

LEWIS COUNTY SCHOOLS

# Certified Evaluation Plan

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**CERTIFIED EVALUATION PLAN COMMITTEE**

**August 10, 2020**

Bill Allen	Principal, Lewis County Middle School
Brenda Box	Instructional Supervisor, District
Alexis Enix	Teacher, Lewis County Middle School
Sara Gullett	Teacher, Lewis County Central Elementary
Stacy Kidwell	Principal, Lewis County Central Elementary
Ashley Lucas	Teacher, Laurel Elementary
Christy Manning	Principal, Tollesboro Elementary
Samantha McCann	Teacher, Lewis County High School
Sarah Porter	Principal, Garrison Elementary School
Anna Sullivan	Teacher, Lewis County High School

## LEWIS COUNTY CERTIFIED EVALUATION PLAN TABLE OF CONTENTS

Assurances.....	3
Roles and Definitions .....	4-5
Certified Evaluation Plan.....	5-7
Observations/Model/Conferencing/Schedule .....	7-8
Performance Rating .....	8-9
Timeline Chart....	10-11
Evaluation Plan – Principals/Other Building Administrators/District Administrators .....	11
Performance Measures/Professional Standards for Education Leaders (PSEL) .....	12
Self-Reflection/Site Visits/Timeline.....	13
Determining Summative Rating.....	14-15
Corrective Action.....	15
Appeals/Hearing.....	16-18
Performance Standards .....	18
Forms.....	19-48

## Assurances: Certified Evaluation Plan

The Lewis 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 (KRS 156.557).

**Name:**

Bill Allen  
Brenda Box  
Alexis Enix  
Sara Gullett  
Stacy Kidwell  
Ashley Lucas  
Christy Manning  
Samantha McCann  
Sarah Porter  
Anna Sullivan

**Title:**

Principal, Lewis County Middle School  
Instructional Supervisor, District  
Teacher, Lewis County Middle School  
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Principal, Lewis County Central Elementary  
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Principal, Tollesboro Elementary  
Teacher, Lewis County High School  
Principal, Garrison Elementary School  
Teacher, Lewis County High School

The evaluation process and criteria used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of the appropriate evaluation techniques (KRS 156.557).

The plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. 704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to the presence of an evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on August 10, 2020. (704 KAR 3:370)

Signature of District Superintendent

Date

8/10/2020

Signature of Chairperson, Board of Education

Date

8/10/2020

### **Lewis County Personnel Evaluation System – Definitions (704 KAR 3:370)**

1. Assistant Principal: A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. Calendar Days: All days of the calendar, including weekends, holidays, etc...
3. Certified Administrator: A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
4. Certified evaluation plan: The procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky framework for Personnel Evaluation.
5. Certified School Personnel: A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
6. Conference: A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. Corrective Action Plan: A plan for improvement up to twelve months in duration for:
  - a. Teacher and other professionals who are rated ineffective as their summative rating.
  - b. Principals, Other Building-Level and District-Level Administrators who are rated ineffective as their summative rating.
8. District-Level Administrator: Certified Administrators in roles at the district level that could include School Chiefs or district-level Directors
9. Evaluatee: Certified school personnel who is being evaluated.
10. Evaluator: the primary evaluator as described in KRS 156.557(5)(c)2.
11. Evaluator Certification: Successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
12. Evidence: Sources of information gathered and documented
13. Face-to-Face: In person or virtual meetings
14. Formative Evaluation: defined by KRS 156.557(1)(a).
15. Full observation: An observation conducted by a certified observer for the length of a full class period or full lesson
16. Instructional Days: School days when students are present in person or in a virtual learning setting
17. Job Category: A group or class of certified school personnel positions with closely related functions.
18. Late Hire: Any employee hired after the first 60 or more consecutive days.
19. Leave of Absence: Any employee not reporting to work for 60 or more consecutive days
20. Multiple Measures of Student Learning: Assessments and data used to demonstrate student learning
21. Non-Traditional Instruction (NTI): Instructional days in which teachers, other professionals, administrators, and students are participating in virtual learning
22. Observation/Work Site Visit: 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.
23. Observer Initial Evaluation Training and Testing: A required KDE approved training for new evaluators to ensure 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
24. Other Professionals: Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board Pursuant to Title 16 KAR
25. Performance Criteria: The areas, skills, or outcomes on which certified school personnel are evaluated.

26. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for personnel Evaluation. Measures include planning, environment, instruction, and professionalism
27. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, other building-level or district-level administrator as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel evaluation. Rating shall be exemplary, accomplished, developing, and ineffective.
28. **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
29. **Principal:** a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR 3:050
30. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school/district resources to accomplish the goals.
31. **Professional Standards for Educational Leaders (PSEL):** The standards by which administrators will be evaluated.
32. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
33. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
34. **Student Surveys:** Surveys that provided data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee
35. **Summative Evaluation:** Defined by KRS 156.557(1)(d).
36. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation
37. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
38. **Virtual Learning:** A learning experience that is enhanced through utilizing computers and/or the internet both outside and inside of the school building. It most commonly takes place in an online environment
39. **Working Days:** A day in the established employee work calendar. Students may or may not be present

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

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

The 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 will be situated within one or more of the four domains of the

framework. Performance will be rated for each component according to 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 measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how 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 measure, 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 (for all roles) must use the following measures in determining overall ratings:

- I. Professional Growth Planning
- II. Self-Reflection
- III. Observation
- IV. Other sources that provide evidence of measures for evaluation (walkthroughs, site visits)
- V. State/District Approved Working Conditions Survey

Other products of practice may include:

- Lesson plans, assessments, student work/other measures of student learning, administrative paperwork, meeting agendas, sign-in sheets, minutes, etc.
- Evidence of contribution toward school/district improvement plan
- Evidence of professional/collegial work (PLC's, leadership cadres, committee contributions, etc.)--all to be addressed individually and quantified in post observation or summative conference.
- Evidence of communication with students/parents/community
- Schedules, events, safety plans procedures, ILP's, etc

#### Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including school/classroom observation feedback, data on student achievement, plant cleanliness, safety, and organization, etc.; professional growth needs will be identified through self-assessment and reflection upon measures and evidence. In collaboration with the immediate supervisor, each certified employee will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection, and be aligned with school and district improvement plans.

Reflective practices and professional growth planning are iterative processes. The evaluatee:

- (1) Reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
- (2) Collaborates with his or her administrator/supervisor to develop a professional growth plan and action steps
- (3) Develops the PGP, presents to supervisor for approval, uses hard copy of PGP to record activities toward goal attainment
- (4) Modifies the plan as appropriate, continuing implementation
- (5) Conducts a summative reflection on the degree of goal attainment and the implications for next steps; which will be the basis for the PGP going into the following academic year. The summative reflection and revised PGP must be approved, signed and on file (teachers and other professionals) with the building principal by April 15; Principals and other district administration must be completed, approved, and filled by superintendent by May 15; assistant principals, May 15 by building principal

#### PGP Requirements:

- All teachers, administrators, and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers, administrators, and other professionals will document self-reflection and professional growth.

#### Timeline for Self-Reflection and Professional Growth

- The initial self-reflection shall be completed within 30 working days after the first student attendance day, or 30 days after newly hired teachers report to work each year.
- The professional growth plan (PGP) will be updated or revised at the beginning and ending of each academic year
- The professional growth plan (PGP), will be completed and submitted within 30 calendar days after the first student day of school, AND receive supervisor approval by the 45<sup>th</sup> calendar day after the first student attendance day each school year (or within that window if hired during the school year). The second required update/revision is due to the supervisor (to be approved) on or before April 15<sup>th</sup> (May 15<sup>th</sup> for administrators) each year (regardless of one year or three year cycle).

#### OBSERVATION

**Observations/site visits may begin after the evaluation training takes place within the first 30 calendar days of the school year.**

The observation/site visit process is one source of evidence to determine professional effectiveness. The supervisor observations will provide documentation and feedback to measure the effectiveness of a professional's practice. Only the supervisor/designee's observation will be used to inform a summative rating. (KTIP Teacher Observations will be conducted according to criteria set forth by EPSB).

#### Observation Model

**The observation process will meet or exceed the following minimum criteria:**

- One (1) observations in the summative cycle as determined by the length of the teacher's evaluation cycle (one year or three years to consist of a minimum of 1 observation conducted by the supervisor/designee (i.e. tenured, one every three years; non-tenured at least one every year; KTIP as per EPSB required).
- All observations must be documented using the district-approved observation form.

All observation types are formal observations defined as follows:

- A full observation consists of a full class observation scheduled and conducted by the supervisor.
- Walkthrough observations have been designed around the performance measures for the different "roles" by members of that role group. Criteria, use, frequency, and timeliness shall be communicated before the first student attendance day; feedback shall be provided within 5 working days. Walkthrough instruments are designed to be completed in 5-7 minutes and performed multiple times per year. Performing the walkthroughs is a part of the principal/administrator evidence for efficacy.

#### Observation Schedule

The observation schedule for teachers and "other professionals"

- Non-tenured teachers (other than those completing KTIP) and the superintendent shall be observed annually
- All other certified professionals, having achieved tenure status and who have been awarded continuing contracts shall be observed/evaluated no less than once every three years

The following requirements apply to tenured, non-tenured teachers, and "others"

- Observations may begin after the evaluation training takes place within the first 30 calendar days of official staff work days
- Principals shall develop and track required observations to ensure they are within regulated timelines, and shall be updated and submitted to the district contact by September 15, each year
- The formal observation must be a full observation, conducted by principal or supervisor, and be completed by April 1 each academic year
- Walkthrough observations will be performed by administrative personnel, after participating in observation update training annually

- A separate summative evaluation conference shall be held after and in addition to the formal observation and its required conferences and documentation. The summative evaluation conference communicates the rating of the evaluatee, any comments or responses, reflection on professional growth, and revised goals of the PGP. All data shall be included on district-approved forms and submitted to district Evaluation contact by April 15/May 15.

#### OBSERVATION CONFERENCING

Conferencing is a critical component of the Lewis County Evaluation System. Engaging in rich, targeted conversations before and after an observation (full/formal) are essential steps in creating a culture of professional inquiry designed to improve teaching and learning.

Observers/observees will adhere to the following observation conferencing protocols:

1. Prior to all observations and within 5 working days NO LESS THAN ONE, a pre-observation lesson plan/site visit and pre-observation conference form will be submitted to the observer.
2. In order to provide meaningful, timely feedback, post-conferences must take place within one week (5 working days) of each observation and shall occur face-to-face
3. A summative evaluation conference shall be held, documented, and submitted by April 15 (teachers and "others", May 15 for principal/assistant principal and district administrators receiving a formal observation during the school year
4. A separate summative evaluation conference shall be held after and in addition to the formal observation and its required conferences and documentation. The summative evaluation conference communicates the rating of the evaluatee, any comments or responses, reflection on professional growth, and revised goals of the PGP. The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record. All data shall be included in district-approved forms and submitted to District Evaluation contact by April 15/May 15
5. When funded and operational KTIP timelines may differ; completion and submission dates for teacher completing teacher internship will follow KTIP timelines and submission dates

#### OBSERVER CERTIFICATION

To ensure consistency of observations, and to meet regulatory requirements, all administrators who serve as an evaluator must complete the Initial Certified Evaluation Training (12 hours) prior to conducting observations for the purpose of evaluation. Annually, all Lewis County administrators, charged with observations, will complete 6 hours EILA-approved evaluation update training.

#### DETERMINING THE OVERALL PERFORMANCE CATEGORY

<b>MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY (DECISION RULES)</b>	
<b>IF . . .</b>	<b>THEN . . .</b>
Measures 2 <u>AND</u> 3 rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measures 2 <u>OR</u> 3 rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Measure 1 <u>OR</u> 4 rated INEFFECTIVE	Summative Rating Shall <u>NOT</u> be EXEMPLARY
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING, and two measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED, and two measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY



Evaluators/supervisors are responsible for determining an Overall Performance Rating for each teacher and other professional, principal/assistant principal, and other district administrator at the conclusion of his/her summative evaluation cycle. The Overall Performance Rating is informed by the performance measure descriptor in the Danielson Framework/Crosswalk, and by the Professional Standards of Educational Leaders. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the measures, district-developed rubrics and decision rules that establish a common understanding of performance thresholds to which all educators are held. What follows is a description of each component used to inform the Overall Performance Rating.

#### PROCESS FOR DETERMINING THE OVERALL PERFORMANCE RATING

An educator's Overall Performance Category is determined by the following steps:

- Determine the individual measure ratings through Frameworks/Crosswalks/Standards documents and rubrics, the use of sources of evidence, and professional judgement
- Apply Overall Decision Rules for determining educator's Overall Performance Category Rating.

\*For reference, measure numbers listed in decision rules cart and how they correspond to the substance of the performance measures:

- Measure 1=Planning
- Measure 2=Environment
- Measure 3=Instruction
- Measure 4=Professionalism

## Timeline Chart/Deadlines for Personnel Evaluation

Timeline	Activity	Task or Document	Responsibility of	
			Teacher, Other Professional, Principal, Assistant Principal, District Admin	Supervisor
Annually, within the first 30 calendar days of reporting to work.	Evaluation System Orientation	Evaluation Orientation Meeting	X	X
	Professional Growth Planning Process	Certified Evaluation Plan; Code of Ethics	X	X
Annually, within the first 45 calendar days of the first student attendance day or within 45 days of when a new hire reports to work	Evaluation Planning (formative review)  Professional Growth Planning (PGP)	PGP developed (PGP and professional growth strategies and support needed to achieve those goals)	X	X
Within 5 working days of scheduled <u>full</u> observations.	Pre-Observation documentation submitted to principal	Pre-Observation form  Lesson Plan	X	X
May begin within the first month of the school year but after evaluation training takes place as determined by educator plan cycle	Observations (as determined by educator plan observation cycle)	Minimum of one Full Observation	X	X
Within 5 days post observation must be completed.	Post Observation Conference	Post-Observation conference documentation	X	X
Within the first 30 school days (or within 30 days of when a new hire reports to work), submit self-reflection/PGP. Principals will ensure submission of second half of reflection/PGP by April 15	Self-Reflections	PGP  Post-Observation (as appropriate)	X	X
Annually, by April 15/May 15	Prepare for PGP Summative Review	Self-Reflections	X	X

By April 15 or May 15, all persons in their summative year of the cycle.	Summative Evaluation of all teachers	-PGP Review, annually -Rating of Professional Practice -Print all summative reports and submit to CEP contact at Central Office	X	X
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#### Evaluation Plan Vision – Principals, Other Building-Level Administrators, and District – Level Administrators

The Vision for the Certified Evaluation Plan for Principals, Other Building-Level Administrators, and District-Level Administrators is to have every school and our district led by effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

#### Required and Optional Evidence for Principals, Other Building-Level and District-Level Administrators

Required Sources of evidence evaluators must use in determining summative ratings:

- Self-Reflection/Professional Growth Plan
- Site-Visits and/or Conferences
- Multiple Measures of Student Learning

#### Other possible sources

Other sources, which should yield information related to the evaluatee's practice within the Performance Measures, and may be provided by evaluators and evaluatees, include but are not limited to:

- Products of practice
- Surveys
- School Report Card
- Other sources may include:
  - Agenda and/or Minutes from:
    - SBDM Meetings
    - Faculty Meetings
    - Department/Grade/Team Meetings
    - PLC Meetings
    - Leadership Team Meetings
  - Walkthrough documentation
  - Principal Performance Timeline
  - Budgets
  - EILA/Professional Learning experience documentation
  - Stakeholder Surveys (Parent/Community, Staff, Students)
  - Professional Organization Membership
  - Parent/Community engagement events documentation
  - School Schedules
  - Other information as identified as evaluatee and/or evaluator

## Performance Measures and the Professional Standards for Educational Leaders (PSEL)

### Performance Measures

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

### Professional Standards for Educational Leaders (PSEL)

Mission, Vision and Core Values; Operations and Management; School Improvement  
 Equity and Cultural Responsiveness; Community of Care and Support for Students;  
 Professional Community for Teachers and Staff  
 Curriculum, Instruction and Assessment; Professional Capacity of School Personnel  
 Ethics and Professional Norms; Meaningful Engagement of Families and Community

## Sources of Evidence Framework for Principals, Other Building-Level, and District-Level Administrators

Kentucky Principal Standards: Professional Standards for Educational Leaders (PSEL)	Performance Measure: Planning	Performance Measure: Environment	Performance Measure: Instruction	Performance Measure: Professionalism
	<b>Standard 1:</b> Mission, Vision and Core Values  <b>Standard 9:</b> Operations and Management  <b>Standard 10:</b> School Improvement	<b>Standard 3:</b> Equity and Cultural Responsiveness  <b>Standard 5:</b> Community of Care and Support for Students  <b>Standard 7:</b> Professional Community for Teachers and Staff	<b>Standard 4:</b> Curriculum, Instruction and Assessment  <b>Standard 6:</b> Professional Capacity of School Personnel	<b>Standard 2:</b> Ethics and Professional Norms  <b>Standard 8:</b> Meaningful Engagement of Families and Community
Required Sources of Evidence	Self-Reflection and Professional Growth Plan			
	Observations and/or Site Visits (conferences)			
	Multiple Measures of Student Learning			

### Sources of Evidence

#### Self-Reflection and Professional Growth Plan

All building-level and district-level administrators will complete the self-reflection and develop a Professional Growth Plan each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will be developed within the first 45 work days and address realistic, focused, and measurable professional goals. The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need, as identified by the evaluator. The plan may connect data from multiple sources including site-visit conferences, previous evaluations, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

#### Site-Visits for Principals (formal site visits are not required for Other Building-Level or District-Level Administrators)

Site visits are a method by which the superintendent/designee may gain insight into the administrator's practice in relation to the standards. During a site visit, the superintendent or designee will discuss various aspects of the job with the administrator, and will use

the administrator's responses to determine issues to explore further with the faculty and staff. The district template will be used during the site visit conferences and the recommended mid-year review to guide and document the reflections and any modifications to the plan.

#### Multiple Measures of Student Learning

Multiple measures of student learning is one source of evidence to determine effectiveness of the building level principal's professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be determined by the evaluator and evaluatee. The goal is for building level principals plan consistently by looking at multiple measures to guide their decision making. Measures of student learning could include, but are not limited to: state assessments, district diagnostic, virtual learning, ACT, Career Readiness, and Working Conditions Survey.

#### Certified Evaluation Implementation Timeline for Principals, Other Building-Level, and District-Level Administrators:

Timeline *      **	Action
First 30 calendar days of reporting for employment	Evaluation criteria and process shall be explained by the Evaluator.
First 45 work days	Administrator Evaluatee reflects on his/her current growth needs and collaborates with the supervising Evaluator to complete the initial self-reflection and to develop the professional growth plan.
Fall semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit with a face-to-face conference. Professional growth plan progress and evidence toward Principal performance standards will be reviewed.</p> <p><u>For Other Building-Level and District-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level or District-Level Administrators. Ongoing Self- Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>
Mid-Year Review ( <i>recommended</i> ) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.

Spring Semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit. Evaluatee continues ongoing self-reflection.</p> <p><u>For Other Building-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, it is preferred the Evaluator have a minimum of one face-to-face, conference with their Other Building- Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>
	<p><u>For District-Level Administrators</u>, the Evaluator must complete a minimum of one site visit <b>EITHER</b> in the Fall <b>OR</b> Spring with a face-to- face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.</p>
By June 15	Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.

\*Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days): Administrators must have a minimum of one site visit. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

\*\*Instructional Calendar Changes (i.e. snow day) - Timelines may need to be adjusted if the instructional calendar is changed.

#### Professional Standards for Educational Leaders (PSEL)

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 an administrator's professional practice will be situated within one or more of the 10 standards. Performance will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is expected that most administrators will maintain an accomplished rating but will occasionally have exemplary performance on the Performance Measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how evaluatees respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

#### Determining the Summative Rating

Superintendent/designee is responsible for determining the Summative Rating for each principal, other building-level administrator, and district-level administrator at the conclusion of their summative evaluation year. The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance **Accomplished:** consistently meets expectations for effective performance **Developing:** inconsistently meets expectations for effective performance **Ineffective:** consistently fails to meet expectations for effective performance.

An administrator's Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence and professional judgment. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

#### Determining the Summative Rating using the Performance Measures Ratings

IF...	THEN...
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
One of the Performance Measures is rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Two Performance Measures are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective**
Three or more Performance Measures are rated INEFFECTIVE	Summative Rating shall be Ineffective**

\*\* An Ineffective Rating indicates a Corrective Action Plan for professional growth

#### Corrective Action

A Corrective Action Plan (CAP) will be developed by the supervisor for any certified personnel whose observation or summative evaluation results are unsatisfactory. The supervisor may involve other support personnel, as appropriate, in the development and monitoring of the CAP (e.g., Instructional Supervisor, Director of Special Education, etc.).

Conditions requiring a Corrective Action Plan (CAP):

- \*One or more "ineffective" rating for one or more measures during any observation
- \*One or more "ineffective" rating for one or more measures on any summative evaluation
- \*Supervisor-identified need for immediate action

The Corrective Action Plan (CAP) will be implemented immediately and monitored at least 4 times during the corrective action period.

While identified needs may encompass multiple measures, indicators, or standards, the CAP should address only two or three goals at a time, provide professional support (e.g., mentoring, coaching, opportunities to observe accomplished/exemplary practice, and other intensive professional growth opportunities), and allow adequate time (1-4 months, depending on the extent of growth needed) for the employee to implement the desired change. When performance moves to at least the 'developing' level, the CAP may be revised to address additional indicators/goals or the employee may exit CAP. The CAP and related documentation become part of the individual's official personnel file at Central Office.

### **Appeals/Hearings**

#### **PURPOSE**

An Appeals Panel shall be established in accordance with Kentucky regulations. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

#### **APPEALS**

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. The Appeals Panel may require written statements or other documentation by either or both parties to be submitted prior to a proceeding so that the statements or documentation may be reviewed by members of the Appeals Panel prior to the hearing. Copies of the documentation will be available to all parties on the day before the hearing. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings or during review by individual Panel members. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel and distributed to all parties shall be returned to the Appeals Panel Chairperson at the conclusion of the hearing.
2. The Panel will meet in advance of the hearing, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator(s) of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative for either or both parties, as well as the Panel, may be present during the hearing.
5. The Appeals Panel may require that the hearing will be recorded and a copy shall be provided to either or both parties if requested in writing. The original recording will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator(s), legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.



## **Appeals/Hearings**

The following procedures will be implemented during the hearings:

1. The Panel member (or alternate) appointed by the Board shall serve as the Chairperson of the Appeals Panel. The hearing shall be under the direction of and shall be conducted by the Appeals Panel Chairperson. The Chairperson will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Alternate members of the Appeals Panel shall serve at the direction of the Chairperson.
3. Each party will be allowed to make a statement of claim. The order of the proceeding shall be as follows:
  - a. The evaluatee's position shall be presented first, followed by that of the evaluator(s).
  - b. Questioning shall be conducted by members of the Appeals Panel. Clarifications raised by either party may be addressed by the Panel.
  - c. Summarizing statements, clarifications or questions (if desired) by both parties shall follow in the same order as above.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not presented to the Panel as provided in this procedure.
5. Each party (evaluator(s) and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator. If a new evaluation is specified, it will be conducted by the Instructional Supervisor.
8. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
9. The Superintendent may take appropriate action consistent with the Panel's decision.
10. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

### **APPEALS PANEL**

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

### ELECTION

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

### TERMS

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

### CHAIRPERSON

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

### APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her.

Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

#### APPEAL FORM

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

#### CONFLICTS OF INTEREST

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

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

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

#### BURDEN OF PROOF

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

#### HEARING PANEL

The panel shall hold necessary hearings. The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

#### SUPERINTENDENT

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

#### HEARING PROCEDURES

The evaluation committee shall develop necessary procedures for conducting the hearing.

#### REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

# PRE-OBSERVATION DOCUMENT

Teacher/Specialist	
EPSB ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

*Preconference (Planning Conference)*

Questions for Discussion:	Notes:
<b>Measure 1a:</b> Describe the important concepts in your lesson plan. What prerequisite relationships are required for students to be able to learn? What teaching strategies will be used during the lesson?	
<b>Measure 1b:</b> Describe how you used knowledge of your students to plan instruction.	
<b>Measure 1c:</b> Describe expected outcomes for student learning and how you will determine if the students have achieved these outcomes. How will the outcomes be differentiated for the needs of your students?	
<b>Measure 1d:</b> Describe resources needed in order to accomplish desired learning outcomes.	
<b>Measure 1e:</b> Describe the procedures used to reach instructional outcomes.	
<b>Measure 1f:</b> Describe how the lesson will be assessed.	
Is there anything that you would like me to specifically observe during the lesson?	

**POST-OBSERVATION DOCUMENT**

<b>Teacher/Specialist</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

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

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

*Evaluator's Formative Observation Rating:*

Measure 2: The Classroom Environment	Rating:				Measure 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature\*

Date

Evaluator's Signature

Date

Teacher and Specialist  
Overall Rating

Directions: Completed by Principal/Designee. Overall Performance Category is based on Performance Measures and accompanying decision rule., The Overall Performance Category is achieved using the established Overall Performance Category matrix.

Educator: Click here to enter text.

School Year: Click here to enter text.

School Click here to enter text.

**Measure 1: Planning and Preparation**

Choose a rating

**Measure 2: Classroom Environment**

Choose a rating

**Measure 3: Instruction**

Choose a rating

**Measure 4: Professional Responsibilities**

Choose a rating

***Overall Performance Rating:***

Choose an Overall Professional Practice Rating

Measure	Rating
Measures 2 <i>and</i> 3 are rated Ineffective	Ineffective
Measures 2 <i>or</i> 3 are rated Ineffective	Developing <i>or</i> Ineffective
Measures 1 or 4 are rated Ineffective	Shall not be Exemplary: May be Accomplished, Developing, or Ineffective.
2 Measures are rated Developing, and 2 Measures are rated Accomplished	Accomplished
2 Measures are rated Developing, and 2 Measures are rated Exemplary	Accomplished
2 Measures are rated Accomplished, and 2 Measures are rated Exemplary	Exemplary

***Overall Performance Category:***      ***Choose an Overall Performance Category***

Evaluator's Name \_\_\_\_\_ Educator's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Educator's Signature \_\_\_\_\_

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement." (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date \_\_\_\_\_

Date \_\_\_\_\_

Principal & Assistant Principal Professional Growth Form

Name: \_\_\_\_\_

School: \_\_\_\_\_

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

Measures			
Planning	Environment	Instruction	Professionalism
<u>Standard 1:</u> Mission, Vision, and Core Values	<u>Standard 3:</u> Equity and Cultural Responsiveness	<u>Standard 4:</u> Curriculum, Instruction, and Assessment	<u>Standard 2:</u> Ethics and Professional Norms
<u>Standard 9:</u> Operations and Management	<u>Standard 7:</u> Professional Community for Teachers and Staff	<u>Standard 5:</u> Community of Care and Support for Students	<u>Standard 8:</u> Meaningful Engagement of Families and Community
<u>Standard 10:</u> School Improvement		<u>Standard 6:</u> Professional Capacity of School Personnel	

**Professional Growth Plan:** Based on the above Framework, please create a goal statement as to the measures you seek professional improvement. Remember to be specific with our plan, include the activities you will participate in to achieve the goal, provide when you plan to achieve this goal by, and how will students be impacted academically from this goal.

Evaluator Signature and Date: \_\_\_\_\_

Evaluatee Signature and Date: \_\_\_\_\_

## Principal & Assistant Principal Self-Reflection Form

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Measures			
Planning	Environment	Instruction	Professionalism
<u>Standard 1:</u> Mission, Vision, and Core Values	<u>Standard 3:</u> Equity and Cultural Responsiveness	<u>Standard 4:</u> Curriculum, Instruction, and Assessment	<u>Standard 2:</u> Ethics and Professional Norms
<u>Standard 9:</u> Operations and Management	<u>Standard 7:</u> Professional Community for Teachers and Staff	<u>Standard 5:</u> Community of Care and Support for Students	<u>Standard 8:</u> Meaningful Engagement of Families and Community
<u>Standard 10:</u> School Improvement		<u>Standard 6:</u> Professional Capacity of School Personnel	

**Self-Reflection Statement:** Based on the above Framework, please reflect upon the measures and describe your strengths as a teacher and provide evidence:

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### *Principal Overall Rating*

Superintendent/Designee. Overall Performance Category is based on Performance Measures and accompanying decision rules. The Overall Performance Rating is achieved using the established Overall Performance Rating Matrix.

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

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

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

#### Measure 1: Planning

Choose a rating

#### Measure 2: Environment

Choose a rating

#### Measure 3: Instructional

Choose a rating

#### Measure 4: Professionalism

Choose a rating

Measure	Rating
Measures 2 <i>and</i> 3 are rated Ineffective	Ineffective
Measures 2 <i>or</i> 3 are rated Ineffective	Developing <i>or</i> Ineffective
Measures 1 or 4 are rated Ineffective	Shall not be Exemplary: May be Accomplished, Developing, or Ineffective.
2 Measures are rated Developing, and 2 Measures are rated Accomplished	Accomplished
2 Measures are rated Developing, and 2 Measures are rated Exemplary	Accomplished
2 Measures are rated Accomplished, and 2 Measures are rated Exemplary	Exemplary

**Overall Performance Category:** *Choose an Overall Performance Category*

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

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

Date \_\_\_\_\_

Date \_\_\_\_\_



Measure 2 Classroom Environment	Evidence
<b>A. Creating an Environment of Respect and Rapport:</b> <ul style="list-style-type: none"> <li>• Teacher interaction with students.</li> <li>• Student interaction with one another.</li> </ul>	
<b>B. Establishing a Culture for Learning:</b> <ul style="list-style-type: none"> <li>• Importance of the Content.</li> <li>• Expectations for Learning and Achievement.</li> <li>• Student Pride in Work.</li> </ul>	
<b>C. Managing Classroom Procedures:</b> <ul style="list-style-type: none"> <li>• Management of Instructional Groups.</li> <li>• Management of Transitions.</li> <li>• Management of Materials and Supplies.</li> <li>• Performance of Non-Instructional Duties.</li> <li>• Supervision of Volunteers and Paraprofessionals.</li> </ul>	
<b>D. Managing Student Behavior:</b> <ul style="list-style-type: none"> <li>• Expectations.</li> <li>• Monitoring of Student Behavior.</li> <li>• Response to Student Misbehavior.</li> </ul>	
<b>E. Organizing Physical Space:</b> <ul style="list-style-type: none"> <li>• Safety and Accessibility.</li> <li>• Arrangement of Furniture and Use of Physical Resources.</li> </ul>	

Name: \_\_\_\_\_

Learning Walk

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

Measure 3 Instruction	Evidence
<b>A. Communication with Students:</b> <ul style="list-style-type: none"> <li>• Expectations for Learning.</li> <li>• Directions and Procedures.</li> <li>• Explanation of Content.</li> </ul>	
<b>B. Using Questioning and Discussion Techniques:</b> <ul style="list-style-type: none"> <li>• Quality of Questions.</li> <li>• Discussion Techniques.</li> <li>• Student Participation.</li> </ul>	
<b>C. Engaging Students in Learning:</b> <ul style="list-style-type: none"> <li>• Activities and Assignments.</li> <li>• Grouping of Students.</li> <li>• Instructional Materials and Resources.</li> <li>• Structure and Pacing.</li> </ul>	
<b>D. Using Assessment in Instruction:</b> <ul style="list-style-type: none"> <li>• Assessment Criteria.</li> <li>• Monitoring of Student Learning.</li> <li>• Feedback to Students.</li> <li>• Student Self-Assessment and Monitoring of Progress.</li> </ul>	
<b>E. Demonstrating Flexibility and Responsiveness:</b> <ul style="list-style-type: none"> <li>• Lesson Adjustment.</li> <li>• Response to Students.</li> <li>• Persistence.</li> </ul>	

Certified District Level Personnel will be evaluated utilizing the forms based on the Professional Standards for Educational Leaders. (See Attached Forms)

*PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS*

(All performance criteria may not apply to all administrative positions.)

Observee \_\_\_\_\_ Position \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Activity Observed \_\_\_\_\_

**Standard: Instructional Leadership**-Supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college and career-ready.

Exemplary ☐      Accomplished ☐      Developing ☐      Ineffective-Growth Required ☐

Descriptors:

- ✓ 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
- ✓ Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement
- ✓ 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
- ✓ Demonstrates knowledge of research-based instructional best practices
- ✓ Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum
- ✓ Supports school staff to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies
- ✓ 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.

- ✓ Provides the instructional focus and creates the culture for continuous learning of all members of the school community
- ✓ Supports professional learning and instructional practices
- ✓ Demonstrates the importance of professional learning

**Standard: Cultural Leadership-**Understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands traditions, norms, the community, and provides meaning and purpose.

**Exemplary**☐      **Accomplished** ☐      **Developing**☐      **Ineffective-Growth Required**☐

**Descriptors:**

- ✓ Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs
- ✓ Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century
- ✓ Creates a unified school system (not a system of individual schools) with shared vision and equitable practices
- ✓ Builds trust and promotes a sense of well-being between all stakeholders
- ✓ Routinely celebrates and acknowledges district successes as well as areas needing growth
- ✓ Supports and engages in the positive cultural traditions of the community
- ✓ Creates opportunities for staff involvement in the community and community involvement in the schools
- ✓ Creates an environment that values and promotes diversity

**Standard: Human Resource Leadership-**Ensures the district is a professional learning community with processes and systems in place. Distributed Leadership supports learning and teaching and engages in planning professional development.

**Exemplary**☐      **Accomplished** ☐      **Developing**☐      **Ineffective-Growth Required**☐

Descriptors:

- ✓ Ensures that necessary supports are in place to achieve the district's goals for achievement and instruction
- ✓ Creates and monitors processes for educators to assume leadership and decision-making roles
- ✓ Recognizes and supports highly effective teachers and staff and cultivates their leadership potential
- ✓ Maximizes resources by building on the strengths of staff members through the collaborative development that aligns with the school and/or district plan.
- ✓ Uses data to create positive student climate that will lead to successful student achievement.

**Standard: Organizational Management-**Fosters the success of all students by supporting, managing, and overseeing the school's/district organization, operation, and use of resources.

**Exemplary** ☐      **Accomplished** ☐      **Developing** ☐      **Ineffective-Growth Required** ☐

Descriptors:

- ✓ Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- ✓ Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- ✓ Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- ✓ Reviews fiscal records regularly to ensure accountability for all funds.
- ✓ Follows state and local policies with regard to finances, school accountability, and reporting.
- ✓ 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.

**Standard: Collaborative Leadership**-A combined effort to design structures and processes that result in broad community engagement with support for the ownership of the district vision.

**Exemplary** ☐      **Accomplished** ☐      **Developing** ☐      **Ineffective-Growth Required** ☐

Descriptors:

- ✓ Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools
- ✓ Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success
- ✓ Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities
- ✓ Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school

**Standard: Professionalism**-Fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

**Exemplary** ☐      **Accomplished** ☐      **Developing** ☐      **Ineffective-Growth Required** ☐

Descriptors:

- ✓ Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- ✓ Provides leadership in the exchange of ideas and information with staff and other professionals.
- ✓ 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.
- ✓ Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- ✓ Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- ✓ Remains current with research related to educational issues, trends, and practices and maintains a high

level of technical and professional knowledge

Comments:

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Date

(I have seen and discussed this evaluation with the evaluator.)

The evaluatee has the right to appeal this evaluation to the Evaluation Appeals Committee

## Summative Evaluation for District Administrators

Evaluate \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

### **Administrator Standards and Rating:**

Measure 1: Human Resource  
Leadership and Organizational  
Management

***Choose a rating***

Measure 2: Cultural Leadership  
and Collaborative Leadership

***Choose a rating***

Measure 3: Instructional  
Leadership

***Choose a rating***

Measure 4 Professionalism

***Choose a rating***

<b>Overall Performance Category:</b>	<b><i>Choose an Overall Performance Category</i></b>
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Measure	Rating
Measure s 2 and 3 are rated ineffective	Ineffective
Measures 2 or 3 are rated Ineffective	Developing or Ineffective
Measures 1 or 4 are rated Ineffective	Shall not be Exemplary: May be Accomplished, Developing, or Ineffective.
2 Measures are rated Developing, and 2 Measures are rated Accomplished	Accomplished
2 Measures are rated Developing, and 2 Measures are rated Exemplary	Accomplished
2 Measures are rated Accomplished, and 2 Measures are rated Exemplary	Exemplary

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

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



PROFESSIONAL GROWTH PLAN FOR DISTRICT LEADERS  
(All performance criteria may not apply to all administrative positions.)

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Select a standard to highlight your strengths.
2. Select a standard for professional growth.
3. Describe what you would like to change about your professional practice and list strategies to help you accomplish this goal.
4. The goal must be specific, measurable, attainable, realistic, and time bound.

<p><b><u>Standard: Instructional Leadership</u></b>-Supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college and career-ready.</p>	<p><b><u>Standard: Cultural Leadership</u></b>-Understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands traditions, norms, the community, and provides meaning and purpose.</p>	<p><b><u>Standard: Human Resource Leadership</u></b>-Ensures the district is a professional learning community with process and systems in place. Distributed Leadership supports learning and teaching and engages in planning professional development.</p>
<p><b><u>Standard: Organizational Management</u></b>-Fosters the success of all students by supporting, managing, and overseeing the school's/district organization, operation, and use of resources.</p>	<p><b><u>Standard: Collaborative Leadership</u></b>-A combined effort to design structures and processes that result in broad community engagement with support for the ownership of the district vision.</p>	<p><b><u>Standard: Professionalism</u></b>-Fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>

**Goal Statement:**

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District Evaluatee Signature: \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date \_\_\_\_\_

## SELF REFLECTION FOR DISTRICT LEADERS

(All performance criteria may not apply to all administrative positions.)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Standard: Instructional Leadership**-Supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college and career-ready.

Exemplary ☐      Accomplished ☐      Developing ☐      Ineffective/Growth Required ☐

### Descriptors:

- ✓ 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
- ✓ Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement
- ✓ 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
- ✓ Demonstrates knowledge of research-based instructional best practices
- ✓ Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum
- ✓ Supports school staff to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies
- ✓ 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.
- ✓ Provides the instructional focus and creates the culture for continuous learning of all members of the school community
- ✓ Supports professional learning and instructional practices
- ✓ Demonstrates the importance of professional learning

**Standard: Cultural Leadership**-Understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands traditions, norms, the community, and provides meaning and purpose.

Exemplary ☐      Accomplished ☐      Developing ☐      Ineffective/Growth Required ☐

### Descriptors:

- ✓ Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs
- ✓ Builds community understanding of what is necessary for all students to graduate college and

career ready and to be successful in the globally competitive 21st century

- ✓ Creates a unified school system (not a system of individual schools) with shared vision and equitable practices
- ✓ Builds trust and promotes a sense of well-being between all stakeholders
- ✓ Routinely celebrates and acknowledges district successes as well as areas needing growth
- ✓ Supports and engages in the positive cultural traditions of the community
- ✓ Creates opportunities for staff involvement in the community and community involvement in the schools
- ✓ Creates an environment that values and promotes diversity

**Standard: Human Resource Leadership**-Ensures the district is a professional learning community with process and systems in place. Distributed Leadership supports learning and teaching and engages in planning professional development.

**Exemplary** ☐      **Accomplished** ☐      **Developing** ☐      **Ineffective/Growth Required** ☐

**Descriptors:**

- ✓ Ensures that necessary supports are in place to achieve the district's goals for achievement and instruction
- ✓ Creates and monitors processes for educators to assume leadership and decision-making roles
- ✓ Recognizes and supports highly effective teachers and staff and cultivates their leadership potential
- ✓ Maximizes resources by building on the strengths of staff members through the collaborative development that aligns with the school and/or district plan.
- ✓ Uses data to create positive student climate that will lead to successful student achievement.

**Standard: Organizational Management**-Fosters the success of all students by supporting, managing, and overseeing the school's/district organization, operation, and use of resources.

**Exemplary** ☐      **Accomplished** ☐      **Developing** ☐      **Ineffective/Growth Required** ☐

**Descriptors:**

- ✓ Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- ✓ Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- ✓ Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- ✓ Reviews fiscal records regularly to ensure accountability for all funds.
- ✓ Follows state and local policies with regard to finances, school accountability, and reporting.
- ✓ 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.

**Standard: Collaborative Leadership**-A combined effort to design structures and processes that result in broad community engagement with support for the ownership of the district vision.

**Exemplary** ☐      **Accomplished** ☐      **Developing** ☐      **Ineffective/Growth Required** ☐

**Descriptors:**

- ✓ Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools
- ✓ Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success
- ✓ Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities
- ✓ Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school

**Standard: Professionalism**-Fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

**Exemplary** ☐      **Accomplished** ☐      **Developing** ☐      **Ineffective/Growth Required** ☐

**Descriptors:**

- ✓ Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- ✓ Provides leadership in the exchange of ideas and information with staff and other professionals.
- ✓ 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.
- ✓ Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- ✓ Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- ✓ Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge

## Lewis County Schools Individual Corrective Action Plan

A Corrective Action Process may be implemented if the summative evaluation rating is Developing or Ineffective in any component or when immediate change in teacher behavior is required. The corrective action plan will be developed by the evaluator and target dates will be determined by the evaluator.

Rationale: The Individual Corrective Action Plan exists to make needed improvements to current instructional practice(s) or performance behaviors that lead to a negative impact on student achievement.

Objective: The Individual Corrective Action Plan is developed when an employee receives developing or ineffective Measure ratings on evaluations, continued or multiple developing or ineffective Component ratings, or when an immediate change is required in employee behavior. The processes of the Corrective Action Plan are taken to eliminate causes of non-conformities or other undesirable practices and situations.

### Employee Information

School Year	
Teacher/Employee	
School/Worksite	
Date	

*\*First section: Teacher Practice; Middle Section: Teacher or Administrator Behaviors; Last Section: Administrator Practice*

Teacher

Kentucky Framework for Teaching Current Teacher Practice

Current Ratings

Framework Measures(s): Mark Area of Concern ( X)	Planning/Preparation	Classroom Environment	Instruction	Professional Responsibilities
Framework Component(s): A B C D E F				
List the Component of Concern				
Dates of Observation: (multiple dates may be listed for any Measures/Component Area)				
Other Evidence: Student Voice, Student Growth, etc.				

Kentucky Framework for Teaching Current Teacher Practice-Plan

Narrative Description

Date	
Description of Low Performance Area	

Goal(s) for Improvement

Specific and Attainable Goal for Improvement and Desired Outcome	
Specific Procedures/Activities to Achieve the Goal	
Target Date for Completion of the Goal	

Notes and Comments

Evaluator	
Evaluatee	

Evaluator Signature/Date

Evaluatee Signature /Date



Teacher/Administrator Performance Behaviors KRS 161.028 and 16 KAR 1:020 Based on EPSB Code of Ethics for Kentucky Certified School Personnel

Performance Behavior Area	Date	Description of Event(s) that Negatively Impact Student Achievement and the Success of the School/District
Professionalism		
Confidentiality		
Ethical		
Other:		

**Teacher/Administrator Performance Behaviors KRS 161.028 and 16 KAR 1:020 Based on EPSB Code of Ethics for Kentucky  
Certified School Personnel-Plan**

**Narrative Description**

Date	
Description of Low Performance Area	

Goal(s) for Improvement

Specific and Attainable Goal for Improvement and Desired Outcome	
Specific Procedures/Activities to Achieve the Goal	
Target Date for Completion of the Goal	

Notes and Comments

Evaluator	
Evaluatee	

Evaluator Signature/Date

Evaluatee Signature /Date

\_\_\_\_\_

The Professional Standards for Educational Leadership

Standard/Other Evidence	Date	Description of Evidence
1. Mission, Vision, and Core Value		
2. Ethics and Professional Norms		
3. Equity and Cultural Responsiveness		
4. Curriculum, Instruction and Assessment		
5. Community of Care and Support for Students		
6. Professional Capacity of School Personnel.		

7. Professional Community for Teachers and Staff		
8. Meaningful Engagement of Families and Community		
9. Operations and Management		
10. School Improvement		
<b>Other:</b> Working Conditions, Student Goals, Professional Goal		

The Professional Standards for Educational Leadership

Narrative Description

Date	
Description of Low Performance Area	

Goal(s) for Improvement

Specific and Attainable Goal for Improvement and Desired Outcome	
Specific Procedures/Activities to Achieve the Goal	
Target Date for Completion of the Goal	

Notes and Comments

Evaluator	
Evaluatee	

Evaluator Signature/Date

Evaluatee Signature /Date

Andy Beshear  
Governor



Lt. Gov. Jacqueline Coleman  
Secretary  
Education and Workforce  
Development Cabinet

Jason E. Glass, Ed.D.  
Commissioner and Chief Learner

**KENTUCKY DEPARTMENT OF EDUCATION**  
300 Sower Boulevard • Frankfort, Kentucky 40601  
Phone: (502) 564-3141 • [www.education.ky.gov](http://www.education.ky.gov)

Dear Superintendent Weddington,

The Lewis County Public Schools' certified personnel evaluation plan (CEP), approved by the local board of education on August 10<sup>th</sup>, 2020, has been reviewed and meets the requirements of KRS 156.557 and 704 KAR 3:370. The CEP is hereby approved by the Kentucky Department of Education as of October 5<sup>th</sup>, 2020.

KDE commends your district for the continued efforts to provide an evaluation system that promotes professional growth among staff, improves classroom instruction, and contributes to student success.

If you require any assistance, please contact Todd Davis in the Division of Educator Licensure and Quality at [KDECEP@education.ky.gov](mailto:KDECEP@education.ky.gov) 502 564-4606.

Sincerely,

A handwritten signature in black ink that reads "Rob Akers".

**Rob Akers**

Associate Commissioner  
Office of Educator Licensure & Effectiveness  
Kentucky Department of Education  
300 Sower Blvd—5<sup>th</sup> Floor  
Frankfort, KY 40601