

2022-2023 CERTIFIED EVALUATION PLAN JENKINS INDEPENDENT SCHOOL



Jenkins Independent Schools Certified Personnel Evaluation Plan

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Table of Contents

Professional Growth and Effectiveness System – TPGES

<u>Roles and Definitions</u>	3
<u>The Kentucky Framework for</u>	7
<u>Teaching</u>	
<u>Kentucky Professional Growth & Effectiveness System Model</u>	7
<u>Sources of Evidence/Framework Teaching Alignment</u>	8
<u>Professional Practice</u>	9
<u>Professional Growth Planning and Self-Reflection</u>	9
<u>Observation</u>	12
<u>Observation Model</u>	12
<u>Observation</u>	12
<u>Conferencing</u>	13
<u>Observation Schedule</u>	
<u>Products of Practice/Other Sources of</u>	14
<u>Evidence</u>	
<u>Observer</u>	15
<u>Certification</u>	
<u>Determining the Performance</u>	16
<u>Measure Professional Practice</u>	16
<u>Determining the Overall Performance Category</u>	17
<u>Professional Growth Plan and Summative Cycle</u>	18
<u>Professional Growth and Effectiveness System – Principal and Assistant Principal</u>	19
<u>Roles and</u>	20
<u>Definitions</u>	
<u>Sources of Evidence/Framework Principal</u>	21
<u>Alignment</u>	
<u>Principal Professional Growth and Effectiveness System Components</u>	22
<u>Professional Standards for Educational Leadership</u>	24
<u>Professional</u>	25
<u>Practice</u>	
<u>Professional Growth Plan and Self-Reflection</u>	25
	26
<u>Observations</u>	
<u>Products of Practice</u>	27
<u>Determining the Overall Performance Category</u>	28
<u>Measure Overall Professional Practice</u>	28
<u>Professional Growth Plan and Summative</u>	30
<u>Cycle</u>	
<u>Other District Certified</u>	31
<u>Personnel</u>	
<u>Appeals Process</u>	38
<u>Appendix A</u> – Teacher Evaluation.....	43
Documents.....	49
<u>Appendix B</u> – Principal / Assistant Principal Evaluation.....	52
Documents.....	54

Appendix C – Other Professionals.....	
Appendix D – District Office Certified Personnel.....	

Certified Personnel Evaluation System

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

Roles and Definitions

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

- Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
- Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
- Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
- 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.
- Evaluatee:** A certified school personnel who is being evaluated.
- Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2. Is the immediate supervisor of the certified school personnel member
- Formative Evaluation:** Is defined by KRS 156.557(1)(a). as a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance;
- Full Observations:** An observation (see definition of observation) conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite

visits in which the observer shall be present during the entire period of the class or full class period.

10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice.
 - b. Principals who are rated ineffective in professional practice.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
13. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
14. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
15. **Performance Measures:** These are one of four categories in the Kentucky Framework: Planning, Environment, Instruction, and Professionalism.
16. **Performance Measure:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the measures listed in Section 7(8) of this administrative regulation.
17. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
18. **Personnel Evaluation System:** 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 growth.
19. **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, evaluate 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 (704 KAR 3:370), 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 the district resources to accomplish the goals.
20. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
21. **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.
22. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
23. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
24. **Teacher:** A certified school staff member 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.

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

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

Criteria for Evaluation

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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

Performance Measures

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

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

- Products of Practice

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

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

Required Documents

All required and recommended documents for the Teacher Personnel Evaluation System will be included on the Jenkins Independent website within the certified evaluation webpage. The documents will be available on a document sharing system for all certified staff and administrators. All summary of evidence documents are located in the appendix. The summative documents will be copied and placed in the evaluates personnel file at the district office. The evaluatee has the opportunity to submit a written statement in response to the summative evaluation which will be included in the personnel file.

The Kentucky Framework for Teaching

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
<p>A. Demonstrate measure Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy <p>B. Demonstrate measure Knowledge of Students</p> <ul style="list-style-type: none"> i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs <p>C. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners <p>D. Demonstrate measure Knowledge of Resources</p> <ul style="list-style-type: none"> i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students <p>E. Designing Coherent Instruction</p> <ul style="list-style-type: none"> i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure <p>F. Designing Student Assessment</p> <ul style="list-style-type: none"> i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning 	<p>A. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> i. Teacher Interaction with Students ii. Student Interactions with One Another <p>B. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work <p>C. Managing Classroom Procedures</p> <ul style="list-style-type: none"> i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals <p>D. Managing Student Behavior</p> <ul style="list-style-type: none"> i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior <p>E. Organizing Physical Space</p> <ul style="list-style-type: none"> i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources 	<p>A. Communicating with Students</p> <ul style="list-style-type: none"> i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language <p>B. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> i. Quality of Questions ii. Discussion Techniques iii. Student Participation <p>C. Engaging Students in Learning</p> <ul style="list-style-type: none"> i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing <p>D. Using Assessment in Instruction</p> <ul style="list-style-type: none"> i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress <p>E. Demonstrate measure Flexibility and Responsiveness</p> <ul style="list-style-type: none"> i. Lesson Adjustment ii. Response to Students iii. Persistence 	<p>A. Reflecting on Teaching</p> <ul style="list-style-type: none"> i. Accuracy ii. Use in Future Teaching <p>B. Maintaining Accurate Records</p> <ul style="list-style-type: none"> i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records <p>C. Communicating with Families</p> <ul style="list-style-type: none"> i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program <p>D. Participating in a Professional Community</p> <ul style="list-style-type: none"> i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects <p>E. Growing and Developing Professionally</p> <ul style="list-style-type: none"> i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession <p>F. Demonstrate measure Professionalism</p> <ul style="list-style-type: none"> i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making <p>Compliance with School and District Regulations</p>

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FfT)	Domain	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities					
	Component	1 a	1 b	1 c	1 d	1 e	1 f	2 a	2 b	2 c	2 d	2 e	3 a	3 b	3 c	3 d	3 e	4 a	4 b	4 c	4 d	4 e	4 f
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)						Observation									Evidence (pre and post conferences)						
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						
	Data-Driven Instruction	Minimum of 2 artifacts of data-driven instruction						Observation									Minimum of 2 artifacts of data-driven instruction						
	Communication	Minimum of 2 artifact of stakeholder communication						Observation									Minimum of 2 artifact of stakeholder communication						

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

Required for all Jenkins Independent School Teachers and Other Professionals participate in self-reflection and professional growth planning each year.

- ◆ All Teachers and Other Professionals participate in self-reflection and professional growth planning each year using the district approved form.
- ◆ Self-reflections and Professional Growth Plans should be rooted in evidence/data collected from observations.
- ◆ New hires (teachers) shall be trained on writing Professional Growth Goals within 30 days of employment

Timeline

End Date Each Year	Person Responsible	Action
2 weeks prior to Closing Date	Teacher	Complete Part A (Self-Reflection) of the Jenkins Independent School self-reflection & Professional Growth Planning Template A.
By Closing Day PGP	Teacher	Complete Part B (Professional Growth Goal and Plan) of the Jenkins Independent School Self-reflection & Professional Growth Planning Template. Supervisor must approve the Professional Growth Goal and Plan.
Two weeks following release of state accountability data	Teacher	Revisit Professional Growth Goal and Professional Growth Plan. Record Professional Growth Plan and Goal as directed by administrator.
January 31 st Mid-Year Review	Teacher and Principal	All teachers: Complete Part C (Mid-year Review) of the Jenkins Independent School Self-reflection & Professional Growth Planning

		Template. If summative year, also complete Mid-year Review Conference with evaluator.
One month prior to Closing Day	Teacher and Principal	All teachers: Complete Part D (Summative Reflection) of the Jenkins Independent School Self-reflection & Professional Growth Planning Template and submit to the evaluator. If summative year, also complete Summative Conference by May 1st .

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

Professional Growth Planning and Self-Reflection (Continued)

Steps in the process:

STEPS	COMPETITION DATE	DESCRIPTION
Step 1	Two weeks prior to Closing Day	<ul style="list-style-type: none"> * All teachers self-reflect by reading and highlighting the indicators for each component in the Framework for Teaching that they believe best illustrates their current ability level. * All teachers then begin working on Part A (Self-Reflection) of the Jenkins Independent school Self-reflection & Professional Growth Planning Template. * All teachers first choose a performance level for their current ability on each of the listed components based on the indicators they previously highlighted in the Framework. * All teachers give a short rational for each of their chosen performance levels. * All teachers circle Professional Growth Priority Components based on any component they self-assessed as Ineffective or Developing.

		<ul style="list-style-type: none"> * From the circled components, all teachers select one component to focus on for their Professional Growth Goal. * Summative year teachers must meet with their evaluator to discuss all aspects of the self-reflection and their rationale for selecting their focus component. Evaluator and teacher decide together if this part of the process is complete and accurate. Non-summative year teachers MAY meet with the principal.
Step 2	New/Late Hires	All new hires shall be trained on writing Professional Growth Goals begins 30 days after the first day of employment.
Step 3	By Closing Day	<ul style="list-style-type: none"> * All teachers write a Professional Growth Goal (PGG). * All teachers create and submit to the supervisor the Professional Growth Action Plan (PGP) ON PART B (Professional Growth Goal and Plan) of the Jenkins Independent School Self-reflection & Professional Growth Planning Template. * Evaluator approves the PGG and PGP * Teacher MAY begin some activities for the PGP during the summer.
Step 4	Two weeks following release of state accountability data	* In a summative year, teacher and principal meet and agree on the final version of the Professional Growth Plan.
Step 6	January 31 st – Mid-year Review	All teachers complete and submit to evaluator Part C (Mid-year Review) of the Jenkins Independent School Self-reflection & Professional Growth Planning Template if summative year, also complete Mid-Year Review Conference to discuss the progress made toward the Professional Growth Plan's completion and sign off on the planning template.
Step 7	One month prior to Closing Day Summative	All teachers complete and submit to evaluator Part D (Summative Reflection) of the Jenkins Independent School Self-reflection & Professional Growth Planning Template. If summative year, the teacher MUST complete all steps listed above by summative conference date. In a non-summative year, the evaluator will review Part D of the Jenkins Independent Self-reflection & Professional Growth Planning Template and will provide end of year feedback. The evaluator will also determine whether or not to assign a final performance level.

Observation

The observation process is one source of evidence to determine educator effectiveness that includes the supervisor for each certified teacher. The supervisor observation provides *documentation and feedback* to measure the effectiveness of an educator's professional practice. Only the supervisor observation will be used to inform a summative measure. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

Required: The observation model must fulfill the following minimum criteria:

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

Jenkins Observation Model: The Progressive Model

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

- Non-tenured teachers will receive one full observation and one partial observation by the supervisor annually.
- Tenured teachers will receive one full observation and one partial observation by the supervisor every three years.
- All monitoring and observation of performance is conducted openly and with full knowledge of the evaluate. Therefore, the observer must be visible, and the teacher must be aware an observation is occurring.

Observation Conferencing

Required for all Jenkins Independent Teachers and Other Professionals participate in self-reflection and professional growth planning each year.

Observers will adhere to the following observation conferencing requirements

- The Administrator may determine whether or not a pre-conference will be conducted for observations.
- If Observation pre-conference is held, must be prior to observation.
- Conduct observation post conference within five (5) working days.

- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- Post conferences will be completed in person for the partial and full observation.
-

Observation Schedule

Determined by the Professional Growth Plan and Cycle for Teachers and Other Professionals
Required for all Jenkins Independent Teachers and Other Professionals

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

Observation Window:

- ♦ Within 30 days of the opening day of school after training – end of November.
Late hires: (see exceptions for late hires above)
- ♦ Principal will set up and inform teachers of possible timelines for observations.

Observation Process

Step	Process	Timeline
Step 1 Orientation	Orientation: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of the first month of reporting for employment for the school Year.	Within 30 calendar days of reporting for employment each school year.
Optional	Pre-Observation Teacher Conference: Principal holds a pre-observation conference with teachers to be evaluated during the year.	Prior to observations.
Step 2 Full Observations	Intern Teacher: Conduct full observation and collect formative data. Intern Teacher - Post Observation Conference held within 5 school days of the full observation.	Jenkins Independent will adhere to the board approved guidelines when completing evaluations.
	One Year Educator Plan: Conduct full observation and collect formative data. One Year Educators – Post observation conference held within 5 school days of the full observation.	A full summative observation and post conference annually. One partial observation administrator. Must have at least one supervisor observation – partial or full.

	Three Year Educator Plan: Conduct full observation and collect formative data. Three Year Educators – Post observation conference help within 5 school days of the full observation.	Observations may be conducted during the summative year – third year of the evaluation cycle or extended through the 3 year cycle. Additional observations can be conducted with communication to teacher that they will be evaluated outside the summative year. One partial observation from administrator. Full Summative observation prior to summative conference meeting.
Step 3	Individual Professional Growth Plan: An individual professional growth plan shall be developed jointly by evaluator and evaluate.	Growth plans shall be revised after the first formal evaluation and post conference and reviewed/modified periodically referencing the school improvement plan. Three-year plan educators who are not begin evaluated during the current year develop/revise growth plans each year following the established timeline. See timeline for PGP.
Step 4	Summary of Evidence: Evaluator completes evaluation summary for educators in the summative year.	May 1
Step 5	Supervisor Recommendation: Evaluator recommends re-employment/termination to Superintendent/Designee	May 1

Products of Practice/Other Sources of Evidence

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

Required for All Other Professionals

- ◆ **observations conducted by certified supervisor observer(s)**
- ◆ **self-reflection and professional growth plans**

Required for ALL Jenkins Independent Teachers – Year 1

- Observations conducted by certified supervisor observer(s)
- Self-reflection and professional growth plans
- Evidence as required by the new teacher mentoring program.

Required for ALL Jenkins Independent Teachers – Tenured

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

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

- Lesson plans
- Teacher-made assessments
- Student work samples
- Student data records (i.e. MAP, STAR)
- Unit Plans
- Communication logs
- Evidence of use of approved standards-based documents
- Timely targeted feedback to students
- Analysis of student data
- Evidence of student formative assessments
- Agenda/minutes from PLCs
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research
- Samples of learning targets
- Other evidence as available

Observer Certification

All building administrators (principals and assistant principals) and district supervisors are responsible for completing initial evaluator certification training and/or annual evaluation update training provided by Kentucky Department of Education or a provider approved by the department. (704 KAR 3:370)

Jenkins Independent school district will ensure/provide observer training which can be part of the EILA-approved, 6-hour annual update training. The Evaluator training shall include: (a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department; (b) Training on KRS 156.557 and the requirements of this administrative regulation; (c) Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and (d) A minimum of

six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established 704 KAR 3:325.

In cases where the supervisor is not certified through the approved provider and is therefore unable to conduct observations during the observation window, the superintendent or designee will determine how to ensure teachers have access to observations. Any late hires throughout the school year who do not have appropriate documentation of ongoing calibration and recertification must be brought current within the 45 days of receiving state approved licensing credentials.

All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors at the district level will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany and participate passively with the certified substitute supervisor to all observations, post conferences, and discussions of the PGP. The only duty the uncertified supervisor will not perform is to assign evidence to domains. Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.

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

Determining the Performance Measure

Supervisors are responsible for determining a Performance Measure for each teacher at the conclusion of the summative evaluation year. The Performance Measure is informed by the educator's measures on professional practice. The evaluator determines the Performance Measure based on professional judgment informed by evidence that demonstrates the educator's performance against the criterion to which all educators are held.

Measuring Professional Practice

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

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

Required for all Teachers and Other Professionals

- ◆ Provide a summative measure for each measure based on evidence.
- ◆ All measures must be recorded in the district approved technology platform.

Sources of Evidence	Professional Judgment	Measure		Measure Rating
Required * Observations * Self-Reflections & Professional Growth Plans		Measurement 1: Planning (I,D,A,E)		Ineffective
		Measurement 2: Environment: (I,D,A,E)		Developing
Optional * Additional District-Determined evidences listed in the CEP * Other possible evidences		Measurement 3: Instruction (I,D,A,E)		Accomplished
		Measurement 4: Professionalism (I,D,A,E)		Exemplary

Determining the Performance Category

An educator’s Performance Category is determined using the following steps:

- ◆ Determine the individual measure rating through the use of sources of evidence and professional judgment.
- ◆ Apply District Decisions Rules for determining an educator’s performance measure.



Criteria for Determining Teacher's Performance Measure

IF	Then
One Measure is rated Accomplished and three Measures are Exemplary	Performance Measure shall be Exemplary
Two Measures are rated Accomplished and Two Measures are Exemplary	Performance Measure shall be Exemplary
Two Measures are rated Developing and two Measures are Exemplary	Performance Measure shall be Accomplished
Three Measures are rated Accomplished, and one Measure is rated Developing	Performance Measure shall be Accomplished
Two Measures are rated Developing, and two Measures are rated Accomplished	Performance Measure shall be Accomplished
Three Measures are rated Developing, and one Measure is rated Accomplished	Performance Measure shall be Developing
Measure 1 or 4 is rated Ineffective	Performance Measure shall NOT be Exemplary
Measure 2 OR 3 is rated Ineffective	Performance Measure shall be Developing or Ineffective
Measures 2 AND 3 are rated Ineffective	Performance Measure shall be Ineffective

Professional Growth Plan and Summative Cycle

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

<ul style="list-style-type: none"> • Formative Review annually 	<ul style="list-style-type: none"> • Formative Review annually 	
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PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Roles and Definitions

1. Administrator: means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the EPSB pursuant to 16 KAR 3:050
2. Documentation: Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. Evaluator: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. Evaluatee: District/School personnel is being evaluated.
5. Interim Survey: A working condition survey administered in the years between the TELL Kentucky survey. Administered by principal for all certified staff to provide feedback on items that are directly aligned to working condition goals.
6. Observation: Provides information on a wide range of contributions made by principals. Observations may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
7. Professional Growth Plan: An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with evaluator.
8. Performance Levels: General descriptors that indicate the principal's performance. Principals can be rated ineffective, Developing, Accomplished, or Exemplary on this scale.
9. Performance Rubrics: A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
10. Performance Standards: Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional

Leadership, School climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.

11. 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.
12. Tiered Support Administrator: A certified district level administrator that provides extensive support in comprehensive school improvement efforts to promote educator effectiveness and improved student achievement.

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

Standards		Instructional Leadership	School Climate	Human Resources Management	Organizational management	Communication and Community Relations	Professionalism
	Observations	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.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal foster effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal fosters the success of all students by supporting, managing, and overseeing the schools organization, operation, and use of resources.	The principal fosters the success of all students by communicating and collaborating measure effectively with stakeholders.	The principal fosters the success of all students by demonstrating measure professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
Sources of Evidence to Inform Professional Practice		Observation; District Identified Evidence (Conferences)	Observations		District Identified Evidence (Conferences)		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism

Sources of Evidence/Framework For Principal/Assistant Principal Alignment

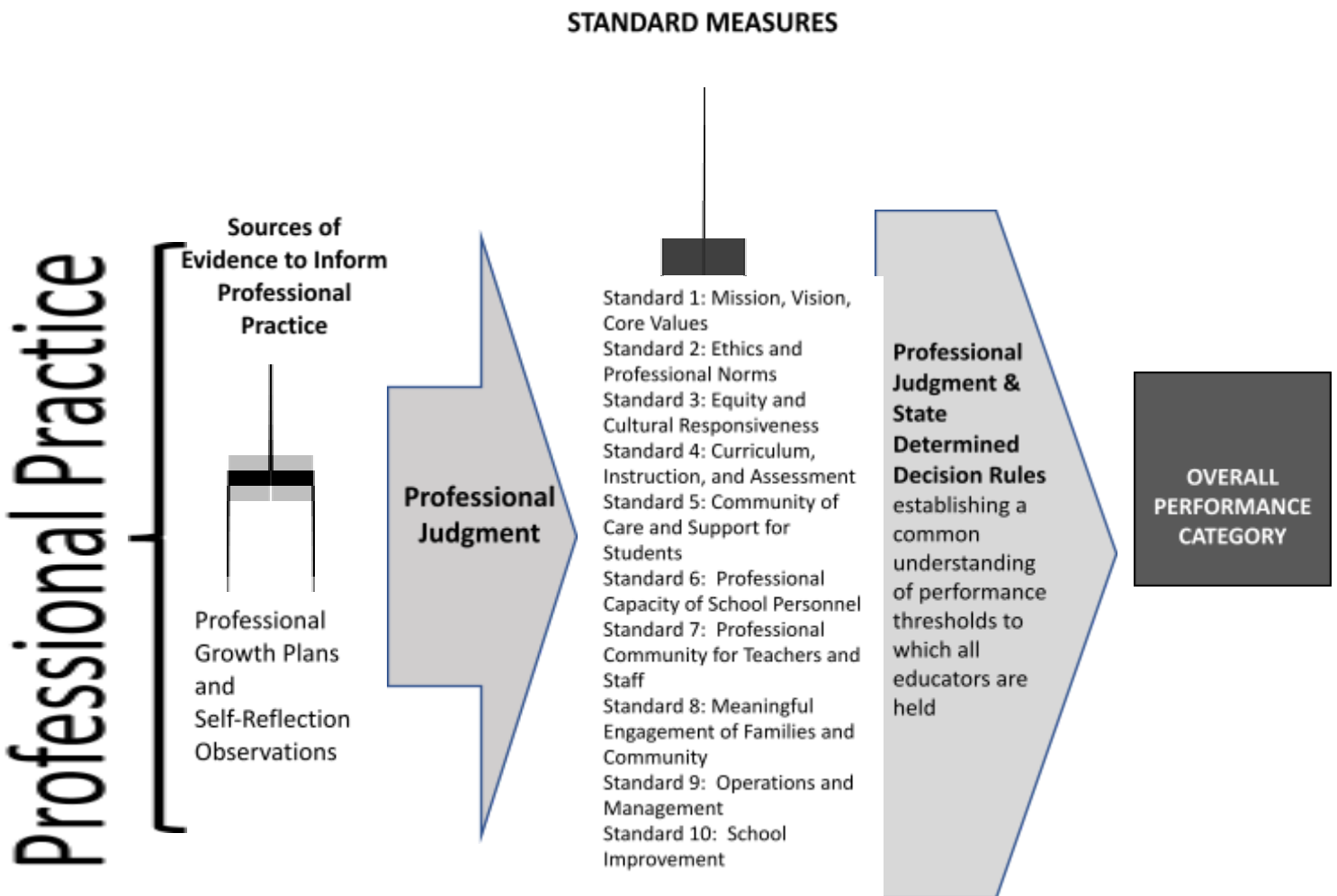
Professional Growth and Effectiveness System – Principal and Assistant Principal

Principal Professional Growth and Effectiveness System Components

Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.

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



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 measures on standards and an overall measure is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Professional Standards for Educational Leaders.

Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the standards of Mission, Vision, Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students ;Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; School Improvement. Included in the Professional Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the ten standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished measure but will occasionally have exemplary performance on standards at any given time. The summative measure will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

Required Sources of Evidence

- ◆ **Professional Growth Planning and Self-Reflection**
- ◆ **Observations**

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

- ◆ **Other Measures of Student Learning**
- ◆ **Products of Practice**
- ◆ **Other Sources**

Required Documents for the Principal Professional Growth Effectiveness System will be included in Appendix B and available on a document sharing system for all certified administrators.

Professional Practice

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

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 Observation conferences and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Required for Jenkins Independent School Principal/Assistant Principal

- ◆ All principals will participate in self-reflection and professional growth planning each year.
- ◆ All assistant principals will participate in self-reflection and professional growth planning each year.
- ◆ Ensure all certified staff is trained with 30 calendar days of reporting for employment. District leadership team will assume responsibility for training.

Principal/Assistant Principal PGP Timeline

By August 1	Superintendent/Designee reviews expectations of PPGES
By within two weeks of public release of data	Principal/Assistant Principal collaboratively develop Professional Growth Goal/Plan
By January 1	Superintendent/Designee Conducts a Site Visit during Fall Semester
By January 30	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
By May 5	Superintendent/Designee Conducts a Site Visit during Spring Semester
By May 15	Conference with principal/assistant principal to review their Professional Growth Goal as well as modify any strategies.

*****These activities/evidences will be documented on district or state approved platform.**

Observations

Completed by supervisor of principal and assistant principal

Observations are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During an observation, the superintendent will discuss various aspects of the job with the principal and assistant 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. Observations for principals and assistant principals will be conducted at least twice each year.

Observation Protocol

The superintendent/designee will conduct one observation from Oct. 1 –Dec. 15, and the second observation from Jan. 15- March 31st. The superintendent/designee will conduct a post conference with the principal for each observation. The purpose of the observations will be to collect documentation relating to each of the PSEL Standards. Observations can be, but are not limited to, discussing/reviewing evidence of each standard, shadowing and data analysis. All evidence will be documented using the state approved platform.

- Observations will be conducted at least twice each year. Formal observations will be conducted for the assistant principal in the same manner.
- Observations occur prior to the mid-year review (January 30) and before May 31 of each school year.
- Observations range from watching how principals interact with others, to observing programs and shadowing.
- The superintendent/designee will use the Principal standards to measure effectiveness and will enter results in state-approved technology platform.
- Could include formal interview or less structured discussion of job
- Two per year; minimum duration of one hour
- All principals will have two site visits regardless of hire date.

Conferencing:

At least 3 conferences will take place between evaluator and evaluatee throughout the year.

1. Beginning of the Year Conference (Between Oct. 1-Dec. 15)
 - Purpose of the Meeting
 - Discuss reflections of data
 - 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
2. Mid-Year Review Conference (Jan. 15 - March 31)
 - Purpose of the Meeting
 - Discuss reflection of data
 - Share progress toward Professional Growth Goal and Action Plan
 - Discuss documentation of each standard – determine if any other documentation is needed
 - Discuss overall measure based on Professional Practice
 - Questions/Concerns/Comments
 - Set tentative date for End of -Year Review
3. End-Of Year Summative Conference
 - Purpose of the Meeting
 - Discuss overall measure based on Professional Practice
 - Complete Summary of Evidence

Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

Faculty Meeting Agendas and Minutes

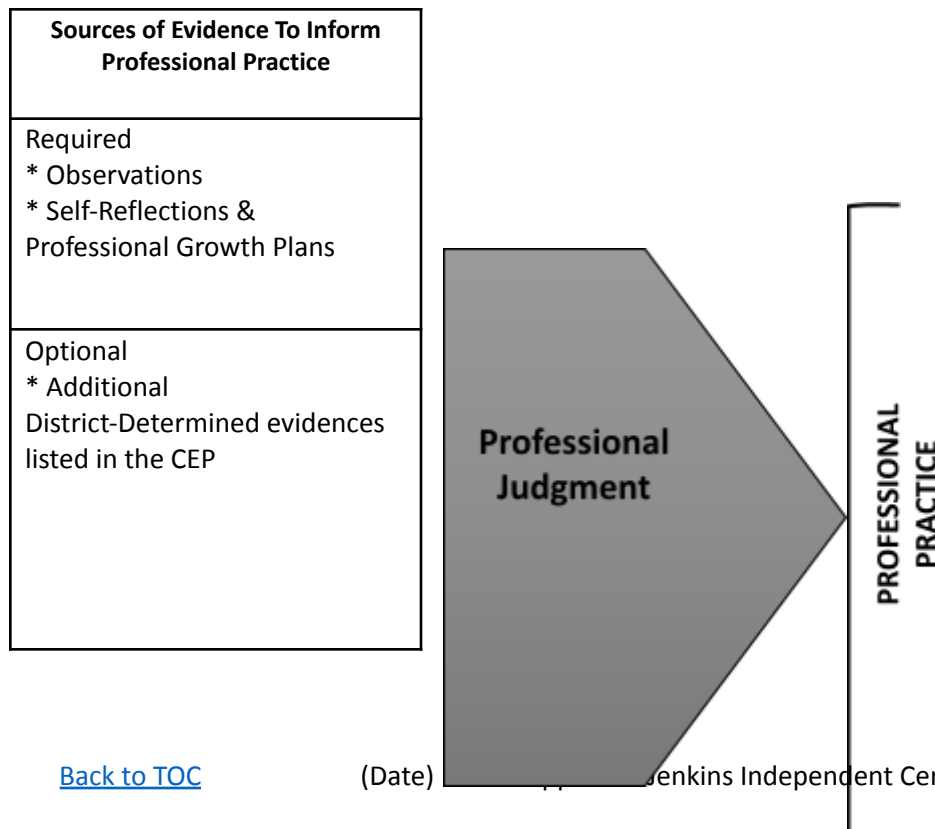
- ☐ Department/Grade Level Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Instructional Round/Walk-through documentation
- ☐ Budgets
- ☐ EILA/Professional Learning experience documentation
- ☐ Surveys
- ☐ Professional Organization memberships

- ☐ Parent/Community engagement surveys
- ☐ Parent/Community engagement events
- ☐ Documentation of School schedules
- ☐ A collection of instructional leadership work samples
- ☐ School schedules, including master schedule and calendars

Determining the Principals/Assistant Principal's Overall Performance Level

Superintendent/Designees are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's measures on professional practice.

Measure Overall Professional Practice



Measures
Measurement 1: Planning I,D,A,E
Measurement 2: Environment I,D,A,E
Measurement 3: Instruction I,D,A,E
Measurement 4: Professionalism I,D,A,E

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each performance measure. Using the sources of evidence for principals/assistant principals, evaluators shall use professional judgment to determine a rating for each measure. Next, the evaluator shall use the following decision rules for determining the Professional Practice Category:

- PGP Evidence
- Two Observations

Determining the Overall Performance Category – Continued

Criteria for Determining a Building Administrator's Summative Rating	
If.....	Then.....
Principal or Assistant Principal is rated EXEMPLARY in all at least 3 measures and no measure is rated DEVELOPING or INEFFECTIVE	the Summative Rating shall be EXEMPLARY.
Principal or Assistant Principal is rated ACCOMPLISHED in at least three of the measure and no measure is rated INEFFECTIVE	the Summative Rating shall be ACCOMPLISHED.
Principal or Assistant Principal is rated DEVELOPING in at least three measures	the Summative Rating shall be DEVELOPING.

Principal or Assistant Principal is rated INEFFECTIVE in at least two or more measures	the Summative Rating shall be INEFFECTIVE
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Professional Growth Plan and Summative Cycle

Based on the overall Summative Rating, supervisors will determine the type of Professional Growth Plan required of the principal and assistant principal.

Professional Practice Rating	Exemplary	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee.
	Accomplished	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee.
	Developing	Shall have a minimum of Professional Growth Plan developed by Evaluator.	Shall have a minimum of a Professional Growth Plan developed by Evaluatee.
	Ineffective	Shall have a minimum of Professional Growth Plan for a duration of up to one (1) year, developed by the Evaluator.	

Required Documents

All required and recommended documents for the Principal/Assistant Principal Evaluation System will be included on the Jenkins Independent website within the certified evaluation webpage. The documents will be available on a document sharing system for all certified staff and administrators. All summary of evidence documents are located in the appendix. The summative documents will be copied and placed in the evaluates personnel file at the district office. The evaluate has the opportunity to submit a written statement in response to the summative evaluation which will be included in the personnel file.

Other District Certified Personnel

Other Certified Personnel Evaluation

704 KAR 3:370 and KRS 156.557

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. Other district personnel will be trained on the evaluation plan within 30 calendar days of reporting for employment each year..

All required and recommended documents for the evaluation system will be included on the Jenkins Independent website within the certified evaluation webpage. The documents will be available on a document sharing system for all certified staff and administrators. All summary of evidence documents are located in the appendix. The summative documents will be copied and placed in the evaluates personnel file at the district office. The evaluate has the opportunity to submit a written statement in response to the summative evaluation which will be included in the personnel file.

Evaluation Timetable for Other Certified District Personnel

STEP	TIMELINE
1. Build Individual Professional Growth Plan—All Other Certified Professionals (Central Office Certified Staff). All Other certified professionals shall use the documents located on the Jenkins Independent School website in the certified evaluation folder for Central Office staff.	<ul style="list-style-type: none">As early as MAY 15 of the preceding school year and no later than September 30. Employees hired after MAY should complete the plan one month after employment.
2. Review of Evaluation Plan and Performance Criteria by Superintendent, delivered to department heads. Superintendent shall review performance criteria with department head.	<ul style="list-style-type: none">Each AUGUST, Other Certified Professionals <p>No later than the END OF 1st 30 calendar days of employees reporting for employment hired late, after the start of the school year</p>
3. Implement Professional Growth Plan or Individual Corrective Action Plan	<ul style="list-style-type: none">As soon as Individual Professional Growth Plan (and/or Individual Corrective Action Plan) is signed
4. Conduct formal observations and conferences for data collection regarding performance of employee: Superintendent or Assistant Superintendent shall evaluate Department heads. Department heads shall evaluate other certified personnel in their department.	<p>Conference AT LEAST ONCE EACH SEMESTER for an update regarding Performance Criteria and progress of Growth/Action Plans.</p> <ul style="list-style-type: none">At any time, conferences may be conducted, and Individual Corrective Action Plans and/or memos written to note areas of concern. These memos become part of the evaluation folder.Summative evaluation by June 15th
5. Continuous Observations/Conference/Corrective Action Plans.	<ul style="list-style-type: none">At any time prior notice is not required.

6a. Assess results, review/revise the current year's Individual Professional Growth Plan 6b. Evaluator recommendation for non-renewal of contract (non-tenured employees).	<ul style="list-style-type: none"> No later than MAY 15th. In writing to the Superintendent no later than April 15
7. All completed summative and Individual Professional Growth Plans shall be filed at evaluatee's school. Final Summative Evaluation Forms and Contractual Status Forms shall be copied and forwarded to the Director of Personnel. Copies of the Final Summative Evaluation Form and the Contractual Status Form shall be placed in the employee's personnel file.	<ul style="list-style-type: none"> By dates in the chart listed below

Overall Performance Category/Summative Rating Process for Other Certified District Personnel

Determining the Performance Category

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

- ◆ **Determine the individual measure rating through the use of sources of evidence and professional judgment.**
- ◆ **Apply District Decisions Rules for determining an educator's performance measure.**

Criteria for Determining Performance Measure

IF	Then
One Measure is rated Accomplished and three Measures are Exemplary	Performance Measure shall be Exemplary
Two Measures are rated Accomplished and Two Measures are Exemplary	Performance Measure shall be Exemplary
Two Measures are rated Developing and two Measures are Exemplary	Performance Measure shall be Accomplished
Three Measures are rated Accomplished, and one Measure is rated Developing	Performance Measure shall be Accomplished
Two Measures are rated Developing, and two Measures are rated Accomplished	Performance Measure shall be Accomplished
Three Measures are rated Developing, and one Measure is rated Accomplished	Performance Measure shall be Developing
Measure 1 or 4 is rated Ineffective	Performance Measure shall NOT be Exemplary
Measure 2 OR 3 is rated Ineffective	Performance Measure shall be Developing or Ineffective
Measures 2 AND 3 are rated Ineffective	Performance Measure shall be Ineffective

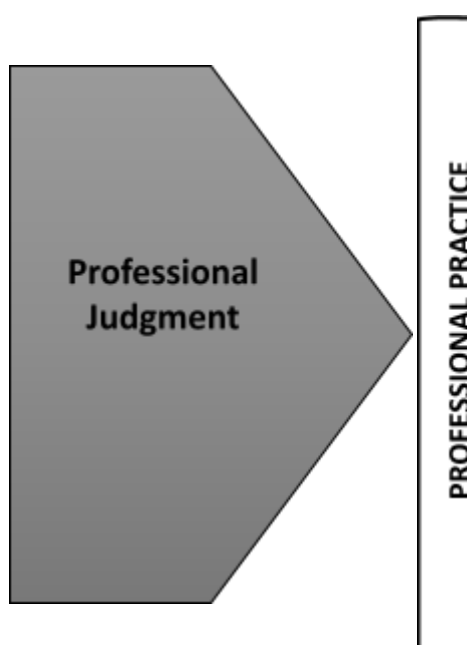
Determining the Other Certified District Personnel Overall Performance Level

Superintendent/Designees are responsible for determining an Overall Performance Category for each Other Certified District Personnel at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's measures on professional practice.

Measure Overall Professional Practice

Measures
Measurement 1: Planning I,D,A,E
Measurement 2: Environment I,D,A,E
Measurement 3: Instruction I,D,A,E
Measurement 4: Professionalism I,D,A,E

Sources of Evidence To Inform Professional Practice
Required * Observations * Self-Reflections & Professional Growth Plans
Optional * Additional District-Determined evidences listed in the CEP



Other Certified District Personnel's Overall Performance Category is determined by the evaluator based on the ratings on each performance measure. Using the sources of evidence for Other Certified District Personnel, evaluators shall use professional judgment to determine a rating for each measure. Next, the evaluator shall use the following decision rules for determining the Professional Practice Category:

- PGP Evidence
- Two Observations

Determining the Overall Performance Category – Continued

Criteria for Determining a Building Administrator's Summative Rating	
If.....	Then.....
Other Certified District Personnel is rated EXEMPLARY in all at least 3 measures and no measure is rated DEVELOPING or INEFFECTIVE	the Summative Rating shall be EXEMPLARY.
Other Certified District Personnel is rated ACCOMPLISHED in at least three of the measure and no measure is rated INEFFECTIVE	the Summative Rating shall be ACCOMPLISHED.
Other Certified District Personnel is rated DEVELOPING in at least three measures	the Summative Rating shall be DEVELOPING.
Other Certified District Personnel is rated INEFFECTIVE in at least two or more measures	the Summative Rating shall be INEFFECTIVE

Frequency of Summative Evaluations of Other Certified District Personnel

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

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

Performance Measures for all Other District Certified Staff

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

Planning, Environment, Instruction, and Professionalism.

Performance Criteria:

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

Administrative positions holding an administrative certificate in areas applicable to job role (Interstate School Leaders Licensure Consortium – ISLLC Standards 2008:

- Performance Criteria 1: Visionary Leadership
- Performance Criteria 2: Learning climate and instructional program support and staff development
- Performance Criteria 3: Management of the organization, operations, and resources
- Performance Criteria 4: Stakeholder communication
- Performance Criteria 5: Ethics and professionalism
- Performance Criteria 6: Political, social economic, legal and cultural context
- Performance Criteria 7: Utilization of technology.

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

- Performance Criteria 1: Mission, Vision and Core Values
- Performance Criteria 2: Ethics and Professional Norms
- Performance Criteria 3: Equity and Cultural Responsiveness
- Performance Criteria 4: Curriculum, Instruction and Assessment (as applicable to job role)
- Performance Criteria 5: Community of Care and Support for Students
- Performance Criteria 6: Professional Capacity of School Personnel

- Performance Criteria 7: Professional Community for Teachers and Staff
- Performance Criteria 8: Meaningful Engagement of Families and Community
- Performance Criteria 9: Operations and Management (as applicable to job role)
- Performance Criteria 10: School Improvement (Same process as principals)

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

Sources of Evidence ~ Alignment Framework ~ ADMINISTRATOR District Personnel					
Performance Measures		Planning	Environment	Instruction	Professional Responsibilities
Standards (ISLLC 2008)		Standard 3: Operations, Management and Resources Standard 6: Political, Social, Legal, Cultural Context	Standard 4: Collaboration with Faculty and Community	Standard 1: Vision Standard 2: School Culture and Instructional Program	Standard 5: Ethics
Observations		Formal observations in job specific roles no less than twice a year by immediate supervisor.			
Professional Growth		Professional Growth Plan			
Self-Reflection PSEL Stds		Standard 3: Operations, Management and Resources Standard 6: Political, Social, Legal, Cultural Context	Standard 4: Collaboration with Faculty and Community	Standard 1: Vision Standard 2: School Culture and Instructional Program	Standard 5: Ethics
SOURCES OF EVIDENCE To Inform Professional Practice	Evidence Required	<ul style="list-style-type: none"> Evidence will be determined by supervisor as aligns directly with job specific roles and duties Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 days prior to first day of reporting for work. 	<ul style="list-style-type: none"> Evidence will be determined by supervisor as aligns directly with job specific roles and duties Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 days prior to first day of reporting for work. 	<ul style="list-style-type: none"> Evidence will be determined by supervisor as aligns directly with job specific roles and duties Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 days prior to first day of reporting for work. 	<ul style="list-style-type: none"> Evidence will be determined by supervisor as aligns directly with job specific roles and duties Evalutee MUST be made aware of required evidence at the time of the evaluation training - no later than 30 days prior to first day of reporting for work.

Appeals

Required: Districts shall have an appeals process established.

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

Appeals/Hearings

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

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as

stated above. LEAP elections and appointments will be held before September 15 of each school year. The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

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

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

Appeals Procedure

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

1. Certified personnel shall have the right to appeal within five (5) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.
3. Upon receipt of an appeal from certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:
 - If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
 - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
 - If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
 - The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
 - If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the

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

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
3. The hearing will adhere to the following format:
 - Reading of the written appeal by the LEAP Chairperson.
 - Questioning of the evaluatee and/or evaluator by the panel.
 - Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
 - Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
 - Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
 - Dismissal of hearing.
4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
 - Rule in favor of the appellant, either in whole or in part;
 - Uphold the evaluation; or
 - Call for a second evaluation by a trained evaluator.
7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

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

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
 - Rule in favor of the appellant, either in whole or in part;
 - Uphold the evaluation; or
 - Call for a second evaluation by a trained evaluator.
4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

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

Appeals Panel Hearing Request Form

I, _____ have been evaluated by _____ during the current evaluation cycle. My disagreement with the findings of the summative has been thoroughly discussed with the evaluator.

I respectfully request the Jenkins Independent School District Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

☐ Substance

☐ Procedure

☐ Both Substance & Procedure

Signature

Date

Date of Summative Conference _____

Date evaluator notified of intent to appeal _____

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

APPENDIX A

SUMMARY OF EVIDENCE DOCUMENT

TEACHER PERSONNEL EVALUATION SYSTEM

Teacher Summative Performance Report

Teacher:

School Year:

School:

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

Performance Measure	Measure
Performance Measure 1: Planning	
Performance Measure 2: Environment	
Performance Measure 3: Instruction	
Performance Measure 4: Professionalism	
Overall Professional Practice Measure:	

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

☐ Professional Growth Goal requirements were met

☐ Professional Growth Goal requirements were not met

Teacher Summary of Evidence Performance Report

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

☐ Up to 12-month Improvement Plan

☐ One-Year Cycle – Directed Growth Plan

☐ Three-Year Cycle –Self-Directed Growth Plan

Evaluation Summary

☐ Recommended for continued employment

☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)

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

Overall Summative Measure

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

Evaluator's Name _____ Teacher's Name _____

Evaluator's Signature _____ Teacher's Signature _____

Date _____ Date _____
(The teachers signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

SELF – REFLECTION & PROFESSIONAL GROWTH AND PLANNING TEMPLATE

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

Part A: Self-Reflection

Measure	Criteria:	Self-Assessment:				Rationale:
Planning	1A – Demonstrate Knowledge of Content and Pedagogy	I	D	A	E	
	1B - Demonstrate Knowledge of Students	I	D	A	E	
	1C - Selecting Instructional Outcomes	I	D	A	E	
	1D - Demonstrate Knowledge of Resources	I	D	A	E	
	1E - Designing Coherent Instruction	I	D	A	E	
	1F - Designing Student Assessment	I	D	A	E	
Environment	2A - Creating an Environment of Respect and Rapport	I	D	A	E	
	2B - Establishing a Culture for Learning	I	D	A	E	

	2C - Managing Classroom Procedures	I	D	A	E	
	2D - Managing Student Behavior	I	D	A	E	
	2E - Organizing Physical Space	I	D	A	E	
Instruction	3A - Communicating with Students	I	D	A	E	
	3B - Using Questioning and Discussion Techniques	I	D	A	E	
	3C - Engaging Students in Learning	I	D	A	E	
	3D - Using Assessment in Instruction	I	D	A	E	
	3E - Demonstrate Flexibility and Responsiveness	I	D	A	E	
Professionalism	4A - Reflecting on Teaching	I	D	A	E	
	4B - Maintaining Accurate Records	I	D	A	E	
	4C - Communicating with Families	I	D	A	E	
	4D - Participating in a Professional Community	I	D	A	E	
	4E - Growing and Developing Professionally	I	D	A	E	
	4F - Demonstrate Professionalism	I	D	A	E	
Measure:	Circle Professional Growth Priority Components					Select a component from those circled for focused professional growth goal development (Part B):
Planning	1A	1B	1C	1D	1E	1F
Classroom Environment	2A	2B	2C	2D	2E	
Instruction	3A	3B	3C	3D	3E	
Professionalism	4A	4B	4C	4D	4E	4F

Current Level of Performance for Selected Measure:

I D A E

PART B: Professional Growth Goal Plan

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 			
Action Plan			
Professional Learning	Resources/Support	Targeted Completion Date	
Measures of Goal Attainment (Tools/Instruments):			
Expected Student Impact:			
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>			
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection	
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data	
<input type="checkbox"/> Other: (please specify)			
Teacher Signature:	Date:		
Administrator Signature:	Date:		

PART C: Mid-Year Review

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

PART D: Summative Reflection

Date:	End of Year Reflection:				
Next Steps:					
Connection to Framework for Teaching:		I	D	A	E
		I	D	A	E
Teacher Signature:				Date:	

Administrator Signature:	Date:
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APPENDIX B

SUMMARY OF EVIDENCE

DOCUMENT

Principal / Assistant Principal

Principal/Assistant Principal Summary of Evidence Performance Report

Principal:

School Year(s):

School:

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

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

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

Principal/Assistant Principal Summary of Evidence Performance Report Evaluation Summary

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

Summative Measure

- ☐ Exemplary ☐ Accomplished ☐ Developing ☐ Ineffective

Employee's Signature/Date

Administrator's Signature/Date

Evaluator's Name _____ Principal's Name _____

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

Date _____

Date _____

Superintendent's Name _____

Superintendent's Signature _____

Date _____

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

- Professional Growth and Self Reflection
- Observations
- Other district determined evidence sources

APPENDIX C

SUMMARY OF EVIDENCE DOCUMENT

OTHER PROFESSIONALS

COUNSELORS

LIBRARY MEDIA SPECIALIST

Other Professionals Summary of Evidence Report

Other Professional:

School Year:

School:

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

One Performance Measure is rated ACCOMPLISHED and three measures are EXEMPLARY	Summative Measure shall be EXEMPLARY
Two Performance Measure are rated ACCOMPLISHED and Two measures are EXEMPLARY	Summative Measure shall be EXEMPLARY
Two Performance Measure are rated DEVELOPING and two measures are EXEMPLARY	Summative Measure shall be ACCOMPLISHED
Three Performance Measure are rated ACCOMPLISHED, and one measures are rated DEVELOPING	Summative Measure shall be ACCOMPLISHED
Two Performance Measure are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Summative Measure shall be ACCOMPLISHED
Three Performance Measure are rated DEVELOPING, and one measure is rated ACCOMPLISHED	Summative Measure shall be DEVELOPING
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative Measure shall NOT be EXEMPLARY
Performance Measure 2 OR 3 are rated INEFFECTIVE	Summative Measure shall be DEVELOPING OR INEFFECTIVE
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative Measure shall be INEFFECTIVE
Performance Measure	Measure
Performance Measure 1: Planning and Preparation	
Performance Measure 2: Environment	
Performance Measure 3: Instruction	
Performance Measure 4: Professionalism	
Overall Professional Practice Measure:	

OTHER PROFESSIONAL GROWTH PLAN AND CYCLE

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

Evaluation Summary

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

Evaluator's Name _____ Other Professional's Name _____

Evaluator's Signature _____ Other Professional's Signature _____

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

Date _____ Date _____

APPENDIX D

SUMMATIVE DOCUMENT

OTHER DISTRICT OFFICE CERTIFIED PERSONNEL

Summative Evaluation for Certified District Office Personnel

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

Evaluatee _____ Position _____

Evaluator _____ Position _____

Evaluatee's	Performance Measure	Measure (Ineffective/Developing/Accomplished/Exemplary)
	Performance Measure 1: Planning and Preparation	
	Performance Measure 2: Environment	
	Performance Measure 3: Instruction	
	Performance Measure 4: Professionalism	
	Overall Professional Practice Measure:	

Evaluatee's Comments:

Evaluator's Comments:

Evaluatee: _____
Signature Date

Evaluator: _____
Signature Date

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

Employment Recommendation to Central Office:

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

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

*Any measure in the “does not meet standards” column requires the development of an Individual Corrective Action Plan.

Failure to meet any standard may be considered grounds for dismissal

Jenkins Independent School Certified Evaluation Plan (CEP) AMENDMENTS Due to COVID-19

SB 177 signed into law on March 24, 2020, provides:

Section 8. Notwithstanding KRS 156.557 and 704 KAR 3:370, for the 2019-2020 school year, a local board of education may revise the district's certified evaluation plan due to the COVID-19 public health emergency. In response to the COVID-19 public health crisis, **SB 177** allows Kentucky school districts the ability to modify the district's Certified Evaluation Plan (CEP) for the 2019-2020 school year. The CEP can be modified to address the needs of the district during this time. CEP's modified for the 2019-2020 school year, only require local school board approval. **KDE approval is not required.**

TEACHER EVALUATIONS (INCLUDES OTHER PROFESSIONALS)

Observations

- All teachers, in the current evaluation cycle, must have one full or partial observation during the current school year. This observation along with any informal observations will be used to determine the teacher's summative evaluation.
- Any tenured teachers that should have received a summative evaluation that does not have at least one formal observation during their current three-year cycle will receive a summative evaluation in the 2020-2021 school year.

Summative Evaluations

- A teacher in the current evaluation cycle will:
 - Complete summative conference via telephone, virtually, or electronically.
 - The decision as to how the summative conference will be completed will be determined by the school administrator.

Professional Growth Plans

- All teachers will complete and submit Part D (Summative Reflection) electronically to the evaluator by May 1, 2020.

Timelines

- Evaluations and Summative Reflections must be completed by May 1, 2020. Evaluations can be completed via telephone, virtually, or electronically. Summative Reflections need to be sent electronically.
- Non-renewal notifications must be mailed or emailed by May 15, 2020.

Administrator Evaluations

Timelines

- Will remain the same. They may be completed virtually, electronically or by telephone.
- Non-renewal notifications must be mailed or emailed by May 15, 2020.

Self-Reflection

- 2019-2020 Self Reflection should be completed prior to end of school year and submitted electronically to supervisor.
- Timeline for 2020-2021 self-reflection will be extend so that reflection to be completed within the first 30 days of the new school year.