framework for Teaching and Other Professionals

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

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Specialist Frameworks for Other Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td>Planning and Preparation</td>
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<tr>
<td>Classroom Environment</td>
<td>Environment</td>
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<tr>
<td>Instruction</td>
<td>Instruction/Delivery of Service</td>
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<tr>
<td>Professional Responsibilities</td>
<td>Professional Responsibilities</td>
</tr>
</tbody>
</table>

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

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

**Required Sources of Evidence**
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

**Local District Decision**
- Other Measures of Student Learning
- Products of Practice

All components and sources of evidence related supporting an educator’s professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.
Other Professional Growth and Effectiveness System:

Other professionals are an essential part of the educational process. The goals of PGES are for every student to be taught by an effective educator. OPGES is a portion of the PGES system designed for other professionals who have a nontraditional educational setting. The framework/standards provide guidance for best practice but the overall goals for professional practice are the same. If there is a need to make adaptations for the OPGES employee, then this is noted throughout the guidelines.

**SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT**

There are neither numbers nor percentages that dictate ratings on domains and overall performance category for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgment based on this evidence when evaluating an educator. The role of evidence and professional judgment in the determination of ratings on domains and an overall rating is paramount in this process.

**Professional Practice**

**Professional Growth Planning and Self-Reflection for Teachers and Other Professionals**
The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback,
data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Reflective practices and professional growth planning are iterative processes.

NOTE: Counselors are included in OPGES, and therefore, will be on a 3 year summative cycle.

Process:
- Completed in “APPROVED PLATFORM” within the first Thirty (30) school days
- The self-reflection will guide the development of the Professional Growth Plan.

The teacher or other professional:
- Reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
- Collaborates with supervisor to develop a professional growth plan
- Implements the plan
- Regularly reflects on the progress and impact of the plan on his or her professional practice
- Modifies the plan as appropriate
- Continues implementation and ongoing reflection
- Conducts summative reflection on the degree of goal attainment & implications for next steps.
- Self-reflections and professional growth plan will be reviewed a minimum of once a year or as requested by the evaluator.
- Development of PGP should reflect goals in CSIP or CDIP.
- The self-reflection can be reviewed individually, in a professional learning community/peers or with an administrator.
- Evaluator will approve and monitor self-reflection and PGP.

Observation Process
The observation process is one source of evidence to determine teacher or other professional effectiveness that includes supervisor and peer observation for each certified personnel. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher or other’s professional practice. Only the supervisor observation will be used to inform and calculate a summative rating. Peer observation will only be used for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional growth in teaching and learning through critical reflection. The evaluation of certified employees below the level of the district superintendent shall be on approved evaluation forms and become a part of the official personnel record.

| District Observation Conferencing and Observations for One Year Cycle and Three Year Cycle |
| Observers and evaluatee will adhere to the following observation conferencing requirements for teachers and other professionals: |
**MINI:** Pre-Observation Conferences are optional (to be determined by the evaluator) for mini observations. Post-Observation Conferences for mini observations shall be followed by meaningful feedback within five (5) school days electronically or in person (as determined by the evaluator). *May be unannounced*

**FULL:** Pre-Observation Form shall be submitted 5 days prior to the observation for full summative evaluations either electronically or in person (to be determined by the evaluator). Post-Observation Conferences are to be conducted for all full observations in person and shall take place within five (5) school days after the observation. *Must be announced/scheduled*

**PEER:** Pre-observation conference shall occur in person or by email for the purpose of providing a focus for the peer’s observation. The post-conference with the peer observer and teacher/other professional will occur within 5 days after the observation. This may be in person or via an electronic format, other than email, such as Skype or Lync to provide an avenue for two-way conversation to aid in the reflection process.

The summative evaluation conference shall be held at the end of the summative evaluation cycle.

<table>
<thead>
<tr>
<th>District Observation Schedule for: Non-Tenured Teachers &amp; Other Professionals</th>
<th>Tenured Teachers and Tenured Other Professionals* on a One-Year Cycle</th>
</tr>
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<tbody>
<tr>
<td>Teachers and Other Professionals are evaluated annually. A minimum of four (4) observations shall be completed in the one year summative cycle. A minimum of 3 observations shall be conducted by the supervisor and minimum of 1 observation shall be conducted by the peer.</td>
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<tr>
<td>• Two observations conducted by the supervisor may be completed anytime during the summative cycle prior to the full observation.</td>
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<tr>
<td>• The observations may be mini or full and are either announced or unannounced.</td>
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<tr>
<td>• During the observations, the observer will make note of the components observed in order to provide meaningful, just in time, feedback to the evaluatee.</td>
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<tr>
<td>• The required peer observation must occur before the full/final observation.</td>
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<tr>
<td>• The final observation shall be a full observation conducted and scheduled (announced) by the supervisor during the summative cycle.</td>
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<tr>
<td>• At any given time during a non-tenured teacher’s cycle, additional observations by the evaluator may be conducted, if growth is needed (teacher practices that result in ineffective determination for a component might be a reason for the additional observation feedback).</td>
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<tr>
<td>• All observations must be documented on district-approved forms and summative ratings recorded in “STATE-APPROVED TECHNOLOGY PLATFORM”.</td>
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<tr>
<td>• Other Professionals observations may receive an observation that looks closer to the administrative site visits. The summative conference shall be held at the end of the one year evaluation cycle by May 15&lt;sup&gt;th&lt;/sup&gt;. A copy of the evaluation is provided to evaluate.</td>
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</tbody>
</table>
District Observation Model for:
Tenured Teachers and Other Professionals on a Three Year Cycle

A minimum of four (4) observations shall be completed in the summative cycle. A minimum of 3 observations shall be conducted by the supervisor and minimum of 1 observation shall be conducted by the peer. The summative evaluation should occur at least once every 3(three) years.

- Two observations conducted by the supervisor may be completed anytime during the summative cycle prior to the final full observation.
  - The observations may be mini or full and are either announced or unannounced.
  - During the observations, the observer will make note of the components observed in order to provide meaningful, just in time, feedback to the evaluatee.
- The required peer observation must occur during the final year of the summative cycle and before the supervisor’s full evaluation.
- The final observation shall be a full observation conducted and scheduled (announced) by the supervisor during the summative cycle.
- At any given time during a tenured teacher’s cycle, additional observations by the evaluator may be conducted, if growth is needed (teacher practices that result in ineffective determination for a component might be a reason for the additional observation feedback).
- All observations must be documented on district-approved forms and summative ratings recorded in “STATE-APPROVED TECHNOLOGY PLATFORM” and A copy of the evaluation is provided to evaluate.

The cycle for tenured teachers will be determined by the following chart:

![Diagram of observation cycle chart]
Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

The cycle for observation certification established is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Certification</td>
</tr>
<tr>
<td>Year 2</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 3</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 4</td>
<td>Recertification</td>
</tr>
</tbody>
</table>

Only supervisors who have passed the proficiency assessment can conduct full and mini observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

- Provide access to the current approved state platform
- When available, provide access to a cohort of administrators completing the training
- Collaboration with a designated mentor that has successfully completed the training
- Additional professional learning opportunities
- All supervisors will submit certificate of completion for Initial Certified Evaluation Training and Proficiency Observation Training to superintendent designee to be placed in personnel file. Superintendent designee will monitor this process to ensure all required training is completed.

In cases where the supervisor is not certified though the proficiency system (either has not passed the process or is a late hire) and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:

The Superintendent/Designee will assign district-level personnel or other school-level administrators (certified through the current approved state platform) shall conduct the observation with the administrator who is not certified through the current approved state platform (modeling the process). The observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
Observer Calibration
A calibration process, including review and scoring of teacher videos from the approved state program/vendor, shall be completed each year where certification/recertification is not required (see chart under Observer Certification). The Superintendent/designee will monitor compliance with this calibration process and support will be provided for administrators with low ratings. This calibration process will be completed in years two (2) and three (3) after certification/recertification, and will ensure:

- Ongoing accuracy in scoring teaching practice,
- Observers refresh their knowledge of the training and scoring practice
- An awareness of the potential risk for rater bias

Calibration will include:
- Observer calibration during years 2 & 3 of the Observer Certification process based on the current state approved program.
- Re-certification after year 3: Assessment for proficiency using the state approved program/vendor in year 4, after the two years of calibration.

Additional calibration processes that may be available: Provide access to the current approved state platform; when available, provide access to a cohort of administrators completing the calibration; additional professional learning opportunities as available.

Peer Observation(s)
A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher’s practice, nor will peer observation data be shared with anyone other than the observed educator unless permission is granted. A peer observer is trained certified school personnel.

- All peer observers participating during the summative year observations will complete the state-approved training by September 15 once every three years
- All teachers and other professionals will receive a minimum of one (1) peer observation prior to their summative evaluation
- All required peer observations must be documented on district-approved form
- All peer observation documentation will be accessed only by the evaluatee.

<table>
<thead>
<tr>
<th>Selection/Assignment at the School or District Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ &quot;Peer observation&quot; means observation/documentation by trained certified school personnel who exhibit leadership qualities and are below the level of principal or assistant principal.</td>
</tr>
<tr>
<td>☐ Peer Observers shall be selected and assigned to teachers by school/district administrators.</td>
</tr>
</tbody>
</table>
Student Voice
The Student Voice Survey is a confidential, survey that collects student feedback on specific aspects of the classroom experience and teaching practice.

- All TPGES and OPGES (grades 3-12) will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Survey data will only be considered when 10 or more students are respondents.
- Student selection for participation must be consistent across the district unless limited by position.
- Results will be used to inform Professional Practice.
- Formative years’ data will be used to inform Professional Practice in the summative year.
- All TPGES and OPGES along with appropriate administrative staff read, understand, and sign the district’s Student Voice Ethics Statement.
- Student Voice Survey will be administered between the hours of 7AM and 5PM local time.
- The survey will be administered in the school.

To ensure fidelity of implementation and comparability of results, the Student Voice Survey will be administered using the following process.

- The district level point of contact for the Student Voice Survey will be the CIO and building level point of contacts shall be the Principal and/or Assistant Principal at each school.
- The district point of contact will ensure all teachers and appropriate administrative staff read, understand, and signs the district’s Student Voice Ethics Statement.
- The district will implement the Student Voice Survey in a consistent manner for all eligible TPGES and OPGES in the district.
- Building principals will determine the section(s) participating in the Student Voice Survey. The rules for selection will be applied in a consistent manner to the entire school.
- Students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite supports to ensure equal access. An individual who provides any accommodation to a student with disabilities on any component of the Student Voice Survey shall be trained in his/her role and responsibilities and abide by confidentiality laws (KRS 160.700 et seq); and the conditions under which each student uses the accommodations as described in the student's IEP, 504 Plan, or Program Services Plan (PSP).
- In the case that a teacher’s roster consists of fewer than ten (10) students, students will complete the survey. However, student voice data will not be used as a source of evidence to inform the TPGES or OPGES professional practice rating.
- Student Voice Surveys will be completed during the state designated window.
**Products of Practice/Other Sources of Evidence**

Teachers or other professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s or other professional’s practice within the domains. Evidence provided in support of educator practice must include data from the following:

- observations conducted by certified supervisor observer(s)
- student voice survey(s) (when more than ten students are included on teachers roster)
- self-reflection and professional growth plans

Additional evidence provided in support of educator practice may include anything from the following list (not a comprehensive list):

- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- Promotional programming evidence to support student learning (Kentucky Bluegrass Awards, Operation Preparation, etc.)
- Evidence of individual or small group teacher and student support
- Extracurricular engagement
- Professional Learning Artifacts
- other items deemed appropriate by the evaluator or the teacher or other professionals

Both teachers and evaluators share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be “products of an educator’s work that demonstrate knowledge and skills of the educator.” In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning.
Student Growth

The overall student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains to teachers of the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported as Median Student Growth Percentiles (MSGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

State Contribution – Median Student Growth Percentiles (MSGP) – (Math/ELA, Grades 4-8)

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

Local Contribution – Student Growth Goals (SGG) - All Teachers and Other Professionals

The local contribution for the student growth measure is a rating based on the degree to which a teacher or other professional meets the growth goal for a set of students/targeted audience over an identified interval of instruction (i.e. semester, year-long) as indicated in the student growth goal (SGG). All SGGs will be determined by the teacher/other professional in collaboration with the principal/supervisor and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement). It is best practice for every local goal to be comprised of a proficiency and growth component. However, supervisors will have the choice to determine which SGGs are appropriate for having a growth target, only. This decision must be approved by the superintendent/designee.
*Further Guidance on OPGES: Decision Rules for Student Growth*

All Other Professionals will develop a minimum of one Student Growth Goal based on their individual caseloads/role. Student Growth along with an educator's Overall Professional Practice Rating determines an educator's Overall Performance Category. The evaluator may use professional judgement as to the appropriate application of the proficiency component. If this decision is made, the goal written should be parallel to the PPGES local goal or toward progress of district/school trajectory student goal as this provides a definition for proficiency. The evaluator may refer to this chart for guidance on these decisions:

<table>
<thead>
<tr>
<th>OPGES Decision Rules for Student Growth</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is my primary role to work with classes on a daily, weekly, or other predetermined schedule?</strong></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Use content area student standards to identify an enduring skill used to create growth goals for a student group.</td>
<td>May develop student growth goals similar to principal or administration.</td>
</tr>
<tr>
<td>May be based on grade level, class, or skill.</td>
<td>May use school/district trajectory targets from school report card.</td>
</tr>
<tr>
<td>May use specific standards for professional field such as:</td>
<td></td>
</tr>
<tr>
<td>1. Librarians may use AASL student standards</td>
<td></td>
</tr>
<tr>
<td>2. Counselors may use ASCA student standards</td>
<td></td>
</tr>
<tr>
<td>3. Therapeutic Specialists use KCAS ELA or other classroom-based student standards</td>
<td></td>
</tr>
</tbody>
</table>

**Rigor and Comparability of Student Growth Goals**

All teachers and other professionals will write a student growth goal based on the criteria set forth by the Student Growth Goal Rubric. Pendleton County Schools has adopted the SGG Rigor Rubric (See Appendix C) for assessing the rigor of all SGGs.

**Rigor**- Congruency to the Kentucky Core Academic Standards, including enduring skills

**Comparability**- Data collected for the Student Growth Goal must use comparable criteria across similar targeted audience or goal to determine progress toward mastery of standards/enduring skills. For similar classrooms/audiences, TPGES or OPGES employee would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard/goal is comparable.

**Student Growth Goal Criteria:**

The SGG is congruent with Kentucky Core Academic Standards or Other Identified Standards and appropriate for the grade level and content area for which it was developed.

- The SGG will follow the S.M.A.R.T. criteria(Specific, Measurable, Attainable, Realistic, Timely)
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course(s) in school.
- The SGG will allow ALL students/targeted audience to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

**Data Measures for Local Contribution**
Teachers and other professionals will utilize a holistic evaluation of student growth by combining aspects of a pre/post-test model with the regularity of running records/repeated measures approach. Teachers and other professionals will use a rubric that is designed to compare two or more examples of student work/targeted area or other measures as determined by evaluator.

**Administration Protocol:**
Teachers and other professionals will use multiple sources of data and evidence to determine student growth ratings as low, expected, and high for both growth and proficiency* throughout the duration of the SGG. The evaluator may use professional judgement as to the appropriate application of the proficiency component. If this decision is made, the goal written should be parallel toward progress of district/school trajectory student goal as this provides a definition for proficiency.
- The sources of data and evidence may be performance-based, verbal, and/or in written format.
- Sources of data and evidence may be individual and/or small groups of students for the SGG.
- To further ensure comparability, teachers and other professionals will meet to ensure congruency to the standards being assessed.
- Teachers and other professionals will ensure that all the standards in the SGG are on-going.

**Scoring Processes:**
1. Assessments will be analyzed by PLC’s and submitted to the evaluator to determine their congruency to the standards assessed by the SGG.
2. Teachers and other professionals, in collaboration with peers, will analyze student work to determine what it “looks like” for students to master the standard over time.
3. Teachers and other professionals with evaluator will consider all data, holistically, to determine each student’s growth and proficiency level.
4. Based on the individual student data, teachers and other professionals will determine the percentage of students/targeted audience meeting the growth and proficiency goal of the SGG;
5. Final determination will be by the evaluator.

**Determining Growth for a Single Student Growth Goal**
Teachers and other professionals will evaluate student growth, or progress toward goal, by combining aspects of existing data. Data used must meet the district assurance of rigor and comparability as previously defined. Determining expected student growth will be based on each student meeting/exceeding the minimal benchmark standards. **It is the belief of Pendleton County Schools that all students have the potential to grow.** The process for determining growth and proficiency is described in the following charts:
### Decision Rules for **Growth Component** of Student Growth Goals

<table>
<thead>
<tr>
<th>Low</th>
<th>Expected</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement/Progress data from at least two points in time shows little to no evidence of growth for targeted audience. Example: Less than 69% of students/targeted audience showed growth</td>
<td>Achievement/Progress data from at least two points in time shows clear evidence of growth for targeted audience. Example: 70%-84% of students/targeted audience showed desired growth</td>
<td>Achievement/Progress data from at least two points in time shows evidence of high growth for all or nearly all targeted audience. Example: 85% or more of students/targeted audience reached desired growth</td>
</tr>
</tbody>
</table>

### Decision Rules for **Proficiency Component** of Student Growth Goals

<table>
<thead>
<tr>
<th>Low</th>
<th>Expected</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below the interval constraints Example: If the teacher expected 75% of students to meet the proficiency level, then the LOW Range would be: (0%-64%)</td>
<td>Interval constraints will be plus/minus 10% of goal Example: If the teacher expected 75% of students to meet the proficiency level, then the EXPECTED Range would be: (65% to 85%)</td>
<td>Above the interval constraints Example: If the teacher expected 75% of students to meet the proficiency level, then the HIGH Range would be: (86%-100%)</td>
</tr>
</tbody>
</table>

### Determining the Overall Performance Category
Evaluators are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator’s performance against the Domains, district-developed rubrics (see local and state/local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

### Rating Professional Practice
The Kentucky Framework for Teaching and Other Professionals 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. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. Evaluators and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle. All summative ratings for each domain must be recorded in the department-approved technology platform.
The evaluator will use source of evidence and professional judgment to make final rating determination based on the application of State decision Rules for determining and educator’s Professional Practice rating criteria in the chart below and record in “STATE-APPROVED TECHNOLOGY PLATFORM”.

### CRITERIA FOR DETERMINING AN EDUCATOR’S PROFESSIONAL PRACTICE RATING

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domains 2 AND 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 2 OR 3 are rated INEFFECTIVE</td>
<td>*Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 1 OR 4 rated INEFFECTIVE</td>
<td>*Professional Practice Rating shall NOT be EXEMPLARY</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED(or higher)</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
</tbody>
</table>

### Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the evaluator in applying professional judgment to multiple evidences of student growth over time. The student growth ratings must include data from SGGs and MSGP (where available), and will be considered in three year cycle (when available).
- SGG will be used to determine overall Student Growth Rating
- MSGP (where available) will be used to inform Student Growth Rating
- Up to three years of student growth data (when available) will be used to determine overall Student Growth Rating.
- Yearly student growth data will be used to determine overall Student Growth Rating for non-tenured teachers.

A teacher or other professional’s local SGG will be given a rating using the following matrix:

<table>
<thead>
<tr>
<th>Growth Component</th>
<th>HIGH</th>
<th>EXPECTED</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPECTED</td>
<td>HIGH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>LOW</td>
<td>EXPECTED</td>
<td>EXPECTED</td>
</tr>
<tr>
<td>LOW</td>
<td>EXPECTED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>EXPECTED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Decision for MULTIPLE YEARS of Student Growth Data**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher has any LOW ratings</td>
<td>CANNOT be rated as HIGH</td>
</tr>
<tr>
<td>Teacher has 50% or more of their ratings as LOW</td>
<td>SHALL be rated as LOW</td>
</tr>
<tr>
<td>Teacher has more than 50% of their ratings as EXPECTED or HIGH</td>
<td>CANNOT be rated as LOW</td>
</tr>
</tbody>
</table>
Overall Performance Category

An Educator’s Overall Performance Category is determined by the following steps:

- Determine the individual domain ratings through the use of sources of evidence & professional judgment.
- Apply State Decisions Rules for determining an educator’s Professional Practice.
- Apply State/District Rules for determining the Student Growth Rating.
- Apply State Overall Decision Rules for determining educator’s Overall Performance Category (following chart).
- All summative ratings must be recorded in the district-approved form and on state-approved platform.

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Ineffective</td>
<td>High</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>

Professional Growth Plan and Summative Cycle
The Overall Performance Category, in combination with trends of multiple measures of student growth, will be used to determine the educator’s summative cycle and growth plan. The overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart.

**NON-TENURED TEACHERS**
- Non-tenured teachers and other professionals shall be evaluated annually.
- Non-tenured teachers and other professionals shall have a yearly Professional Growth Plan.
- Growth plan activities shall be designed by the evaluatee with evaluator input.

**TENURED TEACHERS**
- Tenured teachers and other professionals, evaluation cycles are determined by the growth plan matrix as identified in the guidelines.
- Tenured teachers and other professionals shall have a yearly Professional Growth Plan.
- Growth plan activities shall be designed by the evaluatee with evaluator input when necessary.
- Tenured teachers will be on a one-year or three-year summative cycle.
Corrective Action Plan
The individual corrective action plan shall be written upon the determination of an “Ineffective” standard rating in the evaluation plan cycle or when an immediate change is required in principal/assistant principal behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. Corrective Action Plans can be located in the “appendix” section of the certified evaluation plan.

Appeals
Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 5 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.
## Overall Professional Practice Ratings

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c: Setting Instructional Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1e: Designing Coherent Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1f: Designing Student Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Rating for Domain 1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b: Establishing a Culture for Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2c: Managing Classroom Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2d: Managing Student Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2e: Organizing Physical Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Rating for Domain 2:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Domain 3: Instruction

| 3a: Communicating with Students | Exemplary | Accomplished | Developing | Ineffective |
| 3b: Using Questioning and Discussion Techniques | | | | |
| 3c: Engaging Students in Learning | | | | |
| 3d: Using Assessment in Instruction | | | | |
| 3e: Demonstrating Flexibility and Responsiveness | | | | |

**Overall Rating for Domain 3:**

## Domain 4: Professional Responsibilities

| 4a: Reflecting on Teaching | Exemplary | Accomplished | Developing | Ineffective |
| 4b: Maintaining Accurate Records | | | | |
| 4c: Communicating with Families | | | | |
| 4d: Participating in a Professional Community | | | | |
| 4e: Growing and Developing Professionally | | | | |
| 4f: Showing Professionalism | | | | |

**Overall Rating for Domain 4:**

<table>
<thead>
<tr>
<th>Domain:</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
### Summary of Observation

**Teacher:**

**Domain 1: Planning & Preparation**
- 1a - Knowledge of content/pedagogy
- 1b - Demonstrate knowledge of students
- 1c - Setting Instruction Outcomes
- 1d - Demonstrates knowledge of resources
- 1e - Designing Coherent Instruction
- 1f - Designing student Assessment

**Domain 2: Classroom environment**
- 2a - Creating Environment of Respect and Rapport
- 2b - Establish Culture of Learning
- 2c - Maintaining Classroom Procedures
- 2d - Managing Student Behavior
- 2e - Organizing Physical Space

**Domain 3: Classroom Instruction**
- 3a - Communicating with students
- 3b - Questioning & Discussion Techniques
- 3c - Engaging Student in Learning
- 3d - Using Assessment in Learning
- 3e - Demonstrating Flexibility & Responsive

**Domain 4: Professionalism**
- 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
<table>
<thead>
<tr>
<th>District Student Growth Goal (SGG) Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S.M.A.R.T. STRUCTURE OF THE STUDENT GROWTH GOAL</strong></td>
</tr>
<tr>
<td><strong>‘SPECIFIC’</strong></td>
</tr>
<tr>
<td>Does the SGG focus on a specific area of need based on an enduring skill or understanding /overarching goal?</td>
</tr>
<tr>
<td><strong>‘MEASURABLE’</strong></td>
</tr>
<tr>
<td>Is an appropriate measure selected to assess the goal?</td>
</tr>
<tr>
<td><strong>‘APPROPRIATE’</strong></td>
</tr>
<tr>
<td>Is the SGG rigorous, realistic, and standards based?</td>
</tr>
<tr>
<td><strong>‘RELIABLE’</strong></td>
</tr>
<tr>
<td>Is the SGG results-oriented and relevant?</td>
</tr>
<tr>
<td>Is the data collected comparable across similar classrooms, across the district?</td>
</tr>
<tr>
<td><strong>‘TIME-BOUND’</strong></td>
</tr>
<tr>
<td>Does the SGG specify an appropriate instructional interval?</td>
</tr>
</tbody>
</table>
### Pendleton County School District: TPGES AND OPGES Self-Reflection

**Directions:** Highlight a rating for each component and type in the rationale box to explain why you gave yourself the rating. The rationale box expands so that you have room to provide your answer.

**Teacher:** [Click here to enter text.] **Date:** [Click here to enter text.] **School:** [Click here to enter text.]

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A - Demonstrating Knowledge of Content &amp; Pedagogy</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>1B - Demonstrating Knowledge of Students</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>1C - Selecting Instructional Outcomes</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>1D - Demonstrating Knowledge of Resources</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>1E - Designing Coherent Instruction</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>1F - Designing Student Assessment</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>2A - Creating an Environment of Respect / Rapport</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>2B - Establishing a Culture for Learning</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>2C - Managing Classroom Procedures</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>2D - Managing Student Behavior</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>2E - Organizing Physical Space</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>3A - Communicating with Students</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>3B - Using Questioning and Discussion Techniques</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>3C - Engaging Students in Learning</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>3D - Using Assessment in Instruction</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>3E - Demonstrating Flexibility and Responsiveness</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>4A - Reflecting on Teaching</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>4B - Maintaining Accurate Records</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>4C - Communicating with Families</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>4D - Participating in a Professional Community</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>4E - Growing and Developing Professionally</td>
<td>I D A E</td>
<td></td>
</tr>
<tr>
<td>4F - Demonstrating Professionalism</td>
<td>I D A E</td>
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</table>
STUDENT GROWTH GOAL:

<table>
<thead>
<tr>
<th>S - Is the goal specific?</th>
<th>M - Is the goal measurable?</th>
<th>A - Is the goal appropriate?</th>
<th>R - Is the goal realistic?</th>
<th>T - Is the goal time-bound?</th>
<th>Targets: Growth &amp; Proficiency</th>
</tr>
</thead>
</table>

Activities | Materials/Resources | Target Date: | How has student achievement been impacted? |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Record Growth Goal Data:

PROFESSIONAL GROWTH GOAL:

What do I want to change? | How can I develop a plan of action? | How will I know if I accomplished my objective? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>Materials/Resources</td>
<td>Target Date:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Pendleton County School District
# Interview Protocol for Planning in the Framework

## PRE-OBSERVATION

<table>
<thead>
<tr>
<th>Questions for Discussion</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your identified student learning target(s)? (Component 1A)</td>
<td></td>
</tr>
<tr>
<td>How are the learning targets congruent with the current standards? (Component 1C)</td>
<td></td>
</tr>
<tr>
<td>How does this learning fit in the overall sequence of learning for this class? (Component 1C)</td>
<td></td>
</tr>
<tr>
<td>What information specific to your students’ backgrounds, skills, and interests have you taken into consideration when planning the lesson? (Component 1B)</td>
<td></td>
</tr>
<tr>
<td>How does your plan for this lesson help students develop proficiency of the desired essential skills? What learning experiences are designed for students to engage with the intended outcomes? (Component 1E)</td>
<td></td>
</tr>
<tr>
<td>How will you engage the students in the learning? What will you do? What will the students do? Provide any materials that the students will be using.</td>
<td></td>
</tr>
<tr>
<td>How will you differentiate instruction for individuals or groups of students? (Component 1B/1D)</td>
<td></td>
</tr>
<tr>
<td>How and when will you know whether the students have achieved the learning target(s)? How do you plan to use the results of the assessment? (Component 1F)</td>
<td></td>
</tr>
<tr>
<td>Is there anything that you would like me to specifically observe during the lesson?</td>
<td></td>
</tr>
</tbody>
</table>
### Guiding Questions from the Framework for Teaching

**Domain 4: Professional Responsibilities**

<table>
<thead>
<tr>
<th></th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>As I reflect on the lesson, to what extent were students productively engaged?</td>
</tr>
<tr>
<td></td>
<td>(Component 4A, 1E, 3C)</td>
</tr>
<tr>
<td>2</td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I</td>
</tr>
<tr>
<td></td>
<td>know? (Components 1F and 4A)</td>
</tr>
<tr>
<td>3</td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
</tbody>
</table>

**Additional Comments:**

---

**Teacher**

**Observer**
**PENDLETON COUNTY SCHOOLS**

TEACHER FORMATIVE EVALUATION

Mini and Full Observation Documentation

Evaluatee: ______________________

Mini/Full Date: ____________

Evaluator: ______________________

Mini/Full Date: ____________

*Evaluator may record all evidence from observations on one form or use separate forms for each observation.

### DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a:</td>
<td>Knowledge of Content and Pedagogy</td>
<td></td>
</tr>
<tr>
<td>1b:</td>
<td>Knowledge of Student</td>
<td></td>
</tr>
<tr>
<td>1c:</td>
<td>Selecting Instructional Outcomes</td>
<td></td>
</tr>
<tr>
<td>1d:</td>
<td>Knowledge of Resources</td>
<td></td>
</tr>
<tr>
<td>1e:</td>
<td>Designing Coherent Instruction</td>
<td></td>
</tr>
<tr>
<td>1f:</td>
<td>Designing Student Assessment</td>
<td></td>
</tr>
</tbody>
</table>

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a:</td>
<td>Creating an Environment of Respect and Rapport</td>
<td></td>
</tr>
<tr>
<td>2b:</td>
<td>Establishing a Culture for Learning</td>
<td></td>
</tr>
<tr>
<td>2c:</td>
<td>Managing Classroom Procedures</td>
<td></td>
</tr>
<tr>
<td>2d:</td>
<td>Managing Student Behavior</td>
<td></td>
</tr>
<tr>
<td>2e:</td>
<td>Organizing Physical Space</td>
<td></td>
</tr>
</tbody>
</table>
### DOMAIN 3: INSTRUCTION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a:</td>
<td>Communicating with Students</td>
<td></td>
</tr>
<tr>
<td>3b:</td>
<td>Using Questioning/Prompts and Discussion Techniques</td>
<td></td>
</tr>
<tr>
<td>3c:</td>
<td>Engaging Students in Learning</td>
<td></td>
</tr>
<tr>
<td>3d:</td>
<td>Using Assessment in Instruction</td>
<td></td>
</tr>
<tr>
<td>3e:</td>
<td>Demonstrating Flexibility and Responsiveness</td>
<td></td>
</tr>
</tbody>
</table>

### DOMAIN 4: INSTRUCTION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a:</td>
<td>Reflecting on Teaching</td>
<td></td>
</tr>
<tr>
<td>4b:</td>
<td>Maintaining Accurate Records</td>
<td></td>
</tr>
<tr>
<td>4c:</td>
<td>Communicating with Families</td>
<td></td>
</tr>
<tr>
<td>4d:</td>
<td>Participating in a Professional Community</td>
<td></td>
</tr>
<tr>
<td>4e:</td>
<td>Growing and Developing Professionally</td>
<td></td>
</tr>
<tr>
<td>4f:</td>
<td>Demonstrating Professionalism</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator Signature: ___________________________ Date: __________________
Evaluatee Signature: __________________________ Date: __________________
PENDLETON COUNTY SCHOOLS
COUNSELOR FORMATIVE EVALUATION
Mini and Full Observation Documentation

Evaluatee: __________________________  Mini/Full Date: __________
Evaluator: __________________________  Mini/Full Date: __________

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### DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Demonstrating knowledge of counseling theory and techniques</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Demonstrating knowledge of child and adolescent development</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Establishing goals for the counseling program appropriate to setting and the students served</td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td>Demonstrating knowledge of regulations and of resources both within and beyond the school and district</td>
<td></td>
</tr>
<tr>
<td>1e</td>
<td>Plan in the counseling program integrated with the regular school program</td>
<td></td>
</tr>
<tr>
<td>1f</td>
<td>Developing a plan to evaluate the counseling program</td>
<td></td>
</tr>
</tbody>
</table>

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>Creating an Environment of Respect and Rapport</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>Establishing a Culture for Learning productive communication</td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td>Managing Routines &amp; Procedures</td>
<td></td>
</tr>
<tr>
<td>2e</td>
<td>Establishing standards of conduct and contributing to the culture for student behavior throughout the school</td>
<td></td>
</tr>
<tr>
<td>2f</td>
<td>Organizing Physical Space</td>
<td></td>
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</table>
### DOMAIN 3: INSTRUCTION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>Assessing student needs</td>
<td></td>
</tr>
<tr>
<td>3B</td>
<td>Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</td>
<td></td>
</tr>
<tr>
<td>3C</td>
<td>Using counseling text makes an individual and classroom programs</td>
<td></td>
</tr>
<tr>
<td>3d</td>
<td>Brokering resources to meet needs</td>
<td></td>
</tr>
<tr>
<td>3e</td>
<td>Demonstrating Flexibility/Responsiveness</td>
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### DOMAIN 4: INSTRUCTION

<table>
<thead>
<tr>
<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Reflecting on Practice</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Maintaining Accurate Records</td>
<td></td>
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<tr>
<td>4c</td>
<td>Communicating with Families</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>Participating in a Professional Community</td>
<td></td>
</tr>
<tr>
<td>4e</td>
<td>Growing and Developing Professionally</td>
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<td>4f</td>
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Evaluator Signature: ___________________________  Date: ______________
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<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>1a:</td>
<td>Demonstrating Knowledge of Content Curriculum and Process</td>
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</tr>
<tr>
<td>1b:</td>
<td>Demonstrating Knowledge of Students</td>
<td></td>
</tr>
<tr>
<td>1c:</td>
<td>Supporting Instructional Goals</td>
<td></td>
</tr>
<tr>
<td>1d:</td>
<td>Demonstrating Knowledge and Use of Resources</td>
<td></td>
</tr>
<tr>
<td>1e:</td>
<td>Demonstrating a Knowledge of Literature and Lifelong Learning</td>
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</tr>
<tr>
<td>1f:</td>
<td>Collaborating in the Design of Instructional Experiences</td>
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</table>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

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<tbody>
<tr>
<td>2a:</td>
<td>Creating an environment of respect and rapport</td>
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</tr>
<tr>
<td>2b:</td>
<td>Establishing a Culture for Learning</td>
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</tr>
<tr>
<td>2c:</td>
<td>Managing Library Procedures</td>
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</tr>
<tr>
<td>2e:</td>
<td>Managing student behavior</td>
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</tr>
<tr>
<td>2e:</td>
<td>Organizing physical space</td>
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<th>Score</th>
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<tbody>
<tr>
<td>3a:</td>
<td>Communicating Clearly and Accurately</td>
<td></td>
</tr>
<tr>
<td>3b:</td>
<td>Using Questioning and Research Techniques</td>
<td></td>
</tr>
<tr>
<td>3c:</td>
<td>Engaging Students in Learning</td>
<td></td>
</tr>
<tr>
<td>3d:</td>
<td>Assessment in Instruction (whole class, one-on-one and small group)</td>
<td></td>
</tr>
<tr>
<td>3e:</td>
<td>Demonstrating Flexibility and Responsiveness</td>
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<tr>
<td>4c:</td>
<td>Communicating with School Staff and Community</td>
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</tr>
<tr>
<td>4d:</td>
<td>Participating in a Professional Community</td>
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</tr>
<tr>
<td>4e:</td>
<td>Growing and Developing Professionally</td>
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</tr>
<tr>
<td>4f:</td>
<td>Collection Development and Maintenance</td>
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</tr>
<tr>
<td>4g:</td>
<td>Managing the Library Budget</td>
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<tr>
<td>4h:</td>
<td>Managing Personnel</td>
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</tr>
<tr>
<td>4i:</td>
<td>Professional ethics</td>
<td></td>
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Evaluator Signature: ___________________________ Date: ________________

Evaluatee Signature: ___________________________ Date: ________________

Pendleton County Schools Certified Evaluation Plan
**PENDLETON COUNTY SCHOOLS**

**INSTRUCTIONAL COACHES FORMATIVE EVALUATION**
Mini and Full Observation Documentation

Evaluatee:___________________________  Mini/Full Date:___________
Evaluator: __________________________  Mini/Full Date:___________
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<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>1a:</td>
<td>Demonstrating knowledge of current trends in specialty area and professional development</td>
<td></td>
</tr>
<tr>
<td>1b:</td>
<td>Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program</td>
<td></td>
</tr>
<tr>
<td>1c:</td>
<td>Establishing goals for the instructional support program appropriate to the setting and the teachers served</td>
<td></td>
</tr>
<tr>
<td>1d:</td>
<td>Demonstrating knowledge of resources both within and beyond the school and district</td>
<td></td>
</tr>
<tr>
<td>1e:</td>
<td>Planning the instructional support program integrated with the overall school program</td>
<td></td>
</tr>
<tr>
<td>1f:</td>
<td>Developing a plan to evaluate the instructional support program</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

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<thead>
<tr>
<th>Score</th>
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<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>2a:</td>
<td>Creating an environment of trust and respect</td>
<td></td>
</tr>
<tr>
<td>2b:</td>
<td>Establishing a culture for ongoing instructional improvement</td>
<td></td>
</tr>
<tr>
<td>2c:</td>
<td>Establishing clear procedures for teachers to gain access to the instructional support</td>
<td></td>
</tr>
<tr>
<td>2d:</td>
<td>Establishing and maintaining norms of behavior for professional interactions</td>
<td></td>
</tr>
<tr>
<td>2e:</td>
<td>Organizing physical space for workshops or training</td>
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</tr>
</tbody>
</table>
### DOMAIN 3: INSTRUCTION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a:</td>
<td>Collaborating with teachers in the design of instructional units and lessons</td>
<td></td>
</tr>
<tr>
<td>3b:</td>
<td>Engaging teachers in learning new instructional skills</td>
<td></td>
</tr>
<tr>
<td>3c:</td>
<td>Sharing expertise with staff</td>
<td></td>
</tr>
<tr>
<td>3d:</td>
<td>Locating resources for teachers to support instructional improvement</td>
<td></td>
</tr>
<tr>
<td>3e:</td>
<td>Demonstrating flexibility and responsiveness</td>
<td></td>
</tr>
</tbody>
</table>

### DOMAIN 4: INSTRUCTION

<table>
<thead>
<tr>
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<th>Standard</th>
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<tbody>
<tr>
<td>4a:</td>
<td>Reflecting on practice</td>
<td></td>
</tr>
<tr>
<td>4b:</td>
<td>Preparing and submitting budgets and reports</td>
<td></td>
</tr>
<tr>
<td>4c:</td>
<td>Coordinating work with other instructional specialists</td>
<td></td>
</tr>
<tr>
<td>4d:</td>
<td>Participating in a professional community</td>
<td></td>
</tr>
<tr>
<td>4e:</td>
<td>Engaging in professional development</td>
<td></td>
</tr>
<tr>
<td>4f:</td>
<td>Showing professionalism including integrity and confidentiality</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator Signature: ____________________________________  Date: __________________
Evaluatee Signature: ____________________________________  Date:__________________
PENDLETON COUNTY SCHOOLS

SPEECH PATHOLOGIST FORMATIVE EVALUATION
Mini and Full Observation Documentation

Evaluatee: ___________________________    Mini/Full Date: ____________
Evaluator: ___________________________    Mini/Full Date: ____________

*Evaluator may record all evidence on from observations on one form or use separate forms for each observation.

**DOMAIN 1: PLANNING AND PREPARATION**

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Establishing goals for the therapy program appropriate to the setting and the students served</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Demonstrating knowledge of District state and federal regulations and guidelines</td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td>Demonstrating knowledge of resources both within and beyond the school and district</td>
<td></td>
</tr>
<tr>
<td>1e</td>
<td>Planning the therapy program integrated with the regular school program to meet the needs of individual students</td>
<td></td>
</tr>
<tr>
<td>1f</td>
<td>Developing a plan to evaluate the therapy program</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>Establishing rapport with students</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>Organizing time effectively</td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td>Establishing and maintaining clear procedures for referrals</td>
<td></td>
</tr>
<tr>
<td>2d</td>
<td>Establishing standards of conduct in the treatment center</td>
<td></td>
</tr>
<tr>
<td>2e</td>
<td>Organizing physical space for testing of students and providing therapy</td>
<td></td>
</tr>
</tbody>
</table>
## DOMAIN 3: INSTRUCTION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Responding to referrals and evaluating student needs</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>Developing and implementing treatment plans to maximize student’s success</td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td>Communicating with families</td>
<td></td>
</tr>
<tr>
<td>3d</td>
<td>Collecting information; writing reports</td>
<td></td>
</tr>
<tr>
<td>3e</td>
<td>Demonstrating flexibility and responsiveness</td>
<td></td>
</tr>
</tbody>
</table>

## DOMAIN 4: INSTRUCTION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Reflecting on practice</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Collaborating with teachers and administrators</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Maintaining an effective data management system</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>Participating in a professional community</td>
<td></td>
</tr>
<tr>
<td>4e</td>
<td>Engaging in professional development</td>
<td></td>
</tr>
<tr>
<td>4f</td>
<td>Showing professionalism including integrity advocacy and maintaining confidentiality</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator Signature: ___________________________ Date: __________________

Evaluatee Signature: ___________________________ Date: __________________
PENDLETON COUNTY SCHOOLS

SCHOOL PSYCHOLOGIST FORMATIVE EVALUATION
Mini and Full Observation Documentation

Evaluatee: __________________________ Mini/Full Date: ___________
Evaluator: __________________________ Mini/Full Date: ___________

*Evaluator may record all evidence from from observations on one form or use separate forms for each observation.

### DOMAIN 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Demonstrating knowledge and skill in using psychological instruments to evaluate students</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Demonstrating knowledge of child and adolescent development and psychopathology</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Establishing goals for the psychology program appropriate to the setting and the students served</td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td>Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</td>
<td></td>
</tr>
<tr>
<td>1e</td>
<td>Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</td>
<td></td>
</tr>
<tr>
<td>1f</td>
<td>Developing a plan to evaluate the psychology program</td>
<td></td>
</tr>
</tbody>
</table>

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>Establishing rapport with students</td>
<td></td>
</tr>
<tr>
<td>2b</td>
<td>Establishing a culture for positive mental health throughout the school</td>
<td></td>
</tr>
<tr>
<td>2c</td>
<td>Establishing and maintaining clear procedures for referrals</td>
<td></td>
</tr>
<tr>
<td>2d</td>
<td>Establishing standards of conduct in the testing center</td>
<td></td>
</tr>
<tr>
<td>2e</td>
<td>Organizing physical space for testing the students and storage of materials</td>
<td></td>
</tr>
</tbody>
</table>
**DOMAIN 3: INSTRUCTION**

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Responding to referrals consulting with teachers and administrators</td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td>Chairing evaluation team</td>
<td></td>
</tr>
<tr>
<td>3d</td>
<td>Planning interventions to maximize student’s likelihood of success</td>
<td></td>
</tr>
<tr>
<td>3e</td>
<td>Maintaining contact with physicians and community mental health service providers</td>
<td></td>
</tr>
<tr>
<td>3f</td>
<td>Demonstrating flexibility and responsiveness</td>
<td></td>
</tr>
</tbody>
</table>

**DOMAIN 4: INSTRUCTION**

<table>
<thead>
<tr>
<th>Score</th>
<th>Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Reflecting on practice</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Communicating with families</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Maintaining accurate records</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>Participating in a professional community</td>
<td></td>
</tr>
<tr>
<td>4e</td>
<td>Engaging in professional development</td>
<td></td>
</tr>
<tr>
<td>4f</td>
<td>Showing professionalism</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator Signature: ___________________________ Date: ________________
Evaluatee Signature: ___________________________ Date: ________________
Mid-Year Review Checklist
(OPTIONAL FORM)

What is the mid-year review? The mid-year review of formative assessments and evidence toward goals in the classroom allows teachers and administrators to take the time to look at the evidence and make note progress and make any corrections during the process rather than at the end of the year.

<table>
<thead>
<tr>
<th>Complete prior to the meeting:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Self-Reflection</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bring to the meeting:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data showing progress towards Student Growth Goal</td>
<td></td>
</tr>
<tr>
<td>Artifacts/Evidence of progress towards SGG &amp; PGP</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be ready to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Share you analysis of the year-to-date progress of your goals</td>
<td></td>
</tr>
<tr>
<td>Discuss any modifications needed for your plans based on the data</td>
<td></td>
</tr>
<tr>
<td>Identify next steps and any support needed</td>
<td></td>
</tr>
</tbody>
</table>

Questions to consider regarding Student Growth Goal

1. How are students meeting or showing progress toward growth goal? What evidence is used to show growth?
2. What patterns do you see in special populations of students?
3. How do the activities, materials and resources in the student’s growth plan align to the needs of students now that you have the new data?
4. Do timelines need to be adjusted?

Observations (Domains 1, 2, & 3)

- How do you think you have shown improvement?
- What areas do you still need to grow and what evidence can you show or provide?
- What professional practices and decisions in your work have had the most influence on your ability to support your students to achieve growth?

Observations (Domain 4)

- How has this goal caused you to change professional practice?
- How has this change caused an increase in student progress?

Educator Signature: __________________________ Date ___________

Administrator Signature: __________________________ Date ___________
Pendleton County Schools Certified Evaluation Plan

Evaluatee: ___________________________ School: ___________________________

**FORMATIVE OBSERVATION**

<table>
<thead>
<tr>
<th>Observation 1</th>
<th>Observation 2</th>
<th>Observation 3</th>
<th>Observation Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATES:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EVALUATOR:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EVALUATEE ROLE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FORMATIVE OBSERVATION**

<table>
<thead>
<tr>
<th>Pre-Observation* Date</th>
<th>Observation Date</th>
<th>Post Observation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PEER:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Practice:**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CRITERIA FOR DETERMINING TEACHER’S PROFESSIONAL PRACTICE RATING**

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domains 2 AND 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 2 OR 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 1 OR 4 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall NOT be EXEMPLARY</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
<tr>
<td>Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
</tbody>
</table>

**Professional Practice Rating:**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

**Student Growth Rating:**

<table>
<thead>
<tr>
<th>High</th>
<th>Expected</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Record Growth Goal:**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pendleton County Schools Certified Evaluation Plan
## Pendleton County Schools Summative Evaluation

### MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR’S OVERALL PERFORMANCE CATEGORY

<table>
<thead>
<tr>
<th>Professional Practice Rating</th>
<th>Overall Student Growth Trend Rating</th>
<th>Overall Performance Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Ineffective</td>
<td>High</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td>Expected or Low</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>

### Overall Performance Category: (Circle One)
- Exemplary
- Accomplished
- Developing
- Ineffective

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

Evaluatee:  
- ☐ Agrees with this summative evaluation  
- ☐ Disagrees with this summative evaluation

Evaluatee’s Comments:

Evaluator’s Comments:

Employment Recommendation to Central Office:
- ☐ Recommended for re-employment
- ☐ Not recommended for re-employment

Opportunities for the appeal processes (local and state) are a part of the Pendleton County Schools Evaluation Plan: Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district evaluation plan.
Peer Observation Documentation Form
To be completed by educator performing the peer observation.

Teacher Name______________________________ Date__________
Teacher Observed___________________________ Time _________

Observer Signature__________________________________________________________________
Signature of Observed________________________________________________________________
# Ongoing Teacher Reflection (One-Year Cycle)

## Observation Reflections

<table>
<thead>
<tr>
<th>Observation</th>
<th>Date of Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
<td>As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, IE, 3C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td>As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, IE, 3C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
<tr>
<td>Summative</td>
<td></td>
<td>As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, IE, 3C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
<tr>
<td>Peer</td>
<td></td>
<td>As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, IE, 3C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
</tbody>
</table>

## PGP Reflections

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Date of Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year</td>
<td></td>
<td>What progress are you making toward your goal?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</td>
</tr>
<tr>
<td>End-of-Year</td>
<td></td>
<td>To what extent did you achieve your goal?</td>
</tr>
</tbody>
</table>
### Student Voice Reflections

<table>
<thead>
<tr>
<th>Fall Date of Reflection:</th>
<th>What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does the Student Voice Survey data tell you about student perception of Instruction (Domain 3)?</td>
</tr>
<tr>
<td></td>
<td>How are you going to use the Student Voice Survey data to inform professional growth?</td>
</tr>
<tr>
<td>Spring Date of Reflection:</td>
<td>What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?</td>
</tr>
<tr>
<td></td>
<td>What does the Student Voice Survey data tell you about student perception of Instruction (Domain 3)?</td>
</tr>
<tr>
<td></td>
<td>How are you going to use the Student Voice Survey data to inform professional growth?</td>
</tr>
</tbody>
</table>

### Student Growth Reflection

<table>
<thead>
<tr>
<th>Mid-Year Date of Reflection:</th>
<th>What does the mid-year data reveal about student growth?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does the mid-year data show about instructional practices?</td>
</tr>
<tr>
<td></td>
<td>How can these results inform my professional growth?</td>
</tr>
<tr>
<td>End-of-Year Date of Reflection:</td>
<td>What does the end-of-the year data reveal about student growth?</td>
</tr>
<tr>
<td></td>
<td>What does the end-of-the-year data show about instructional practices?</td>
</tr>
<tr>
<td></td>
<td>How can these results inform my professional growth?</td>
</tr>
</tbody>
</table>
# Pendleton County Schools Certified Evaluation Plan

## Ongoing Teacher Reflection (Three-Year Cycle)

### Optional Form

### Year 1

#### Observation Reflections

<table>
<thead>
<tr>
<th>Observation</th>
<th>Date of Reflection</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, IE, 3C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
</tbody>
</table>

#### Professional Growth Reflections

<table>
<thead>
<tr>
<th>Mid-Year Date of Reflection</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What progress are you making toward your goal?</td>
</tr>
<tr>
<td></td>
<td>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End-of-Year Date of Reflection</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent did you achieve your goal?</td>
</tr>
</tbody>
</table>

#### Student Voice Reflections

<table>
<thead>
<tr>
<th>Fall Date of Reflection</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?</td>
</tr>
<tr>
<td></td>
<td>What does the Student Voice Survey data tell you about student perception of Instruction (Domain 3)?</td>
</tr>
<tr>
<td></td>
<td>How are you going to use the Student Voice Survey data to inform professional growth?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Spring Date of Reflection</th>
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</thead>
<tbody>
<tr>
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<td>What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?</td>
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</table>

#### Student Growth Reflections

<table>
<thead>
<tr>
<th>Mid-Year Date of Reflection</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does the mid-year data reveal about student growth?</td>
</tr>
</tbody>
</table>
What does the mid-year data reveal about instructional practices?

How can these results inform my professional growth?

End-of-Year Date of Reflection:

What does the end-of-year data reveal about student growth?

What does the end-of-year data reveal about instructional practices?

How can these results inform my professional growth?

### Year 2 Observation Reflections

<table>
<thead>
<tr>
<th>Observation</th>
<th>Date of Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, IE, 3C)</td>
</tr>
<tr>
<td></td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)</td>
</tr>
<tr>
<td></td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
</tbody>
</table>

### Professional Growth Reflections

<table>
<thead>
<tr>
<th>Date of Reflection:</th>
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</thead>
<tbody>
<tr>
<td>Mid-Year</td>
</tr>
<tr>
<td>End-of-Year</td>
</tr>
<tr>
<td>To what extent did you achieve your goal?</td>
</tr>
</tbody>
</table>

### Student Voice Reflections

<table>
<thead>
<tr>
<th>Date of Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>What does the Student Voice Survey data tell you about student perception of Classroom Environment (Domain 2)?</td>
</tr>
<tr>
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<tr>
<td>How are you going to use the Student Voice Survey data to inform professional growth?</td>
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<thead>
<tr>
<th>Date of Reflection</th>
<th>What does the mid-year data reveal about student growth?</th>
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<tbody>
<tr>
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<td></td>
<td>How can these results inform my professional growth?</td>
</tr>
<tr>
<td>End-of-Year</td>
<td>What does the end-of-year data reveal about student growth?</td>
</tr>
<tr>
<td></td>
<td>What does the end-of-year data show about instructional practices?</td>
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<td></td>
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</table>

### Year 3 Observation Reflections

<table>
<thead>
<tr>
<th>Date of Reflection</th>
<th>As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, IE, 3C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1F and 4A)</td>
</tr>
<tr>
<td>Peer</td>
<td>If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4A)</td>
</tr>
</tbody>
</table>

### Professional Growth Reflections

<table>
<thead>
<tr>
<th>Date of Reflection</th>
<th>What progress are you making toward your goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What part of the action plan has helped with progress toward the goal? Do you need to add to or modify the action plan?</td>
</tr>
<tr>
<td>End-of-Year</td>
<td>To what extent did you achieve your goal?</td>
</tr>
</tbody>
</table>

### Student Voice Reflections

<table>
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</table>
Professional Growth and Effectiveness System – Principal and Assistant Principal

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal/assistant principal. The goal is to create a fair and equitable system to measure principal/assistant principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator**: means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050

2. **Evaluator**: the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.

3. **Evaluatee**: District/School personnel that is being evaluated

4. **Individual Corrective Action Plan**: A plan whereby a person being evaluated/supervised establishes specific goals under the direction of the evaluator to improve an identified area of concern in performance. The evaluator takes an active role in the development and appraisal of the activities along with the evaluatee.

5. **Professional Growth Plan**: An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator

6. **Self-Reflection**: means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth

7. **Student Growth Goals**: A goal focused on State Contribution (Assist/NGL Goal) and a goal focused on Local Contribution (Student Growth Goals) based on school need. Either the state or local goal shall address Achievement Gap.

8. **Val-Ed 360°**: An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).

9. **TELL Kentucky**: A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.
The following graphic outlines the summative model for the Principal/Assistant Principal Professional Growth and Effectiveness System.

**Principal/Assistant Principal Professional Growth and Effectiveness System Components**

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards.
Principal/Assistant Principal Performance Standards

The Principal/Assistant Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism:

1. **Instructional Leadership**
   The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

2. **School Climate**
   The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

3. **Human Resources Management**
   The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

4. **Organizational Management**
   The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

5. **Communication and Community Relations**
   The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

6. **Professionalism**
   The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s/assistant principal’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. 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/assistant 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/assistant principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

1. Required Sources of Evidence
   a. Professional Growth Planning and Self-Reflection
   b. Site-Visits
   c. Val-Ed 360°
   d. Working Conditions Goal (Based on TELL KY)
   e. State and Local Student Growth Goal data

Evaluators may use the following categories of evidence in determining overall ratings (not a comprehensive list):

- State/District Assessment data
- communication logs
- timely, targeted feedback from informal/formal observations
- student data records
- formative and/or summative evaluations/feedback
- minutes from PLCs
- principal/assistant principal reflections and/or self-reflections
- principal/assistant principal interviews
- parent engagement surveys
- records of student and/or teacher attendance
- engagement in professional organizations
Both principal/assistant principal and evaluators share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be “products of an administrator’s work that demonstrate knowledge and skills of the administrator.” In other words, evidence must be naturally occurring products related to the day-to-day work of leadership practice.

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

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

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

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

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

- All principals/assistant principals will participate in self-reflection and professional growth planning each year.
- The superintendent and principal will meet to collaborate on the student growth plan and the professional growth plan. At this time goals will be agreed upon and actions, supports and resources needed, will be discussed. Draft goals should be created prior to the meeting using data from surveys, student achievement, prior feedback, nonacademic data, etc.
### Local District Timelines

<table>
<thead>
<tr>
<th>PPGES Evaluation Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent/designee explains and reviews expectations of the PPGES process with principal/asst. principals.</td>
<td>No later than the 15th calendar day after Opening Day</td>
</tr>
<tr>
<td>Principal and assistant principals self-reflections</td>
<td>Complete district-approved form by Sept. 15th</td>
</tr>
</tbody>
</table>
| Principals/Asst. Principals will develop Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan | • **By October 30th**: Principals will reflect data from Val-Ed, TELL, achievement data, non-academic measures, superintendent feedback, etc. prior to completion of PGP and SGG.  
  • Updated a minimum of once a semester  
  • Assistant Principals will develop their own PGP but will inherit the goals of the principal. |
| First Principal Site Visit/Assistant Principal Observation                                 | • Superintendent/Principal conducts a site visit/observation by **November 15th** to review goals with principal |
| Mid-Year Review                                                                           | • The Mid-Year Review is to be completed within five(5) working days after the formal site visit/observation & shall take place prior to **January 30th**.  
  • The principal and assistant principal will meet to review progress on the both goals to provide systematic feedback. |
| Val-Ed 360 Survey and TELL Survey                                                         | • Completion of TELL or VAL-ED Surveys to be administered (at a minimum) every other year by March 1 for years that TELL is not administered. |
| Second Principal Site Visit/Assistant Principal Observation                               | • **February 1st – End of school year**  
  • The principal/assistant principal will complete the documentation form to submit to the superintendent/principal prior to the End of Year Review. Documentation on SGG and PGP progress will be discussed. |
| Summative Evaluation Completed                                                            | • End-of-Year Review of all Principals/Assistant Principals including review of student growth goal, PGP and documentation and shall take place prior to **June 15th**. The end of year review will serve as the summative evaluation conference for principals and assistant principals. *This can be completed during the second site-visit or as a separate meeting.* |
| Corrective Action Plan                                                                    | • As needed throughout the process                                    |

* Late hires (defined as an administrator not working 60 or more consecutive days) will complete this process and timelines will be determined by the superintendent.
**Site-Visits**
Completed by supervisor of principal – *formal site visits are not required for assistant principals*

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

Site visits are a method by which the evaluator may gain insight into the principal’s practice in relation to the standards. During a site visit, the evaluator will discuss various aspects of the job with the principal, and will use the principal’s responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. *Site visits are to be conducted at least twice each year by the evaluator. (Formal site-visits are not required for the assistant principal unless the building principal is unable to fulfill the role of evaluator).*

<table>
<thead>
<tr>
<th>Timeline for Site-Visits/Observations</th>
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</thead>
<tbody>
<tr>
<td>First Site-Visit/Observation</td>
<td>Collaborate on the creation of Student Growth Goals and Professional Development Plan. Evidence of visit will be documented on district approved form.</td>
</tr>
<tr>
<td>Second Site-Visit/Observation</td>
<td>To be completed in conjunction with the mid-year review and two months prior to the summative evaluation. Evidence of visit will be documented on district approved form.</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>To be completed prior to May 15th</td>
</tr>
</tbody>
</table>

*Late hires will complete this process and timelines will be determined by the superintendent.*

Evaluators and evaluators will adhere to the following observation conferencing protocols:

- Pre-Observation Conferences are optional (to be determined by the evaluator). Pre-Observation Conferences may be conducted through written electronic correspondence or in person prior to the observation.
- Principal Observations – a minimum of two site-visits/observations with a minimum duration of one hour each to be conducted annually by the evaluator for the principal
- Assistant Principal Observations – a minimum of one observation with a minimum duration of one hour to be conducted annually by the evaluator for the assistant principal
Post-Observation Conferences are to be conducted for all formal site-visit/observations in person and shall take place within five (5) school days after the observation.

The summative evaluation conference shall be held prior to May 15th for principal & assistant principal.

Conferring Protocol:
At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

- **Beginning of the Year Conference**
  - Purpose of the Meeting
  - Discuss reflections of data
  - Discuss and come to agreement on the Student Growth Goal and Action Plan
  - Discuss reflections of the Principal Performance Standards
  - Discuss and come to agreement on the Professional Growth Goal and Action Plan
  - Questions/Concerns/Comments
  - Set tentative date for Mid-Year Review

- **Mid-Year (Conference)**
  - Purpose of Meeting
  - Discuss first observation/site visit and provide feedback
  - Share progress toward Student Growth Goal
  - Discuss documentation of each standard/determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Set tentative date for End of Year Review

- **End of Year Review (Conference)**
  - Purpose of Meeting
  - Discuss second observation/site visit and provide feedback
  - Share progress toward Student Growth Goal
  - Share progress toward Professional Growth Goal

**Site-Visit/Observations Connections to Principal Performance Standards**

The standards inform professional growth planning, evaluator site visits/observations, conversations for feedback and formative, on-going assessments of the principal’s/assistant principal’s performance. Clearly defined professional responsibilities for principals/assistant principals constitute the foundation for the Principal Professional Growth and Effectiveness Evaluation System. Performance standards define the criteria expected when principals/assistant principals perform their major duties. For all principals/assistant principals, there are six performance standards that guide the performance of the principal/assistant principal. The PPGES provides principals/assistant principals with an assessment of their performance on these standards as measured by Student Growth, Val-Ed and Working Conditions Growth Goals. Each measure that comprises the effectiveness system is aligned to and anchored by these standards.
Val-Ed 360° - completed for principals – not completed for assistant principals

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her evaluator, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating.

- The District CIO will be the point of contact for overseeing and administering Val-Ed 360°.
- The point of contact will ensure all teachers & appropriate administrative staff are provided training on the completion of Val-Ed 360°.
- The point of contact will ensure that all Val-Ed 360 survey letters are distributed prior to or at the beginning of the administration window.
- Val-Ed 360° shall be conducted at least once every two years in the school year that TELL Kentucky is not administered. In the years that Val-Ed Survey is conducted it will be administered at a minimum of 1(one) time on the year that TELL is not given by March 1. The school or district may decide to administer the Val-Ed more often than every other year if purchased.
- Val-Ed 360° results will be used by the principal and superintendent to develop PGP. Trend data will be used to identify needed areas of school-wide growth and/or areas of growth for the CDIP. Since the Val-Ed is aligned to standards, it can also be utilized to determine ratings on the standards.
- The principal and immediate supervisor will have access to Val-Ed 360°, along with district personnel identified by superintendent. The principal will be responsible for sharing Val-Ed 360° with his/her assistant principal and other administrative staff.
- The results of the Val-Ed 360° will be used by the principal in their self-reflection process. The principal will use the results of the survey to create their professional growth plan. This reflection will be shared with the superintendent.

Required for Principals

- Conducted at least once every two years in the school year that TELL Kentucky is not administered.
- Principals will refer to the crosswalk between VAL-ED Core Components and Key Processes and the Principal Performance Standards. This will identify the performance standards in which s/he needs to grow and will be used as a data source in the development of the Principal Professional Growth Plan.
### VAL-ED 360 Point of Contact

Val Ed Point of Contact will be assigned by the superintendent. Each school will also select a VAL ED Point of Contact to assist with the Val ED process.

### VAL-ED Role Groups

**District Administrator**: oversee and monitor the implementation of the VAL-ED 360 process.

**School VAL-ED Coordinator**: Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level.

**Superintendent**: receives access code to be able to monitor survey process and reports.

**Supervisors**: district may elect up to three district staff to complete survey for an individual principal. This will include the primary supervisor, who makes final decision regarding employment and recommendations for growth.

**Principals**: completes a survey specifically designed for principals and has access to information contained within final report.

**Certified Teachers**: teachers assigned to a school that complete the online survey designed specifically for teacher input.

### Frequency of Val-Ed 360:

Once every other year alternating with TELL Kentucky Survey

*The school or district may decide to administer the Val-Ed more often than every other year if purchased.*

### Timeline:

Two week period during the spring semester

### Use of Val-ED 360 Results:

The Val-Ed 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan and to inform ratings on the principal standards.

### Val-ED 360 Access:

Val-ED survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.

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

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

- The working conditions goal is developed following the completion of the TELL Kentucky Survey.
- A minimum of one Working Conditions Goal will be required. The WC Growth Goal statements should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.
Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will establish a working conditions goal rubric to measure the outcome of the working conditions growth goal. Together they will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. They will work collaboratively to develop appropriate percentage ranges in relationship to the identified survey results on the WC rubric (below). An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded.

**Working Condition Growth Goal Rubric:**

<table>
<thead>
<tr>
<th>Working Conditions Goal Rubric</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>% and below</td>
<td>%-%</td>
<td>%-%</td>
<td>% and above</td>
<td></td>
</tr>
</tbody>
</table>

**Mid-Point Review:**
A. This will be conducted according to the timeline and principal will share progress/artifacts toward goal.

**Additional Surveys/Evidence:**
B. Principal may create surveys on working conditions goal to inform progress for mid-point review. Any evidence that supports growth will be shared during the mid-point conference.
C. Evidence of the Working Conditions Goal will be documented in principal artifacts and also on district-approved form.

**Products of Practice/Other Sources of Evidence**
Additional evidence provided in support of principal/assistant principal practice may include items from the following list (not a comprehensive list):

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

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the local and state SGG of the principal. The Student Growth measure is comprised of two contributions: a STATE contribution and a LOCAL contribution. Both Goals are inherited by the Assistant Principal and at least one goal must be based on Gap Population. The local goal may be developed to parallel the State Contribution.

State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory:
Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year’s goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

Required for Principals:
- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless Local goal is based on Gap population.

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the state and local SGG of the Principal.

State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory:
The State Contribution is derived from Growth Goals developed around one of the interim targets housed in ASSIST. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address particular student growth goals and objectives; for all four levels—elementary, middle, and high schools—those goals/objectives are:

- Decreasing achievement gaps between disaggregated groups of students
- Increasing the average combined reading and math K-PREP scores

Middle and High Schools must also address:
- Increasing the percentage of College and Career Ready students
- Increasing the average percentage of freshman graduation

Process for Determining Interim Trajectory Goals:
Principals will find these ASSIST goals and objectives in their School Report Card. They will select one (1) of the grade-level appropriate goals to use as the State contribution of their Student Growth Goal. The goal statements are already set by KDE with a 2017 trajectory. The principal will then collaborate with the superintendent to determine what percentage of the overall trajectory will be targeted for student growth during the CURRENT school year. For example, of the original goal and trajectory is to decrease the achievement gap from a 2014 percentage of 45 to 15 percent by 2017, the principal and superintendent may decide to simply divide the 30 percent difference
evenly and set an objective of decreasing the achievement gap in the 2015-2016 school year by 6 percent. Or, the decision might be made to be more aggressive initially and set the objective percentage at 10 percent.

The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL will implement—not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

- **Local Contribution – Based on School Need (Goal inherited by Assistant Principal)**
  - The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.
- **Required for Any County Principals**
  - Based on Gap population *unless State goal is based on Gap population.*
  - Each principal will be required to develop one (1) Local Growth Goal based on an identified need outlined in the Comprehensive School Improvement Plan.

The Local Growth Goal Process includes:
- Determining Needs (Based on Data)
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

The local student growth goal will be determined by the principal in collaboration with the superintendent by looking at baseline data and discussing the proposed goal.

- The goal is to be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.
- The goal is to be written as a SMART goal and include both a growth and proficiency component.

**Rubrics for Determining High, Expected, and Low Growth with State and Local SGG**

For each Student Growth Goal, the district has developed a process for determining high, expected, and low growth. The Principal in collaboration with the Superintendent develops a rubric to measure high, expected and low growth on each specific goal. They will work collaboratively to develop appropriate percentage ranges in relationship to current data. An “Expected” result is the expected outcome from the goal. To achieve “High” the goal must be exceeded.

<table>
<thead>
<tr>
<th>Pendleton County Schools</th>
<th>Decision Rules for Determining State &amp; Local Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low</strong></td>
<td>The delivery target for the gap group or goal was not met AND more than halfway from the initial percentage to the intended target percentage.</td>
</tr>
<tr>
<td><strong>Expected</strong></td>
<td>The delivery target for the gap group/goal was met OR was no less than halfway from the initial percentage to the intended target percentage.</td>
</tr>
<tr>
<td><strong>High</strong></td>
<td>The delivery target for the goal or gap group was exceeded.</td>
</tr>
</tbody>
</table>
Determining the Overall Performance Category

Superintendents/designee are responsible for determining an Overall Performance Category for each principal annually. The Overall Performance Category is informed by the principal’s ratings on professional practice and student growth.

Rating Overall Professional Practice
The Superintendent will adhere to timeline in the PPGES Timeline. Ratings will be placed in the state-approved technology platform following state requirements.

Professional Practice
The principal performance standards stands as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Supervisors will organize and analyze evidence for each individual principal based on these performance standards.

Supervisors and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each standard. All ratings will be recorded in state approved technology platform. All evidence will be applies to the state decision rules for determining an overall professional practice rating and final scores will be documented on district forms and adhere to the timelines contained in the Certified Evaluation Plan.

Evaluators will apply state decision rules for determining an educator’s professional practice.

Sources of Evidence to Inform Professional Practice
- Professional Growth Plans and Self-Reflection
- Site-Visit
- Val-Ed 360°/Working Conditions

Standard Ratings
- STANDARD 1: [I,D,A,E]
- STANDARD 2: [I,D,A,E]
- STANDARD 3: [I,D,A,E]
- STANDARD 4: [I,D,A,E]
- STANDARD 5: [I,D,A,E]
- STANDARD 6: [I,D,A,E]
Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed guidelines. The evaluator will use professional judgment in reviewing multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions (past year’s data). So, in the case of a first-year principal (or new to the school), the principal will have a local SGG only, the first year, then will have data from both goals, thereafter (with the state goal always lagging one year).

Required for Principals

- Determine the rating using both state and local growth.
- Determine the rating using up to 3 years of data (when available)
- Record ratings on district-approved form and summative ratings on the department-approved technology platform.

The principal evaluator may use professional judgment in determining SG trends for both state and local goals when making a determination on an overall Student Growth Rating.
Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

Required:
- Determine the rating using both state and local growth.
- Determine the rating using 3 years of data (when available)
- Record ratings in state-approved technology platform

Determining the Overall Performance Category:
Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. Principals are responsible for determining an Overall Performance Category for Assistant Principals. A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard, as well as student growth. Evaluators will use the following decision rules for determining the Overall Performance Category.

<table>
<thead>
<tr>
<th>OVERALL PERFORMANCE CATEGORY (Principals and Assistant Principals)</th>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH TREND RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>EXEMPLARY</td>
<td></td>
</tr>
<tr>
<td>Exemplary</td>
<td>Low</td>
<td>DEVELOPING</td>
<td></td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>EXEMPLARY</td>
<td></td>
</tr>
<tr>
<td>Accomplished</td>
<td>Expected</td>
<td>ACCOMPLISHED</td>
<td></td>
</tr>
<tr>
<td>Accomplished</td>
<td>Low</td>
<td>DEVELOPING</td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>ACCOMPLISHED</td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>Expected OR Low</td>
<td>DEVELOPING</td>
<td></td>
</tr>
<tr>
<td>Ineffective</td>
<td>High</td>
<td>INEFFECTIVE</td>
<td></td>
</tr>
<tr>
<td>Ineffective</td>
<td>Expected OR Low</td>
<td>INEFFECTIVE</td>
<td></td>
</tr>
</tbody>
</table>
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.

The superintendent maintains the forms and provides copies to the principal. The forms will be placed in the employee’s evaluation file.

<table>
<thead>
<tr>
<th>Form</th>
<th>Documentation Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth/ Professional Growth &amp; Reflection</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Student Growth Planning/Professional Growth Planning Template and Reflective Practice</td>
<td>✓</td>
</tr>
<tr>
<td>Observation/ Site Visit</td>
<td></td>
</tr>
<tr>
<td>Observation/ Site Visit Form</td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td></td>
</tr>
<tr>
<td>Documentation Form</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td></td>
</tr>
<tr>
<td>Principal Mid-Year Performance Review</td>
<td></td>
</tr>
<tr>
<td>Principal Summative Performance Report</td>
<td></td>
</tr>
</tbody>
</table>
Corrective Action Plan
The individual corrective action plan shall be written upon the determination of an “Ineffective” standard rating in the evaluation plan cycle or when an immediate change is required in principal/assistant principal behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. Corrective Action Plans can be located in the “appendix” section of the certified evaluation plan.

Appeals
Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation contact within 5 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.
Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Self-Assessment</th>
<th>Strengths and areas for growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Instructional Leadership</strong></td>
<td>I</td>
<td>D A E</td>
</tr>
<tr>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. School Climate</strong></td>
<td>I</td>
<td>D A E</td>
</tr>
<tr>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Human Resource Management</strong></td>
<td>I</td>
<td>D A E</td>
</tr>
<tr>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Organizational Management</strong></td>
<td>I</td>
<td>D A E</td>
</tr>
<tr>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Communication and Community Relationship</strong></td>
<td>I</td>
<td>D A E</td>
</tr>
<tr>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Professionalism</strong></td>
<td>I</td>
<td>D A E</td>
</tr>
<tr>
<td>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.
## Part B-1: State Student Growth

<table>
<thead>
<tr>
<th>State Student Growth Goal Statement</th>
<th>Process or Rubric for Determining High, Expected or Low Growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Based on one of the State goals within your CSIP.)</em></td>
<td></td>
</tr>
</tbody>
</table>

### Principal’s Student Growth Plan

*This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)*

<table>
<thead>
<tr>
<th>Strategies/Actions</th>
<th>Resources/Support</th>
<th>Targeted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</td>
<td>What resources will I need to complete my plan? What support will I need?</td>
<td>When will I complete each identified strategy/action?</td>
</tr>
</tbody>
</table>

## Part B-2: Local Student Growth

<table>
<thead>
<tr>
<th>Local Student Growth Goal Statement</th>
<th>Process or Rubric for Determining High, Expected or Low Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Based on School Need)</em></td>
<td></td>
</tr>
</tbody>
</table>

### Principal’s Student Growth Plan

*This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)*

<table>
<thead>
<tr>
<th>Strategies/Actions</th>
<th>Resources/Support</th>
<th>Targeted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</td>
<td>What resources will I need to complete my plan? What support will I need?</td>
<td>When will I complete each identified strategy/action?</td>
</tr>
</tbody>
</table>
Part C: Principal’s TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement:

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

Working Conditions Growth Goal Rubric:

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

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>% and below</td>
<td>%-%</td>
<td>%-%</td>
<td>% and above</td>
</tr>
</tbody>
</table>

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

Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results □ VAL-ED 360 □ Other: _______________________

<table>
<thead>
<tr>
<th>Number of Surveys Distributed</th>
<th>Number of Completed Surveys Returned</th>
<th>Percentage of Completed Surveys Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions to Consider: What did teachers/staff perceive as major strengths? What did teachers/staff perceive as major weaknesses? List factors that might have influenced the results.
Other Data  □ Student Achievement Data □ Non-Academic Data □ Supervisor Feedback □ Other

<table>
<thead>
<tr>
<th>Data Selected</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions to Consider:
How does the additional data inform your decision about your learning needs?

Part E: Connecting Priority Growth Needs to Professional Growth Planning
1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

<table>
<thead>
<tr>
<th>Professional Growth Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do I want to change about my practices that will effectively impact student learning?</td>
</tr>
<tr>
<td>• How can I develop a plan of action to address my professional learning?</td>
</tr>
<tr>
<td>• How will I know if I accomplished my objective?</td>
</tr>
</tbody>
</table>

Connection to Standards
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to change about my leadership or role that will effectively impact student learning?</td>
</tr>
<tr>
<td>What is my personal learning necessary to make that change?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I need to do in order to learn my identified skill or content?</td>
</tr>
<tr>
<td>How will I apply what I have learned?</td>
</tr>
<tr>
<td>How will I accomplish my goal?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>What resources will I need to complete my plan?</td>
</tr>
<tr>
<td>What support will I need?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will I complete each identified strategy/ action?</td>
</tr>
</tbody>
</table>

Administrator’s Signature: Date:

Superintendent’s Signature: Date:
2) **On-going Reflection:** Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

<table>
<thead>
<tr>
<th>Date</th>
<th>Status of Growth Goal(s) – SGG, WC, PGP</th>
<th>Revisions/Modifications of Strategies or Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mid-year review conducted on________
Initials __________

Principal’s Signature: __________________________ Date: ____________
Superintendent’s Signature: ______________________ Date: ____________

3) **Summative Reflection:** Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

End-of-Year Data Results
(Accomplishments at the end of year.)

Data attached: [ ]

Date: ____________

End of Year TELL KY Working Conditions Growth Reflection:

Date: ____________

End of Year Professional Growth Reflection:

Date: ____________

Next Steps:

Administrator’s Signature: __________________________ Date: ____________
Superintendent’s Signature: ______________________ Date: ____________
(Optional Form)

Kentucky Principal Growth and Effectiveness System

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

School:  Click here to enter text.  Evaluator:  Click here to enter text.

Date:  Click here to enter text.
Performance Standard 1. Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

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

**The principal:**

1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Demonstrates knowledge of research-based instructional best practices

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*

1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.

1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

- Please describe any innovative and effective leadership strategies that you have used this year.
- What opportunities have you created this year for collaboration among teachers?
- How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?
- How do you make sure curriculum standards are taught by the teachers and mastered by the students?
  1. How do you monitor teachers’ performance and provide constructive feedback to them?
  2. What types of teacher learning and development activities or programs have you participated in this year? What have you learned?
  3. How do you involve the expertise of teacher leaders?

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

---

**Evaluator’s Feedback:**
Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

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

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Promotes a culture of collaboration, trust and shared leadership.

2.5 Supports the staff through continuous improvement efforts.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.

2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.

2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Suggested Guiding Questions/Prompts:

- Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.

- Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.

- What are the strategies you use to nurture and sustain a climate of trust in your school?

- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.

- What are the internal and external factors that you perceive are affecting your school?

- How have you strived this year to make the school environment more academically rigorous?

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

Evaluator’s Feedback:
Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

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

The principal:
3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
3.4 Provides a mentoring process for all new and targeted instructional personnel.
3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Suggested Guiding Questions/Prompts:
• Please give examples of ways you have helped your teachers and staff to become more effective this year.
• Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
• In what ways do you support the achievements of high-performing teachers?
• How do you ensure new teachers and staff receive the support they need during their first year?
• How do you foster an atmosphere of professional learning among staff?
• What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).
Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

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

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.

4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.

4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.

4.5 Reviews fiscal records regularly to ensure accountability for all funds.

4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.

4.7 Follows state and local policies with regard to finances, school accountability, and reporting.

4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

- Please explain the ways in which you have demonstrated proactive decision-making this year.
- Please provide an example of how you have been able to maximize your available resources.
- How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- What information is used to inform the decisions related to organizational management?
- Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
- What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).
Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators: Examples may include, but are not limited to:
The principal:
5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
5.2 Communicates the mission and shared vision, long- and short-term goals, and the school improvement plan to all stakeholders.
5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
5.7 Provides a variety of opportunities for parent and family involvement in school activities.
5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Suggested Guiding Questions/Prompts:
- Please describe how you promote the success of all students through communication.
- How do you engage in open dialogue with multiple stakeholders from the larger school community?
- How do you involve parents and families in student learning?
- How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
- Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

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

Evaluator’s Feedback:
Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

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

The principal:
6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
6.3 Maintains a professional appearance and demeanor.
6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
6.5 Maintains confidentiality.
6.6 Maintains a positive, optimistic, and straight-forward attitude.
6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Suggested Guiding Questions/Prompts:

- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
- How do you communicate professional beliefs and values to all stakeholders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you sought out this year?
- In what ways have you observed a change in your role as a school leader and your leadership style?
- In what ways do you take an active role in professional organizations?

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

Evaluator’s Feedback:

Evaluator’s Signature: _____________________________________________

Principal’s Signature: _____________________________________________
**Principal Mid-Year Performance Review (Optional Form)**

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

**Performance Standard 1: Instructional Leadership**

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

<table>
<thead>
<tr>
<th>Sample Performance Indicators</th>
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<tbody>
<tr>
<td><em>Examples may include, but are not limited to:</em></td>
</tr>
</tbody>
</table>

**The principal:**

1. **1.1** Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.

1. **1.2** Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.

1. **1.3** Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1. **1.4** Demonstrates knowledge of research-based instructional best practices

1. **1.5** Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1. **1.6** Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.

1. **1.7** Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*

1. **1.8** Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.

1. **1.9** Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

1. **1.10** Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.

1. **1.11** Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.

1. **1.12** Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1. **1.13** Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Comments** □ Evident □ Not Evident
Performance Standard 2: School Climate
The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

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

The principal:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
2.4 Promotes a culture of collaboration, trust and shared leadership.
2.5 Supports the staff through continuous improvement efforts.
2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Comments ☐ Evident ☐ Not Evident
Performance Standard 3: Human Resources Management
The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

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

The principal:

3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
3.4 Provides a mentoring process for all new and targeted instructional personnel.
3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Comments ☐ Evident ☐ Not Evident

Performance Standard 4: Organizational Management
The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

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

The principal:

4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
4.5 Reviews fiscal records regularly to ensure accountability for all funds.
4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.
4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Comments ☐ Evident ☐ Not Evident
Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

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

The principal:
5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
5.7 Provides a variety of opportunities for parent and family involvement in school activities.
5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Comments ☐ Evident ☐ Not Evident

Performance Standard 6: Professionalism
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

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

The principal:
6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
6.3 Maintains a professional appearance and demeanor.
6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
6.5 Maintains confidentiality.
6.6 Maintains a positive, optimistic, and straight-forward attitude.
6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Comments ☐ Evident ☐ Not Evident
Strengths:

Click here to enter text.

Areas of Improvement:

Click here to enter text.

Principal’s Name ________________________________ Date ____________________________

Principal’s Signature ____________________________

Evaluator’s Name ________________________________ Date ____________________________

Evaluator’s Signature ____________________________
**Pendleton County Schools**  
**SUMMATIVE EVALUATION FOR ADMINISTRATORS**

**Directions:** Evaluators use this form to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

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

**School**  
Click here to enter text.

---

### Performance Standard 1: Instructional Leadership

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
</table>
| **Exemplary**  
In addition to meeting the requirements for Accomplished...  
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.  
☐ |  
**Accomplished**  
is the expected level of performance.  
The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.  
☐ |  
**Developing**  
The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.  
☐ |  
**Ineffective**  
The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.  
☐ |

**Comments**  
Click here to enter text.

---

### Performance Standard 2: School Climate

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

**Comments**  
Click here to enter text.
### Performance Standard 3: Human Resources Management

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).</td>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td>The principal <em>inconsistently</em> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</td>
<td>The principal <em>inadequately</em> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</td>
</tr>
</tbody>
</table>

**Comments**
- Click here to enter text.
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- Click here to enter text.

### Performance Standard 4: Organizational Management

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td>The principal <em>inconsistently</em> supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The principal <em>inadequately</em> supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
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**Comments**
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### Performance Standard 5: Communication and Community Relations

<table>
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<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.</td>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The principal <em>inconsistently</em> communicates and/or <em>infrequently</em> collaborates with stakeholders.</td>
<td>The principal demonstrates <em>inadequate</em> and/or detrimental communication or collaboration with stakeholders.</td>
</tr>
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**Comments**
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- Click here to enter text.
- Click here to enter text.
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## Performance Standard 6: Professionalism

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Accomplished...</td>
<td>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</td>
<td>The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.</td>
<td>The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.</td>
</tr>
</tbody>
</table>

The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).

<table>
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### Overall Evaluation Summary Rating

<table>
<thead>
<tr>
<th>Overall Evaluation Summary Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exemplary</td>
</tr>
</tbody>
</table>

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

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

---

Evaluator's Name

Evaluator's Signature

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

Date

Evaluatee's Name

Evaluatee's Signature

Date

**Opportunities for appeal processes at both the local and state levels are a part of Pendleton County Schools’ evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.**
EVALUATION SYSTEM OVERVIEW FOR “OTHER” DISTRICT ADMINISTRATOR CERTIFIED PERSONNEL

The next section of this manual outlines the Performance Rubrics upon which “other” certified district administrator staff will be evaluated. The indicators contained in the Rubrics illustrate how certified staff may show evidence of meeting a particular standard. While our certified staff must not show evidence of meeting each indicator, they must show evidence of meeting the overall performance standard. Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career ready. The evaluation system is designed to measure effectiveness and serve as a catalyst for professional growth & continuous improvement.

Timeline:

<table>
<thead>
<tr>
<th>Orientation to the Evaluation Process</th>
<th>By 15th Day after Opening Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Growth Plan finalized to include SGG</td>
<td>October 31</td>
</tr>
<tr>
<td>Self-Appraisal to Evaluator</td>
<td>May 15</td>
</tr>
<tr>
<td>Summative evaluation copy to administrator</td>
<td></td>
</tr>
<tr>
<td>Discussion of progress towards goals and objectives</td>
<td>No later than June 15</td>
</tr>
</tbody>
</table>

Individual Professional Growth Plans

All other certified employees shall develop an Individual Professional Growth Plan using the PENDLETON COUNTY INDIVIDUAL PROFESSIONAL GROWTH PLAN for Other Administrators that complies with the requirements of 704 KAR 3:345. Each other certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, district trajectory goals (School Report Card data) and professional development plans when considering areas for improvement. The goals must be written to support the district trajectory goal.
Central Office/District Administrators Procedures:

The evaluation of central office/district/school level administrators shall follow the procedures as described:

- A Superintendent/designee will be the evaluator for all other certified district administration.
- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by October 31 with the other certified district administration which will include:
  - Discuss areas of strengths and weaknesses
  - Finalize and clarify goals that have been mutually established in the PGP
  - They will align these goals to the district trajectory target (SGG) on the school report card.
  - Reviews plans for implementation of all goals and improvements
- The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
- The Final Summative Evaluation Form is due by June 15. The Superintendent/designee will hold a conference before June 15 with the other certified district personnel which will include:
  - Discussion of job performance criteria
  - Review of PGP goals for the year
  - Discussion of district goals for upcoming school year

The evaluatee is provided an opportunity to respond in writing within five (5) school days to the evaluator's ratings and comments. The evaluator and the evaluatee must discuss the results of the appraisal and any recommended action pertinent to such, and both parties must sign the instrument in the assigned spaces. The evaluatee's signature indicates only that he/she has seen and read the evaluation. The instrument and all mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee. In case of an employee failing to meet a standard or whose actions require immediate need, a Corrective Action Plan (attached), will be jointly formulated by the evaluator and the evaluatee.
DISTRICT ADMINISTRATOR FORMS
**District Trajectory Goal:**
Professional Growth Goals should be written to support obtainment of the District Trajectory Goal:

<table>
<thead>
<tr>
<th>S - Is the goal specific?</th>
<th>M - Is the goal measurable?</th>
<th>A - Is the goal appropriate?</th>
<th>R - Is the goal realistic?</th>
<th>T - Is the goal time-bound?</th>
<th>Targets: Growth &amp; Proficiency</th>
</tr>
</thead>
</table>

**Action Steps:**
<table>
<thead>
<tr>
<th>Materials/Resources</th>
<th>Target Date</th>
<th>Impact on Students</th>
</tr>
</thead>
<tbody>
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</table>

**PROFESSIONAL GROWTH GOAL:**

*What do I want to change? How can I develop a plan of action? How will I know if I accomplished my objective?*

**Identified Standard:** Check the standard (and indicator) identified for improvement

|-----------|---------------|-------------------------------|-----------------------------|-----------------|---------------------------------------------|

**Action Steps:**
<table>
<thead>
<tr>
<th>Materials/Resources</th>
<th>Target Date</th>
<th>Impact on Students</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Evaluator’s Signature

Evaluatee’s Signature

Date

Date

Opportunities for appeal processes at both the local and state levels are a part of Pendleton County Schools’ evaluation plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.
Pendleton County Schools Summative Evaluation
OTHER DISTRICT ADMINISTRATORS

This summarizes all the evaluation data including formative data, products and performance, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee: ____________________________ Position: ____________________________
Evaluator: ____________________________ Position: ____________________________

Date: ____________________________

Overall Ratings

<table>
<thead>
<tr>
<th>Standards</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vision</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. School Culture and Learning</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Management</td>
<td></td>
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<td></td>
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<tr>
<td>4. Collaboration</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Integrity, Fairness, Ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Implementation of Technology</td>
<td></td>
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</tr>
</tbody>
</table>

Reviewed District Trajectory Goal(SGG): ____Yes ____No

Evaluator’s Comments:

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

Evaluatee: [Agree or Disagree] with this summative evaluation

Signature ____________________________ Date: ____________________________

Employer: ____________________________ Date: ____________________________

Opportunities for appeal processes at both the local and state levels are a part of the Pendleton County School District’s evaluation plan.

Employment Recommendation to Central Office:

☐ Meets standards for re-employment
☐ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

*Any rating in the “Does Not Meet” Column requires the development of an Individual Corrective Action Plan.
The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating on the Summative Evaluation OR when an immediate change is required in behavior.

Name _____________________________ Date ____________________
Work Site _______________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>*Present Stage:</th>
<th>Growth Objective/Goal(s) (describe desired outcomes)</th>
<th>Procedures and Activities for Achieving Goals and Objectives (including support personnel)</th>
<th>Appraisal Method and Target Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

(attach more pages if necessary)

*Professional Growth Plan Stages: O=Orientation/Awareness  A=Preparation/Application  I=Implementation/Management  R=Refinement/Impact

**Evaluatee’s Comments:**

**Evaluator’s Comments:**

Individual Corrective Action Plan Developed: ____________________________

<table>
<thead>
<tr>
<th>STATUS: Achieved _____ Revised _____ Continued _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Evaluatee's Signature) ____________________________</td>
</tr>
<tr>
<td>(Date) _________________ __________________________</td>
</tr>
</tbody>
</table>

| (Evaluator's Signature) ____________________________ |
| (Date) _________________ __________________________ |

| (Evaluator's Signature) ____________________________ |
| (Date) _________________ __________________________ |
This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

**Employee’s Name:** ________________________________________________

**Home Address:** ________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Job Title: ___________________ Building: ___________________ Grade or Department: ______

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

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

If additional space is needed, attach extra sheet.

**Date you received the summative evaluation** ____________________________

**Name of Evaluator** ________________________________________________ **Date** ____________________________

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. I will appear before the Panel if requested.

__________________________________________  ________________________  ________________________

**Employee’s Signature**  **Date**

Pendleton County Schools Certified Evaluation Plan
## Pendleton County Schools Certified Evaluation Plan

### Common Rubric for Administrative Performance

#### Standard 1 - An educational leader promotes the success of every student by developing and promoting a vision of learning

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Does not implement the vision of the district</td>
<td>- Attempts to implement the vision of the district, but not consistently or effectively or generally lacks a consistent focus</td>
<td>- Discusses the district vision with the staff, meets to discuss the vision, and works with the staff on the district vision but is not necessarily a part of the whole school action plan on a daily basis</td>
<td>- Embraces the district vision, promotes the vision and embeds the vision of the district throughout the school</td>
</tr>
<tr>
<td>- Does not use data effectively, does little research that is not directed and does not think of visionary goals</td>
<td>- Attempts to utilize data and research but not effectively and only as it pertains to own school</td>
<td>- Utilizes data and research to identify goals and assess effectiveness within zone of the immediate school influence based on valid managerial practices</td>
<td>- Utilizes data and research to identify goals and assess effectiveness throughout the district and with community members</td>
</tr>
<tr>
<td>- School plans are not developed or evaluated on a consistent basis or school plans are written but not implemented</td>
<td>- Does not collaborate with staff to evaluate school plans</td>
<td>- Collaborates with members of school staff to evaluate school plans</td>
<td>- Collaboratively monitors school and district plans to evaluate needs with stakeholders from across the district</td>
</tr>
<tr>
<td>- SBDM Councils do not see the value in maintaining a school/district vision</td>
<td>- Leadership with SBDM Council does not focus on an understanding of the vision of the schools</td>
<td>- Leads SBDM with a purpose and aids them in understanding the goals and vision of the school and district</td>
<td>- Leads SBDM with a purpose promoting the school and district vision through policies, initiatives, and discussion</td>
</tr>
<tr>
<td>- Student achievement falls significantly below state, national or local benchmarks</td>
<td>- More reactive than proactive on establishing a vision</td>
<td>- Can clearly articulate the school’s vision, but the vision may not relate to the district goal or be relative to other schools</td>
<td>- Student achievement meets state, national or local benchmarks</td>
</tr>
<tr>
<td>- Faculty meetings focus on irrelevant details that have little to do with the instructional improvement</td>
<td>- Student achievement does not meet state, national or local benchmarks</td>
<td>- Student achievement meets state, national or local benchmarks</td>
<td>- Leads faculty meetings that focus on best instructional practices establishing an atmosphere of professional learning and sharing</td>
</tr>
<tr>
<td>- Innovation is either ignored or not encouraged at all. The status quo is the dominant philosophy</td>
<td>- Faculty meetings are generally focused on operational details and almost exclusively led by the administrator</td>
<td>- Faculty meetings occur regularly and are sufficient in length so that important school issues are presented and staff have opportunity for comment and discussion</td>
<td>- Innovation is sought and encouraged between staff, administration, other schools and students through modeling</td>
</tr>
<tr>
<td>- Innovation is embraced only rarely and is not encouraged with staff members</td>
<td>- Innovation is encouraged with staff members who, in turn, encourage it with their students</td>
<td>- Innovation is encouraged with staff members who, in turn, encourage it with their students</td>
<td></td>
</tr>
</tbody>
</table>

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### Common Rubric for Administrative Performance: Standard 2-School culture is cultivated with both staff and student

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cannot maintain collaborative spirit and no connection is made between leadership capacity and needs of the school</td>
<td>• Collaboration is inconsistent within the school with students, staff, and administration; it might be encouraged in others, but not with self</td>
<td>• Collaboration is constant within the school with students, staff, and administration;</td>
<td>• Collaboration is constant both within and outside of the district with students, staff, and administration</td>
</tr>
<tr>
<td>• Instructional impact is not monitored or randomly monitored</td>
<td>• Leadership capacity of staff and students is not encouraged to help district needs and larger educational community; leaders are not necessarily chosen, but choose themselves and may not be the right person for the right task</td>
<td>• Leadership capacity of staff and students is encouraged to help school needs; collaborates with others to choose staff</td>
<td>• Leadership capacity of staff and students is encouraged to help district needs and larger educational community</td>
</tr>
<tr>
<td>• Focus on critical and creative teaching is sporadic or rarely find it in the school</td>
<td>• Administrator reactively deals with leadership issues within their own building and does not do so on a consistent basis or does not utilize an effective leadership technique</td>
<td>• Consistently considers impact of leadership decisions within own building utilizing effective leadership techniques</td>
<td>• Chooses personnel in collaboration with district administrators</td>
</tr>
<tr>
<td>• Evaluations are not true evaluations of teacher performance and are not used as tools for development or evaluations are not completed on a timely schedule</td>
<td>• Instructional impact is sporadically monitored within building; instructional issues are only occasionally dealt with; instructional leader cannot come up with anything but traditional instructional methods</td>
<td>• Instructional impact is monitored within building; solutions to instructional issues are given from the instructional leader in the building</td>
<td>• Administrator, utilizing best proactive leadership practices, deals with leadership issues within their own building and throughout district, consistently considering the impact on both</td>
</tr>
<tr>
<td>• Student achievement is not the focus of most decisions</td>
<td>• Focus on critical and creative teaching is mentioned but not “real” in the school</td>
<td>• Focus on critical and creative teaching is the norm.</td>
<td>• Instructional impact is monitored not only within building, but with “feeder” or “upper” levels and promotes staff to do the same</td>
</tr>
<tr>
<td>• Student achievement is not the focus of most decisions</td>
<td>• Evaluations are not necessarily true evaluations of teacher performance and are not used as tools for development</td>
<td>• Student achievement is the focus of all decisions and respects diversity and individual differences</td>
<td>• Focus on critical and creative teaching is the norm. Administration promotes and models concepts and lessons</td>
</tr>
<tr>
<td>• Evaluations are not honest and thoughtful and include both formative and summative feedback to help staff reach their greatest potential</td>
<td></td>
<td>• Staff evaluations are honest and thoughtful and include both formative and summative feedback to help staff reach their greatest potential</td>
<td>• Differentiates instruction with teachers/staff using thoughtful evaluations that are true indicators of performance to help them reach their greatest potential through improvement planning that focuses on district vision</td>
</tr>
</tbody>
</table>

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**Pendleton County Schools Certified Evaluation Plan**

105
Common Rubric for Administrative Performance: **Standard 3-Educational Leaders have control of all aspects of their building and are effective managers of their resources.**

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cannot articulate school needs and cannot implement fiscal resources on own; consistently asks district for more money, supplies, etc.</td>
<td>• Occasionally considers school needs and resources when implementing human and fiscal resources</td>
<td>• Considers school needs and resources when implementing human and fiscal resources</td>
<td>• Considers district need and resources when implementing human and fiscal resources</td>
</tr>
<tr>
<td>• District policies are ignored or openly questioned; an “us and them” mentality is the norm with staff and district</td>
<td>• Only isolated implementation of district and or school policies, does not collaborate with teachers and is not seen as approachable</td>
<td>• Implements district policies and initiatives and collaborates with teachers when necessary</td>
<td>• Implements district policies, procedures, and initiatives and collaborates with district to implement consistently</td>
</tr>
<tr>
<td>• Oblivious to matter of building maintenance or needs; worries about irrelevant building issues or building is not clean</td>
<td>• Building maintenance and cleanliness lacks focus and direction</td>
<td>• Utilizes staff according to strengths and weaknesses and can direct staff within own building to provide professional development</td>
<td>• Utilizes staff according to strengths and weaknesses and can direct staff to aid other schools in the district, (e.g., Providing professional development or purchasing instructional resources)</td>
</tr>
<tr>
<td>• Little, if any, attention is provided in managing and monitoring fiscal resources</td>
<td>• May have a budget but little planning or forethought goes into it. Money is spent just to spend it and does not focus purchasing on school vision</td>
<td>• Plans a budget based on school vision to monitor spending and uses financial resources appropriately</td>
<td>• Delegates responsibility and discovers leadership potential among staff and promotes that potential</td>
</tr>
<tr>
<td></td>
<td>• Problems or findings are noted in implementing or overseeing the fiscal program</td>
<td></td>
<td>• School administrators take pride in the building and have a proactive stance in working with custodial staff to have a clean, organized, safe, and orderly environment. Notifies District of pressing issues when appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Plans a budget early. Focuses on district priorities when building the budget and expending resources</td>
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</tbody>
</table>
Common Rubric for Administrative Performance: **Standard 4 – Administrator utilizes the resources of the community at large**

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Administrator attends community committees and meetings as a part of their job but does not utilize resources presented</td>
<td>• Administrator occasionally attends and participates in community committees and meetings to research information pertinent to the school. Rarely attends state or national conferences.</td>
<td>• Administrator attends and participates in community committees and state meetings to research information pertinent to the school.</td>
<td>• Administrator attends and participates in community, state, and national committees and meetings to research information pertinent to the school and district.</td>
</tr>
<tr>
<td>• Activities such as service learning are used, but only as a requirement of the district</td>
<td>• Activities such as service learning are used, but ineffectively and only at the request of the district. Community resources are not utilized to their potential.</td>
<td>• Promotes activities such as service learning in some areas to utilize community resources and brings those resources to their school.</td>
<td>• Consistently promotes activities such as service learning throughout the school to utilize community resources and brings those resources to the district.</td>
</tr>
<tr>
<td>• Community and family relationships are sporadic at best and done with little planning and understanding of the needs of those stakeholders</td>
<td>• Community and family relationships are only occasionally established.</td>
<td>• Promotes positive community and family relationships by attending activities, meetings, etc. that effect those relationships.</td>
<td>• Seeks out and promotes positive community and family relationships by planning and attending activities, meetings, etc. that effect those relationships.</td>
</tr>
<tr>
<td>• Administrator is not aware of issues facing their stakeholders or those of the district</td>
<td>• Administrator is only occasionally an advocate for students, their families, staff.</td>
<td>• Administrator is an advocate for students, their families, staff, and district across the state.</td>
<td>• Administrator is a constant advocate for students, their families, staff, and district across the state and nation.</td>
</tr>
<tr>
<td>• Does not collaborate at all to shape education and has to be directed about educational decision-making process</td>
<td>• Occasionally collaborates with staff to shape educational paradigm within the boundaries of their building utilizing ineffective interpersonal communication and collaborative skills.</td>
<td>• Collaborates with local leaders and principals to shape educational paradigm utilizing effective interpersonal communication and collaborative skills.</td>
<td>• Collaborates with district, state and national leaders to shape educational paradigm utilizing effective interpersonal communication and collaborative skills.</td>
</tr>
<tr>
<td>• Occasionally attends professional development, but does not understand or implement trends or innovation and does not recognize it in their staffs either</td>
<td>• By attending professional development at the request of the district, administrators gain an understanding of upcoming trends and movements, and effectively share them in the school only.</td>
<td>• By attending professional development on their own, administrators bring back to the district innovative ideas and promote staff to share within school and the district.</td>
<td>• By attending professional development on their own, administrators bring back to the district innovative ideas and promotes staff to share with the rest of the district.</td>
</tr>
<tr>
<td>• Demonstrates little to no professional growth</td>
<td>• Demonstrates some professional growth</td>
<td>• Demonstrates professional growth and shares with staff and/or district</td>
<td>• Is the model of professional growth and sharing with district</td>
</tr>
</tbody>
</table>
**Common Rubric for Administrative Performance: Standard 5- Administrators are ethical, fair, and act with integrity**

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not understand accountability standards across the district or at their own building and does not effectively make connections from those standards to the implementation of instructional practice. Consistently asks district for guidance in implementation of standards</td>
<td>• Generally understands accountability standards across the district but does not effectively make connections from those standards to the implementation of instructional practice</td>
<td>• Understands and collaborates with other administrators at district meetings to understand accountability standards across the district</td>
<td>• Understands and collaborates with other administrators to develop accountability standards across the district and beyond</td>
</tr>
<tr>
<td>• Administrator does not realize that he or she is the moral and ethical leader in their building and instead allows teachers to assume those roles</td>
<td>• Administrator is not always conscientious about his or her role as a model for students and staff in their building</td>
<td>• Administrator is conscientious about his or her role as a model for students and staff in their building</td>
<td>• Administrator treats all students, staff, and other administrators with dignity and is conscientious about his or her role as a model for those groups</td>
</tr>
<tr>
<td>• Administrator is not self-reflective about decisions and their impact on their school and does not make decisions based on their reflections; instead relies on the district to make decisions for them</td>
<td>• Administrator is reactively self-reflective about decisions and their impact on their school and does not make decisions based on their reflections</td>
<td>• Professional behavior with staff through punctual and consistent attendance and dress</td>
<td>• Administrator is self-reflective about decisions and their impact on their school and proactively makes decisions based on their reflections</td>
</tr>
<tr>
<td>• Poor attendance, dress, and punctuality that does not exhibit professionalism</td>
<td>• Attendance and punctuality are consistent but only works when “on the clock”</td>
<td>• Adheres to the professional code of ethics on a consistent basis</td>
<td>• Professional behavior with staff through punctual and consistent attendance and dress</td>
</tr>
<tr>
<td>• The professional code of ethics is not integral to the administrator</td>
<td>• The professional code of ethics is followed a majority of the time</td>
<td>• Promotes practices with staff that are fair and respect the diversity and individual differences of staff and students</td>
<td>• Promotes practices with staff that are fair and respect the diversity and individual differences of staff and students</td>
</tr>
<tr>
<td>• Rarely promotes practices with staff that are fair and respect the diversity and individual differences of staff and students</td>
<td>• Occasionally promotes practices with staff that are fair and respect the diversity and individual differences of staff and students</td>
<td>• Sets the standard for professional dress, attendance, and punctuality at school and functions</td>
<td>• Models practices with staff that are fair and respect the diversity and individual differences of staff and students</td>
</tr>
<tr>
<td>Does Not Meet</td>
<td>Needs Improvement</td>
<td>Meets</td>
<td>Exceeds</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• No attempt is made to integrate technology interaction</td>
<td>• Technology use with staff/students is not the norm in the building</td>
<td>• Teachers and students integrate technology into learning</td>
<td>• Students and teacher use emerging technology including communication, web 2.0, web pages, and other tools as they become available to enhance and extend the learning of students and increases collaboration with parents</td>
</tr>
<tr>
<td></td>
<td>• Does not utilize available software</td>
<td>• Incorporates multiple uses of technology for self, teachers and students</td>
<td>• Uses technology in innovative ways to present information and ideas</td>
</tr>
<tr>
<td></td>
<td>• Does not respond to emails or does not answer in a timely manner</td>
<td>• Effectively communicates within district and with others in the performance of their duties</td>
<td>• Encourages teachers and students to use technology in innovative ways to facilitate their own learning or to demonstrate understanding</td>
</tr>
<tr>
<td></td>
<td>• Does not demonstrate ethical and legal use of technology</td>
<td>• Demonstrates ethical and legal use of technology</td>
<td>• Demonstrates ethical and legal use of technology</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
APPENDIX
Instructions for Completing the Individual Corrective Action Plan—APPENDIX A

An individual corrective action plan (ICAP) is required to be developed when an evaluatee does not meet one or more of the evaluation standards on the summative evaluation form. An ICAP may also be developed any time during the school year when there is documented evidence of unsatisfactory performance that has not been corrected through use of the individual professional growth plan or formative feedback.

The Corrective Action Plan is developed by the evaluator in collaboration with the evaluatee. Specific activities and an assistance team are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee must specifically identify and list, in writing:

a. The standard not being met and the supporting performance criteria that identify the weakness(es)
b. The growth objectives needed to meet the standard
c. The activities and procedures to achieve the objectives to improve performance
d. The means of assessing the evaluatee’s improvement toward the objectives
e. Timeline of targeted dates for activities for improvement of performance and appraisal of improvement
f. An assistance team
   1. The primary evaluator in consultation with the evaluate selects the assistance team which will include the principal, a central office administrator, and other personnel as deemed necessary by the primary evaluator
   2. The evaluator/evaluatee/team members meet to discuss the assistance process
   3. Each meeting of the assistance team is documented in summary format with recommendations

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form. Documentation of all reviews, corrective actions, and the evaluator’s assistance must be provided as they occur to the evaluatee.

If the employee, in the judgment of the evaluator makes progress then the summative evaluation is completed and the summative conference occurs. The employee is then back on an individual professional growth plan or may remain on the corrective action for the next year.

Employees who fail to make sufficient progress to meet evaluation standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15th.
# PENDLETON COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>School/Work Site</th>
<th>Date ICAP Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistance Team Members/Roles</th>
<th>Meeting Dates</th>
<th>(Summary of Meetings to be attached)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard to be Addressed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Criteria to be Addressed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ICAP Objective(s) to Achieve Improved Performance</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities and Procedures to Achieve Objective(s)</th>
<th>Date to be completed</th>
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<tbody>
<tr>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment/Appraisal of Achieving Objective(s)</th>
<th>Date to be completed</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Recommendation from Assistance Team</th>
<th>Date</th>
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</table>

## Individual Corrective Action Plan Developed

<table>
<thead>
<tr>
<th>Individual Corrective Action Plan Developed</th>
<th>Annual Review: Achieved Revised Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluatee’s Signature/Date:</td>
<td>Evaluatee’s Signature/Date:</td>
</tr>
<tr>
<td>Evaluator’s Signature/Date:</td>
<td>Evaluator’s Signature/Date:</td>
</tr>
</tbody>
</table>

*The signatures indicate that the evaluatee and evaluator have read this document. A copy is to be sent to Central Office and filed in the evaluatee’s district personnel file by after review.*

Pendleton County Schools Certified Evaluation Plan
## Corrective Action Plan
### DATE VERIFICATION OF STEPS

<table>
<thead>
<tr>
<th>Steps</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Need for Individual Corrective Action Plan Conveyed to Evaluatee</td>
<td></td>
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<tr>
<td>Development of Corrective Action Plan by Evaluator in Collaboration with Evaluatee</td>
<td></td>
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<tr>
<td>Assistance Team Selected</td>
<td></td>
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<tr>
<td>Orientation Meeting of Assistance Team to determine role of members</td>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Meeting of Assistance Team/review of progress on ICAP</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Meeting of Assistance Team/review of progress on ICAP</td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Meeting of Assistance Team/review of progress on ICAP</td>
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<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Meeting of Assistance Team/review of progress on ICAP</td>
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<tr>
<td>Recommendation of Assistance Team</td>
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<tr>
<td>Summative Conference with Employee</td>
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<tr>
<td>Summative Evaluation</td>
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<tr>
<td>Conference with Superintendent (if necessary)</td>
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<tr>
<td>Termination Letter (if necessary)</td>
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</tbody>
</table>

### Signatures:
- Primary Evaluator
- Evaluator (if different from primary evaluator)
- Evaluatee
- Team Members:
Individual Corrective Action Plan

ASSISTANCE TEAM LOG

Date of Meeting: _______________________

Employee: ______________________________

Team Members Present:

____________________________________
____________________________________
____________________________________

Summary of Meeting:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Recommendations:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Date of Next Meeting: ______________________
**APPEALS PROCESS: Appendix B**

**Appeals**: 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.

**THE CERTIFIED EVALUATION APPEALS PROCESS**

**Certified Evaluation Appeals Panel Election Procedures**

1. The certified employees shall elect two members and two alternates to serve on the Certified Evaluations Appeal Panel for a two (2) year term.

2. The Pendleton County Board of Education shall appoint one certified employee and one alternate certified employee to the panel for a two (2) year term.

3. By September 1, of odd numbered years, all certified employees shall be given an application to complete if they want their names to be placed on the ballot in an election to choose members of the Certified Employee Appeals Panel.

4. Employees interested in running in the election are to return their completed application to the Central Office to the Evaluation Coordinator within 5 work days of receipt.

5. By September 15, ballots listing the candidates shall be prepared and distributed to all certified staff members by the Evaluation Coordinator.

6. Completed ballots shall be collected by the principal or designee at each school and sent to the Evaluation Coordinator by the next school day where they will be kept on file for 2 years.

7. The Evaluation Coordinator shall total the votes. Tally sheets shall be kept on file at the central office for two years.

8. Each election year, the four candidates with largest votes are named as members of the appeals panel.

9. The candidates receiving the first and second largest vote totals shall be named primary panel members. The candidates receiving the third and fourth largest vote shall serve on the panel whenever the primary panel members are unable to participate.

10. Primary and alternate panel members will serve 2-year terms with members being elected every other year. Members may serve more than one term on the Certified Evaluation Appeals Panel.

11. Panel members shall elect a chairperson at the initial panel meeting. In the event that it is necessary for the chairperson to be represented by an alternate, a temporary chairperson shall be elected by the three (3) panelists to serve until the chairperson is able to resume the chair.

**How to Appeal Certified Evaluations**

1) Any certified employee who believes he or she was not fairly assessed on the Final Summative Evaluation Form may appeal for a review to the chairperson of the Certified Employee Appeals Panel within five (5) work days of signing and dating the final Summative Evaluation form. Appeals not made within the five (5) work days shall be considered untimely and not reviewable.

2) The request for review must be submitted on the appropriate appeal form in the certified evaluation plan. The appeal form must:
   a. Be attached to a copy of the final evaluation form
b. Include a written statement which details both the disagreement and the reason(s) for his/her
disagreement (procedural and/or qualitative).
c. Include pertinent documentation that the evaluatee wants the Panel to review
d. Be submitted to the chairperson within five (5) work days of the signing and dating of the Final
Summative Evaluation form.

3) The certified employee appealing to the Panel has the burden of proof. The evaluator may respond
to any statements made and/or evidence presented by the certified employee and may present any
evidence that supports the Summative evaluation.

4) The chair will convene the Appeals Panel and it will complete its review of the evaluation data no
more than five (5) work days after receipt of the request for review. The Chairperson may disallow
materials and/or information to be presented or used in the hearing when she/he determines that
such materials and/or information is not relevant to the appeal.

5) The panel may issue, no more than two (2) work days after meeting to review the appeal, an
invitation to both the evaluatee and the evaluator to meet with the panel (separately, not together).
The purpose of this would be to obtain additional information needed to prepare a hearing.
   i. All documentation will be reviewed in the presence of all three (3) panel members.
   ii. Both parties will be given the opportunity to review all documentation reasonably in advance
      of the hearing.
   iii. All documentation will be located in a secure place in the Central Office except during Appeals
      Panel meetings.
   iv. Confidentiality will be maintained.
   v. Copies of the documentation shall not be carried away from the established meeting by either
      parties involved or by the Panel Members.

6) The panel will meet, review all documents, discuss, and prepare questions to be asked of each
party by the Chairperson. Additional questions may be posed by panel members during the
hearing.

7) The members of the Certified Employee Appeals Panel, the evaluatee, and the evaluator will be
notified of the time, date, and place of the hearing by the Chairperson. The hearing must take
place within fifteen (15) work days from the date the appeal is filed.

8) Both the evaluatee and the evaluator are notified of the right to be accompanied by a chosen
representative including legal counsel, at their own personal expense.

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

10) No member of the panel shall serve on any appeal in which he/she was the evaluator or the evaluatee or
serve on any appeal brought by the member’s immediate family (spouse, parents, children, step-parents
of children, or in-laws).

11) Panel members, with just cause, may request to be excused from a particular hearing by submitting a
letter to the panel chairperson.

12) The duties of the appeals panel shall be limited to a review of the summative evaluation of any certified
employee who does not agree with his/her evaluation and who appeals to the panel for review of the
same. The panel’s review shall be limited to whether the evaluation did or did not have a factual basis.

13) All hearings will be confidential and will follow these written procedures of the Panel.

14) Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704
KAR 3:345—Evaluation Guidelines, any certified employee who feels that the local district is not properly
implementing the evaluation plan according to the way it was approved by the Kentucky Department of
Education shall have the opportunity to appeal to the Kentucky Board of Education. Its jurisdiction shall be
limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The
panel shall have no jurisdiction relative to complaints involving the professional judgmental
conclusions of evaluations, and the panel’s review shall be limited to the record of proceedings at
the local district level.
Pendleton County Schools

Certified Employee Appeals Form

TO: Certified Employee Appeals Panel

FROM: Name

Social Security Number

School or Worksite

I hereby appeal the summative evaluation of my professional performance for the 20___ - 20___ school year.

My evaluator was ________________________________

He/She reviewed my summative evaluation with me on ___

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

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

Copies to

______________________________  ________________________________
Evaluatee Signature                 Date                     Evaluator Signature                     Date
Pendleton County Schools “Look-fors” for TeachScape Training Rubric for Framework for Teaching: Appendix C

<table>
<thead>
<tr>
<th>The Classroom Environment</th>
<th>2a: Creating an Environment of Respect and Rapport</th>
<th>2b: Establishing a Culture for Learning</th>
<th>2c: Managing Classroom Procedures</th>
<th>2d: Managing Student Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>-Respectful talk and turn-taking</td>
<td>-Belief in the value of the work</td>
<td>-Smooth functioning of all routines</td>
<td>-Clear standards of conduct, possibly posted, possibly referred to during lesson</td>
</tr>
<tr>
<td></td>
<td>-Warmth and caring</td>
<td>-Expectations are high and supported</td>
<td>-Little or no loss of instructional time</td>
<td>-Absence of acrimony between teacher and students concerning behavior</td>
</tr>
<tr>
<td></td>
<td>-Politeness and dignity</td>
<td>through both verbal and nonverbal</td>
<td>-Students playing an important role in carrying out the routines</td>
<td>-Teacher awareness of student conduct</td>
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<td></td>
<td>-Encouragement</td>
<td>behaviors</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>-Active listening</td>
<td>-Quality is expected and recognized</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Fairness</td>
<td>-Effort and persistence are expected and recognized</td>
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<tr>
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<td></td>
<td>-Confidence in ability is evidenced by teachers’ and students’ language and behaviors.</td>
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<tr>
<td>Classroom interactions</td>
<td>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 civility among all members of the class. The net result of interactions is that of connections with students as individuals.</td>
<td>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. 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.</td>
<td>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</td>
<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher’s monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects student dignity.</td>
</tr>
<tr>
<td></td>
<td>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful;</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies.</td>
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<tr>
<td></td>
<td>Interactions among students are</td>
<td></td>
<td></td>
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<tr>
<td>Level 4</td>
<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher’s monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects student dignity.</td>
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<tr>
<td>Level 3</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are</td>
<td>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful;</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies.</td>
<td>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher’s response to student misbehavior is consistent, appropriate and</td>
</tr>
<tr>
<td>Level 2</td>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but many reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</td>
<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td>
<td>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>The classroom culture is characterized by lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>Most instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</td>
<td>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.</td>
</tr>
<tr>
<td>Instruction</td>
<td>3a: Communicating with Students</td>
<td>3b: Using Questioning/Prompts and Discussion Techniques</td>
<td>Component 3c: Engaging Students in Learning</td>
<td>3d: Using Assessment in Instruction</td>
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<tr>
<td>Indicators</td>
<td>-Clarity of lesson purpose</td>
<td>-Questions of high cognitive challenge, formulated by both students and teacher</td>
<td>-Activities aligned with the goals of the lesson.</td>
<td>-The teacher paying close attention to evidence of student learning</td>
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<td></td>
<td>-Absence of content errors and clear explanations of concepts.</td>
<td>-Questions with multiple correct answers, or multiple approaches even when there is a single correct response</td>
<td>-Student enthusiasm, interest, thinking, problem-solving, etc.</td>
<td>-The teacher posing questions specifically created to elicit evidence of student understanding</td>
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<td></td>
<td>-Correct and imaginative use of language.</td>
<td>-Discussion in which the teacher steps out of the central, mediating role.</td>
<td>-Learning tasks that require high-level student thinking and are aligned with lesson objectives.</td>
<td>-The teacher circulating to monitor student learning and to offer feedback.</td>
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<td>-High levels of student participation in discussion.</td>
<td>-Students highly motivated to work on all tasks and are persistent even when the tasks are challenging.</td>
<td>-Students assessing their own work against established criteria.</td>
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<td>-Students actively “working” rather than watching while their teacher “works.”</td>
<td>-The teacher adjusting instruction in response to evidence of student understanding (or lack of it).</td>
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<td>-Suitable pacing of lesson; neither dragging or rushed; time for closure and reflection</td>
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<tr>
<td>Level 4</td>
<td>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests. Students contribute to extending the content and explaining concepts to their classmates. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</td>
<td>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
<td>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</td>
<td>Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate and specific and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.</td>
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<tr>
<td>Level 3</td>
<td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher’s explanation of content is well scaffolded, clear, and accurate and connects with student knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ ages and interests.</td>
<td>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose learning, and adjustment to instruction is made to address student misunderstanding.</td>
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<tr>
<td>Level 2</td>
<td>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher’s spoken language is correct; however, vocabulary is limited or not fully appropriate to students; ages or backgrounds.</td>
<td>The teacher’s questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.</td>
<td>Assessment is sporadically used to support instruction through some teacher and/or student monitoring of progress of learning. Feedback to students is general, and students are only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning. Adjustment of the lesson in response to the assessment is minimal or ineffective.</td>
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<tr>
<td>Level 1</td>
<td>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher’s questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</td>
<td>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</td>
<td>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. There is no attempt to adjust the lesson as a result of assessment.</td>
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<tr>
<td>District Student Growth Goal (SGG) Rubric</td>
<td>S.M.A.R.T. STRUCTURE OF THE STUDENT GROWTH GOAL</td>
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<tr>
<td><strong>‘SPECIFIC’</strong></td>
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<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Identifies an area of need pertaining to current students’ abilities (or trajectory target).</td>
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<tr>
<td><strong>NEEDS REVISION</strong></td>
<td>Identifies a specific area of need, but lacks supporting data for current students (or trajectory target).</td>
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<tr>
<td><strong>INSUFFICIENT</strong></td>
<td>Is not focused on a specific area of need</td>
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<tr>
<td>Does the SGG focus on a specific area of need based on an enduring skill or understanding/overarching goal?</td>
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<tr>
<td>Identifies target(s) that establish and differentiate expected performance for ALL students (e.g. Spec. Ed, GT, ELL etc.)</td>
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<tr>
<td>Include target(s), but fails to differentiate expected performance for one or both targets</td>
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</table>

| **‘MEASURABLE’** |
| **ACCEPTABLE** | Uses appropriate measures for base-line, mid-course, and end of year/course data collection. |
| **NEEDS REVISION** | Is anchored in baseline data and Identifies multiple measures that demonstrate where targeted audience is in meeting or exceeding the intent of the standard(s) being assessed |
| **INSUFFICIENT** | Uses measures that fail to clearly demonstrate performance for the identified skill. |
| Is an appropriate measure selected to assess the goal? |
| Is anchored in baseline data and Identifies multiple measures that demonstrate where targeted audience is in meeting or exceeding the intent of the standard(s) being assessed |
| Only allows targeted audience to demonstrate competency of part, but not all aspects of the standards being assessed |

| **‘APPROPRIATE’** |
| **ACCEPTABLE** | Aligned to KCAS grade level standards (or international, national state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed |
| **NEEDS REVISION** | Congruent to content, but not aligned to grade level standards. |
| **INSUFFICIENT** | Is not congruent or appropriate for grade level/content area standards |
| Is the SGG rigorous, realistic, and standards based? |
| Address critical content, enduring skill(s) which targeted audience is expected to master necessary for advancement to future coursework/growth in goal |
| Focuses on a standards-based skill that does not match enduring skill criteria: |
| Goal is too narrow; focusing on a narrow skill or topic. |
| Goal is written in a general context and encompasses too much content. |
| Goal lists multiple enduring skills/overarching goals of adopted state standards |

| **‘RELIABLE’** |
| **ACCEPTABLE** | Includes growth and/or proficiency targets that are rigorous for targeted audience, but attainable with support. |
| **NEEDS REVISION** | Includes targets that are achievable, but fail to stretch attainability expectations |
| **INSUFFICIENT** | Includes targets that do not articulate expectations AND/OR targets are not achievable |
| Is the SGG results-oriented and relevant? |
| Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills |
| Uses limited criteria across similar classrooms/audiences (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills |
| For similar classrooms/audiences, data collected for the student growth goal: does not reflect common criteria used to determine progress |

| **‘TIME-BOUND’** |
| **ACCEPTABLE** | Is appropriate for the instructional interval defined and explicitly states time-bound (year-long/course-long) interval of instruction |
| **NEEDS REVISION** | Specifies less than/more than time-bound (year-long/course-long) interval of instruction |
| **INSUFFICIENT** | Fails to specify an interval of instruction |
| Does the SGG specify an appropriate instructional interval? |
## Pendleton County Schools

### WALKTHROUGH RUBRIC (Based On Danielson Framework)

<table>
<thead>
<tr>
<th>Pendleton County Walkthrough</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2a: Creating an Environment of Respect and Rapport</strong></td>
<td>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 civility among all members of the class. The net result of interactions is that of connections with students as individuals. The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. 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. Student successes are recognized and celebrated.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like. The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. Student successes are recognized and celebrated.</td>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but many reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral; conveying neither warmth nor conflict. The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate or insensitive to students’ ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. The classroom culture is characterized by lack of teacher or student commitment to learning and/or little or no investment of student energy in the task at hand. Hard work is not expected or valued. Medium to low expectations for students for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
</tr>
<tr>
<td><strong>2b: Establishing a Culture for Learning</strong></td>
<td>Classroom climate is relaxed, friendly &amp; respectful, demonstrating an understanding &amp; interest in each child, students feel comfortable taking positive risks</td>
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<td>Expectation for all students to participate, respectful talk and turn-taking, along with active listening are observed</td>
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<td></td>
<td>High expectations for all students that promote a culture of learning are observed</td>
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<td></td>
<td>Belief in the value of quality work and participation is expected &amp; recognized</td>
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</table>
### Pendleton County Schools WALKTHROUGH RUBRIC

<table>
<thead>
<tr>
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<th>Accomplished</th>
<th>Developing</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>2c: Managing Classroom Procedures</strong></td>
<td>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher’s monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects student dignity.</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies is consistently successful. With minimal guidance and prompting, students follow established classroom routines. Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher’s response to student misbehavior is consistent, appropriate and respectful to students, and effective.</td>
<td>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</td>
<td>Most instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.</td>
</tr>
<tr>
<td><strong>2d: Managing Student Behavior</strong></td>
<td><strong>Procedures are posted, taught and reinforced; therefore, creating an environment of fairness, predictability &amp; safety</strong></td>
<td><strong>Smooth functioning of all routines: little or no loss of instructional time</strong></td>
<td><strong>Student behavior and misbehavior is attended to, recognized, and consequences are fair</strong></td>
<td><strong>Strategies for reinforcing appropriate behavior as well as strategies for addressing inappropriate behavior are used consistently</strong></td>
</tr>
</tbody>
</table>

- Procedures are posted, taught and reinforced; therefore, creating an environment of fairness, predictability & safety
- Smooth functioning of all routines: little or no loss of instructional time
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- Strategies for reinforcing appropriate behavior as well as strategies for addressing inappropriate behavior are used consistently
### Pendleton County Schools WALKTHROUGH RUBRIC

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<tr>
<th>Pendleton County Walkthrough</th>
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<tbody>
<tr>
<td><strong>3a: Communicating with Students</strong></td>
<td>The teacher links the <strong>instructional purpose</strong> of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with student interests. Students contribute to extending the content and explaining concepts to their classmates. The teacher’s spoken and written language is expressive and the teacher finds opportunities to extend students’ vocabularies.</td>
<td>The <strong>instructional purpose</strong> of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. The teacher’s explanation of content is well scaffolded, clear, and accurate and connects with student knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. The teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ ages and interests.</td>
<td>The teacher’s attempt to explain the <strong>instructional purpose</strong> has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear while other portions are difficult to follow. The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher’s spoken language is correct; however, vocabulary is limited or not fully appropriate to students; ages or backgrounds.</td>
<td>The <strong>instructional purpose</strong> of the lesson is unclear to students and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors. The teacher’s spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
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<tr>
<td>□ Learning targets are posted and used meaningfully throughout the lesson.</td>
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<tr>
<td>□ Instructional purpose of the lesson is clearly communicated.</td>
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<tr>
<td>□ Activities are appropriate and intentionally congruent to standard (clarity of lesson purpose)</td>
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<td>□ Students are intellectually engaged in the lesson.</td>
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<td>□ Literary connections and strategies are embedded</td>
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<tr>
<td><strong>3b: Using Questioning/Prompts and Discussion Techniques</strong></td>
<td>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
<td>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond &amp; stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>The teacher’s questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</td>
<td>The teacher’s questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</td>
</tr>
<tr>
<td>Pendleton County Walkthrough</td>
<td>Exemplary</td>
<td>Accomplished</td>
<td>Developing</td>
<td>Ineffective</td>
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<tr>
<td>3c: Engaging Students in Learning</td>
<td>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</td>
<td>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>The learning tasks and activities are partially aligned with the instruction outcomes but require only minimal thinking by students allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged. Implements instruction based only on standards and/or learning targets.</td>
<td>The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</td>
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<tr>
<td>□ The learning tasks are designed to differentiate for student learning</td>
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<tr>
<td>□ Multiple instructional modalities &amp; strategies are observed</td>
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<td>Technology Usage: ____________________</td>
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<tr>
<td>□ Cognitively complex tasks are observed that align with lesson objective</td>
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<tr>
<td>□ Observation of student engagement through critical thinking, problem solving, enthusiasm &amp; physical movement</td>
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<td>3d: Using Assessment in Instruction</td>
<td>Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate and specific and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings.</td>
<td>Assessment is regularly used during instruction through teacher and/or student monitoring of progress of learning, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose learning, and adjustment to instruction is made to address student misunderstanding.</td>
<td>Assessment is sporadically used to support instruction through some teacher and/or student monitoring of progress of learning. Feedback to students is general, and students are only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning. Adjustment of the lesson in response to the assessment is minimal or ineffective.</td>
<td>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. There is no attempt to adjust the lesson as a result of assessment.</td>
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<tr>
<td>□ Strategies are utilized to monitor student learning</td>
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<tr>
<td>□ Questions/prompts/assessments are used to diagnose learning</td>
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<tr>
<td>□ Instruction is adjusted in response to evidence of student misunderstanding/understanding</td>
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<tr>
<td>□ Teacher monitors student learning &amp; offers specific feedback</td>
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<tr>
<td>□ Evidence of student self-assessment, reflection and/or goal setting.</td>
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</tbody>
</table>
APPENDIX G
Charlotte Danielson’s Framework for Teaching, 2011
Adapted for Kentucky Department of Education

<table>
<thead>
<tr>
<th>Domain 1 Planning &amp; Preparation</th>
<th>Domain 2 Classroom Environment</th>
<th>Domain 3 Instruction</th>
<th>Domain 4 Professional Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>A. Demonstrating Knowledge of Content and Pedagogy</td>
<td>A. Creating an Environment of Respect and Rapport</td>
<td>A. Communicating with Students</td>
<td>A. Reflecting on Teaching</td>
</tr>
<tr>
<td>i. Knowledge of Content and the Structure of the Discipline</td>
<td>i. Teacher Interaction with Students</td>
<td>i. Expectations for Learning</td>
<td>i. Accuracy</td>
</tr>
<tr>
<td>ii. Knowledge of Prerequisite Relationships</td>
<td>ii. Student Interactions with One Another</td>
<td>ii. Directions and Procedures</td>
<td>ii. Use in Future Teaching</td>
</tr>
<tr>
<td>iii. Knowledge of Content-Related Pedagogy</td>
<td>B. Establishing a Culture for Learning</td>
<td>iii. Explanation of Content</td>
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<tr>
<td>B. Demonstrating Knowledge of Students</td>
<td>i. Importance of the Content</td>
<td>iv. Use of Oral and Written Language</td>
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<tr>
<td>i. Knowledge of Child and Adolescent Development</td>
<td>ii. Expectations for Learning and Achievement</td>
<td></td>
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<tr>
<td>ii. Knowledge of the Learning Process</td>
<td>iii. Student Pride in Work</td>
<td></td>
<td>B. Maintaining Accurate Records</td>
</tr>
<tr>
<td>iii. Knowledge of Students’ Skills, Knowledge, and Language Proficiency</td>
<td></td>
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<td>i. Student Completion of Assignments</td>
</tr>
<tr>
<td>iv. Knowledge of Students’ Interests and Cultural Heritage</td>
<td>C. Engaging Students in Learning</td>
<td>ii. Student Progress in Learning</td>
<td>ii. Information About Individual Students</td>
</tr>
<tr>
<td>v. Knowledge of Students’ Special Needs</td>
<td>i. Activities and Assignments</td>
<td>iii. Non-Instructional Records</td>
<td>iii. Engagement of Families in the Instructional Program</td>
</tr>
<tr>
<td>C. Selecting Instructional Outcomes</td>
<td>ii. Grouping of Students</td>
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<tr>
<td>i. Value, Sequence, and Alignment</td>
<td>iii. Instructional Materials and Resources</td>
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<td>D. Participating in a Professional Community</td>
</tr>
<tr>
<td>ii. Clarity</td>
<td>iv. Structure and Facilitating</td>
<td>i. Relationships with Colleagues</td>
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<tr>
<td>iii. Balance</td>
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<td>ii. Involvement in a Culture of Professional Inquiry</td>
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<tr>
<td>iv. Suitability for Diverse Learners</td>
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<td>iii. Service to the School</td>
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<tr>
<td>D. Demonstrating Knowledge of Resources</td>
<td>D. Using Assessment in Instruction</td>
<td>iv. Participation in School and District Projects</td>
<td></td>
</tr>
<tr>
<td>i. Resources for Classroom Use</td>
<td>i. Assessment Criteria</td>
<td></td>
<td>E. Growing and Developing Professionally</td>
</tr>
<tr>
<td>ii. Resources to Extend Content Knowledge and Pedagogy</td>
<td>ii. Monitoring of Student Learning</td>
<td>i. Enhancement of Content Knowledge and Pedagogical Skill</td>
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</tr>
<tr>
<td>iii. Resources for Students</td>
<td>iii. Feedback to Students</td>
<td>ii. Receptivity to Feedback from Colleagues</td>
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<tr>
<td>E. Designing Coherent Instruction</td>
<td>iv. Student Self-Assessment and Monitoring of Progress</td>
<td>iii. Service to the Profession</td>
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<tr>
<td>i. Learning Activities</td>
<td>E. Demonstrating Flexibility and Responsiveness</td>
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<td>F. Demonstrating Professionalism</td>
</tr>
<tr>
<td>ii. Instructional Materials and Resources</td>
<td>i. Lesson Adjustment</td>
<td>i. Integrity and Ethical Conduct</td>
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<tr>
<td>iii. Instructional Groups</td>
<td>ii. Response to Students</td>
<td>ii. Service to Students</td>
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<tr>
<td>iv. Lesson and Unit Structure</td>
<td>iii. Advocacy</td>
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<td>iv. Decision Making</td>
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<tr>
<td>F. Designing Student Assessment</td>
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<td></td>
<td>Compliance with School and District Regulations</td>
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<tr>
<td>i. Congruence with Instructional Outcomes</td>
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<tr>
<td>ii. Criteria and Standards</td>
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<tr>
<td>iii. Design of Formative Assessments</td>
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<tr>
<td>iv. Use for Planning</td>
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<tr>
<th>Component: Communicating With Students</th>
<th>Targeted Element: Directions and Procedures</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher’s directions and procedures are confusing to students. There is no differentiation.</td>
<td>Teacher’s directions and procedures are clarified after initial student confusion.</td>
<td>Teacher’s directions and procedures are clear to students using the student’s mode of communication.</td>
<td>Teacher’s directions and procedures are clear to students. The teacher uses the student’s mode of communication and uses clarifying strategies to make sure the student understands expectations. Directions are also repeated and reviewed throughout the lesson.</td>
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<td></td>
<td>Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Teacher uses too much language that is confusing or frustrating to the student. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>Teacher’s spoken language is audible and written language is legible. Teacher uses vocabulary that students do not know or understand. Teacher contradicts themselves in the lesson giving student conflicting and confusing information.</td>
<td>Teacher’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the student’s age, interests and the students have been explicitly taught the meaning of the words before they are used with the students.</td>
<td>Teacher’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that has been explicitly taught with multiple examples (objects, pictures, etc.) and reviewed with the students. Teachers communicate with students in their mode of communication.</td>
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<td></td>
<td>Use of oral and written language</td>
<td>Teacher’s questions are of poor quality, with low cognitive challenge. They are asked in rapid succession and have no meaning for the student.</td>
<td>Teacher’s questions are a combination of low and high quality, posed in rapid succession. Students are not given wait time to answer questions</td>
<td>Teacher’s questions are of uniformly high quality, with adequate time for students to respond. Students are taught to formulate their own questions. Students are given accommodations when they are asked for and as needed and can answer questions in a variety of ways.</td>
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<tr>
<th>Component: Using Questioning &amp; Discussion Techniques</th>
<th>Targeted Element: Quality of questions</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participation</td>
<td>Students are not engaged in activities and there are no expectations for them to participate because “they cannot do anything”.</td>
<td>Teacher attempts to engage all students, but with limited success. There are a few low expectations for students.</td>
<td>Teacher successfully engages all students through differentiated instruction. There are expectations for the students</td>
<td>Teacher successfully engages all students through differentiated instruction. There are high expectations for all students. Teachers use a variety of strategies and techniques so</td>
<td></td>
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<tr>
<td>Activity</td>
<td>Description</td>
<td>Current Status</td>
<td>Ideal Status</td>
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<tr>
<td><strong>Engaging Students in Learning</strong></td>
<td>Activities and assignments are inappropriate for student’s age or ability level. Students are not engaged in assignments it is just “busy work.”</td>
<td>Activities and assignments are appropriate to some students and engage them but there is no connection between assignments and learning.</td>
<td>Most activities are appropriate to students and the students are engaged. Students understand what they are learning and how the assignment applies to what they have learned.</td>
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<tr>
<td>Instructional materials and resources</td>
<td>Instructional materials and resources are unsuitable to the instructional needs of the students and they do not engage the students. Some students do not have materials.</td>
<td>Instructional materials and resources are only partially suitable to the instructional needs of the students and they partially engage the student.</td>
<td>Instructional materials and resources are suitable to the instructional needs of all students. All students have access to materials that they need and the materials are modified if needed. Materials are research based and teachers use them appropriately. Students have choices during instruction on what materials they use and students are encouraged to work with peers instead of relying on additional adult support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Using Assessment in Instruction</strong></td>
<td>Teacher does not monitor IEP goals and objectives</td>
<td>Teacher has some data but does not use it to make decisions on the student’s educational needs.</td>
<td>Teacher has data and uses it to make some decisions on the educational needs of the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring of student learning</td>
<td>Teacher’s feedback is of poor quality and not provided in a timely manner. It is not in the child’s mode of communication</td>
<td>Teacher’s feedback is vague and not consistent. It is in the child’s mode of communication.</td>
<td>Teacher’s feedback is timely and specific to the student. It seems intentional and genuine. It is in the child’s mode of communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback to students</td>
<td>When a student has difficulty learning, the teacher either gives up or blames the student or the student’s home environment.</td>
<td>Teacher accepts responsibility for the success of all students only knows a few programs or strategies to use with students.</td>
<td>Teacher persists in seeking new approaches, strategies, and programs for students who have difficulty learning. They draw from a broad repertoire and try several things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistence</td>
<td>Teacher persists in seeking effective approaches for students who need help. They use a variety of strategies and programs for students who have difficulty learning. They seek professional development to help them continue to grow professionally and meet the needs of all their students. They look in the school and in the district for additional resources.</td>
<td>Teacher persists in seeking effective approaches for students who need help. They use a variety of strategies and programs for students who have difficulty learning. They seek professional development to help them continue to grow professionally and meet the needs of all their students. They look in the school and in the district for additional resources.</td>
<td>Teacher persists in seeking effective approaches for students who need help. They use a variety of strategies and programs for students who have difficulty learning. They seek professional development to help them continue to grow professionally and meet the needs of all their students. They look in the school and in the district for additional resources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Charlotte Danielson’s Framework modified for Special Education Resource Setting

<table>
<thead>
<tr>
<th>Component: Communicating With Students</th>
<th>Targeted Element: Directions and Procedures</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimal or insufficient evidence is present.</td>
<td>Ineffective</td>
</tr>
<tr>
<td></td>
<td>The teacher’s directions are delivered in one form of communication and are rarely referenced during instruction.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>The teacher’s directions and procedures are clear to the students and are reviewed throughout instruction. Directions and procedures are presented but not in a way every student can understand.</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>The teacher’s directions and procedures are posted in the classroom, clear to the students, and are reviewed throughout instruction. Directions and procedures are presented in multiple modes and in the student’s mode of communication. This may include but is not limited to: picture supports, sign language, voice output devices, and object representation.</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component: Communicating With Students</th>
<th>Targeted Element: Use of oral and written language</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimal or insufficient evidence is present.</td>
<td>Ineffective</td>
</tr>
<tr>
<td></td>
<td>The teacher uses vocabulary terms from the core content but doesn’t differentiate for individual student need. Some reinforcement for correct responses is evident.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>The teacher’s vocabulary is carefully chosen to address individual student need and some basic instruction on key content words is evident. Teachers reinforce students intermittently for using their communication systems, voices, or participating.</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>The teacher’s vocabulary is carefully chosen to address individual student need and intentional instruction on key content words is evident. Teachers reinforce students for using appropriate words, vocabulary terms and utilizing their “form” of expressive communication.</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component: Using Questioning &amp; Discussion Techniques</th>
<th>Targeted Element: Quality of questions</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimal or insufficient evidence is present.</td>
<td>Ineffective</td>
</tr>
<tr>
<td></td>
<td>The teacher’s questions and discussion highlight core content concepts and some functional connections are taught. Students are given adequate wait time occasionally and positive reinforcement and adequate feedback are delivered inconsistently.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>The teacher’s questions target the essential information. Questions presented or discussions led during instruction are linked to a meaningful or functional activity. The teacher gives the students adequate wait time to respond, gives immediate feedback, and provides the student with a system to participate that is in their mode of communication.</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>The teacher’s questions target the essential information. Questions presented or discussions led during instruction place an emphasis on how the skill is functional to the student. The teacher gives the students adequate wait time to respond, gives immediate feedback, and provides the student with a system to participate that is in their mode of communication. Following direct instruction the student is asked to perform an application activity or a generalization activity is evident.</td>
<td>Exemplary</td>
</tr>
<tr>
<td><strong>Engaging Students in Learning</strong></td>
<td><strong>Activities and Assignments</strong></td>
<td><strong>Instructional materials and resources</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Student participation</td>
<td>Minimal or insufficient evidence present.</td>
<td>Minimal or insufficient evidence present.</td>
</tr>
<tr>
<td>The instruction is not built around the needs of the students and opportunities for students to respond or communicate are limited. Students are participating on a limited basis.</td>
<td>The planning and instructional design is minimal. Students are engaged in parts of the instruction and the activities are somewhat meaningful to the student. The teacher gives minimal opportunities for responding and choice making. Some accommodations are provided.</td>
<td>Embedding student choice making about their materials or the instructional process is not evident. Some tasks are completed for students instead of being modified to meet their needs. Strategies used are not evidenced based strategies for students with low-incidence disabilities.</td>
</tr>
<tr>
<td>The teacher differentiates some of their instruction for individual student need. Every student is provided opportunities to communicate and respond appropriately. Some feedback is provided to the students when they are responding during instruction. Students are participating throughout instruction.</td>
<td>Direct instruction, activities, and assignments are designed to enhance student learning. All students are engaged in the activities and assignments and they are meaningful to the student. The teacher embeds some opportunities for choice making and considers the needs of the individual learner and provides accommodations accordingly.</td>
<td>Students are encouraged to make choices. Student materials used are age appropriate and the resources or instructional strategies used are systematic and evidenced based for students with low-incidence disabilities.</td>
</tr>
<tr>
<td>Feedback to students</td>
<td>Minimal or insufficient evidence present.</td>
<td>The teacher delivers some feedback to students. Some positive reinforcement is evident but not intentional. Descriptive feedback does not occur at a greater rate than redirections and reprimands.</td>
</tr>
</tbody>
</table>

| Demonstrating Flexibility and Responsiveness | Persistence | Minimal or insufficient evidence present. | The teacher is trained in basic systematic instructional strategies and a few curriculums designed for low-incidence students. The teacher does most mandatory PD related to their teaching position but does not seek out training specific to meeting the needs of their students. | The teachers uses a plethora of systematic instructional strategies, curriculums, and consultation with other team members to meet the needs of their students. The teacher is persistent in seeking our effective approaches for their students and engages in professional development that is specific to teaching students with low-incidence disabilities. | The teachers uses a plethora of systematic instructional strategies, curriculums, and consultation with other team members to meet the needs of their students. The teacher is persistent in seeking our effective approaches for their students and engages in professional development that is specific to teaching students with low-incidence disabilities. |
APPENDIX I

PERFORMANCE STANDARDS

| Performance Standard 1: Instructional Leadership | The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. |
| Sample Performance Indicators | Examples may include, but are not limited to: |
| **The principal:** | |
| 1.1 | Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan. |
| 1.2 | Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement. |
| 1.3 | Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness. |
| 1.4 | Demonstrates knowledge of research-based instructional best practices |
| 1.5 | Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum. |
| 1.6 | Supports teachers to access resources for the successful implementation of effective instructional strategies. |
| 1.7 | Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.* |
| 1.8 | Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time. |
| 1.9 | Provides the instructional focus & creates the culture for continuous learning of all members of the school community. |
| 1.10 | Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth. |
| 1.11 | Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation. |
| 1.12 | Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams). |
| 1.13 | Evaluates the impact professional learning has on the staff/school improvement and student academic progress. |

**Suggested Guiding Questions/Prompts:**

1. *Please describe any innovative and effective leadership strategies that you have used this year.*
2. *What opportunities have you created this year for collaboration among teachers?*
3. *How have you strived this year to improve the teachers’ effective instructional practices associated with different subject areas?*
4. *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
5. *How do you monitor teachers’ performance and provide constructive feedback to them?*
6. *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
7. *How do you involve the expertise of teacher leaders?*

**Evaluator’s Feedback:**

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal <em>rarely</em> fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</td>
<td>The principal <em>inconsistently</em> fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</td>
<td>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</td>
<td>The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.</td>
</tr>
</tbody>
</table>
Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Promotes a culture of collaboration, trust and shared leadership.

2.5 Supports the staff through continuous improvement efforts.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.

2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.

2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.

2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

- Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.
- Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.
- What are the strategies you use to nurture and sustain a climate of trust in your school?
- Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.
- What are the internal and external factors that you perceive are affecting your school?
- How have you strived this year to make the school environment more academically rigorous?

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

**Evaluator’s Feedback:**

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
<td>The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.</td>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.</td>
</tr>
</tbody>
</table>
### Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

#### Sample Performance Indicators

Examples may include, but are not limited to:

**The principal:**

1. Actively participates in an effective and efficient selection process in consultation with the school council.
2. Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
3. Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
4. Provides a mentoring process for all new and targeted instructional personnel.
5. Manages the supervision and evaluation of staff in accordance with local and state requirements.
6. Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
7. Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
8. Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
9. Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
10. Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

- Please give examples of ways you have helped your teachers and staff to become more effective this year.
- Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.
- In what ways do you support the achievements of high-performing teachers?
- How do you ensure new teachers and staff receive the support they need during their first year?
- How do you foster an atmosphere of professional learning among staff?
- What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

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

Evaluator’s Feedback

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</td>
<td>The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</td>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td>The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).</td>
</tr>
</tbody>
</table>

Pendleton County Schools Certified Evaluation Plan

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**Performance Standard 4: Organizational Management**

The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- **4.1** Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- **4.2** Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- **4.3** Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- **4.4** Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- **4.5** Reviews fiscal records regularly to ensure accountability for all funds.
- **4.6** In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.
- **4.7** Follows state and local policies with regard to finances, school accountability, and reporting.
- **4.8** Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

- Please explain the ways in which you have demonstrated proactive decision-making this year.
- Please provide an example of how you have been able to maximize your available resources.
- How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?
- What information is used to inform the decisions related to organizational management?
- Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?
- What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school’s organizational management?

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

**Evaluator’s Feedback:**

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal <strong>inadequately</strong> supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The principal <strong>inconsistently</strong> supports, manages, or oversees the school’s organization, operation, or use of resources.</td>
<td>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td>The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</td>
</tr>
</tbody>
</table>
Performance Standard 5: Communication and Community Relations
The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

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

The principal:
5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
5.2 Communicates the mission and shared vision, long- and short-term goals, and the school improvement plan to all stakeholders.
5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
5.7 Provides a variety of opportunities for parent and family involvement in school activities.
5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Suggested Guiding Questions/Prompts:
• Please describe how you promote the success of all students through communication.
• How do you engage in open dialogue with multiple stakeholders from the larger school community?
• How do you involve parents and families in student learning?
• How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?
• Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

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

Evaluator’s Feedback:

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders.</td>
<td>The principal inconsistently communicates and/or infrequently collaborates with stakeholders.</td>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.</td>
</tr>
</tbody>
</table>
### Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

#### Suggested Guiding Questions/Prompts:

- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.
- How do you communicate professional beliefs and values to all stakeholders?
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.
- What professional learning have you sought out this year?
- In what ways have you observed a change in your role as a school leader and your leadership style?
- In what ways do you take an active role in professional organizations?

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

**Evaluator’s Feedback:**

### Ineffective

The principal shows **disregard** for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.

### Developing

The principal is **inconsistent** in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.

### Accomplished

The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

### Exemplary

In addition to meeting the requirements for Accomplished

The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).
Support Dialogue Form *(optional)*

*Directions: Principals and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.*

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal’s Name: ________________________________________________________________

Principal’s Signature: ____________________________ Date: _________________

Superintendent’s Name: _______________________________________________________

Superintendent Signature: ________________________________ Date: _______________