



Certified Personnel Evaluation Plan

Dr. Kevin F. Hub
SUPERINTENDENT
2018-2019

SCOTT COUNTY BOARD OF EDUCATION
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ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

Committee Members:

Maria Bennett - Administrator	Stephanie Carrico – Teacher	Frank Howatt– Administrator
Clay Goode - Administrator	Susan Isaacs – Teacher	Paul Krueger - Administrator
Michelle Nichols– Administrator	Dr. Julye Adams - Teacher	Cindy Covington – Teacher
Krista Stanley – Other Professional		

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 3, 2018. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

For additional information about the Scott County Certified Personnel Evaluation Plan, please contact:

Maurice Chappell, Assistant Superintendent of Student Learning
Frank Howatt, Director of District-Wide Services
2168 Frankfort Rd.
Georgetown, KY 40324
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CODE OF ETHICS
704 KAR 20:680

Section 1. Certified Personnel in the Commonwealth:

- (1). Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2). Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3). Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator	Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.	Shall exemplify behaviors which maintain the dignity and integrity of the profession.
Shall respect the constitutional rights of all students	Shall endeavor to understand community cultures and diverse home environments of students	Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities
Shall take reasonable measures to protect the health, safety, and emotional well-being of students.	Shall not knowingly distort or misrepresent facts concerning educational issues	Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law
Shall not use professional relationships or authority with students for personal advantage	Shall distinguish between personnel views and the views of the employing educational agency	Shall not use coercive means or give special treatment in order to influence professional decisions
Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law	Shall not interfere in the exercise of political and citizenship rights and responsibilities of others	Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
Shall not knowingly make false or malicious statements about student or colleagues	Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities	Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals
Shall refrain from subjecting students to embarrassment or disparagement	Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.	
Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.		

All certified employees of the Scott County Schools shall adhere to the Professional Code of Ethics

INTRODUCTION

The Scott County Schools recognize and accept the responsibility for providing the most effective teaching possible and for serving all students well. To these ends, the certified personnel evaluation system is dedicated.

Teacher evaluation is an invaluable tool, the basic instrument in developing a school's most important resource: the teacher. Evaluation will lead to a more effective and productive teaching staff, while emphasizing professional growth.

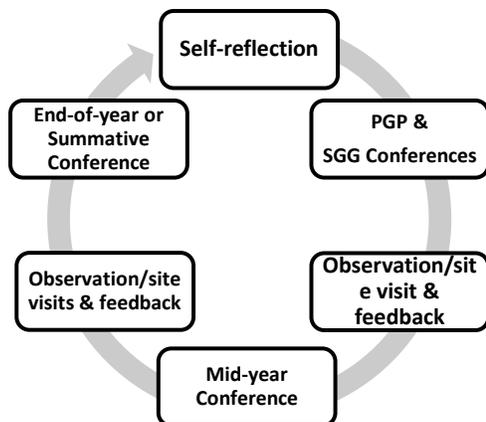
PURPOSE

The purpose of the Scott County Certified Evaluation Process is to:

1. Improve student learning
2. Improve the overall instructional program to provide for educational success of students
3. Motivate personnel to a higher level of performance
4. Identify and promote effective teaching
5. Validate the school district's credibility with the community
6. Provide training for evaluators to assist in improving their instructional leadership
7. Provide information for use in creating a staff development program
8. Provide information to be used in awarding contracts
9. Keep the school system in compliance with state mandates

OVERVIEW

The Scott County Schools evaluation plan outlines evaluation procedures for all certified employee roles—teachers, other professionals, building-level administrators, and district-level administrators. The certified evaluation system includes appropriate standards for each role. The evaluation process consists of self-reflection, professional growth goals and planning, student growth goal or student impact goal setting, classroom observation or workplace visits, conferencing, and other evidence collection mechanisms. For teachers and other professionals, student survey feedback is also included. This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. Evaluatees may submit a written statement in response to the summative rating and that response is included in the official personnel record. The evaluation process should flow as depicted in the diagram below:



Each of the components of the certified evaluation process are detailed throughout the plan, beginning with the table of roles below.

District Certified	Principals	Teachers	Other Professionals
<ul style="list-style-type: none"> • Assistant Superintendents • DirectorsAssistant DirectorsRt/Classroom Assessment Coordinators • Coordinators 	<ul style="list-style-type: none"> • Principals • Assistant Principals 	<ul style="list-style-type: none"> • All certified teaching positions not mentioned in other categories • Preschool teachers • KTIP teachers under the approved KTIP process 	<ul style="list-style-type: none"> • School Counselors/Guidance Specialists • Library/Media Specialists • School Instructional Specialists (e.g., instructional coaches) • Speech Language Pathologists • School Psychologists • Diagnosticians

Variations to the certified evaluation plan as described occur for some certified roles. Teachers participating in the Kentucky Teacher Intern Program (KTIP) will follow the KTIP standards and process, and preschool teachers will use Kentucky’s Framework for Teaching with preschool indicators.

Evaluators may complete a summative evaluation in any year with any certified employee when deemed necessary even if it is not the evaluation cycle year. The evaluator must inform the evaluatee in writing of the summative evaluation year outside of cycle.

TERMS/DEFINITIONS

Administrator	An EPSB certified administrator who devotes the majority of employed time in the role of principal, assistant principal, central office administrator, or other role for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
Appeal	A process whereby any certified employee can formally challenge his/her evaluation.
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 Evaluation Plan	The procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
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 involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
Corrective Action Plan (CAP)	A plan developed by the evaluator, in collaboration with the evaluatee, when there is one or more "Ineffective" rating(s) on the Final Summative Evaluation or documented unsatisfactory performance observed at any time during the school year. A Corrective Action Plan may also apply to unsatisfactory performance on the specifically identified board approved evaluation standards and performance criteria. Specific assistance and activities are identified and progress monitored.
Documentation	Artifacts created in the day-to-day world of performing job duties that can provide evidence of meeting the performance standards.
Evaluatee	District/School certified personnel being evaluated
Evaluation	The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, products and performance. Evaluation shall include the establishment and monitoring of a growth plan.
Evaluation Plan Committee	A group, consisting of an equal number of teachers and administrators, responsible for developing and annually reviewing evaluation procedures and forms for the local district evaluation plan.
Evaluator	The immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the

primary evaluator. Evaluators must be trained, tested, and certified through the Initial Certified Evaluator Training by KDE, and 6 hours, EILA-approved evaluation system annual training. The district will train evaluators in the skills and knowledge needed to implement the local evaluation plan.

Evidence	Documents or demonstrations that indicate proof of a particular descriptor.
Formative Evaluation	A continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.
Framework for Teaching	The document indicating the Performance Measures, components, and descriptors for which certified personnel will be evaluated.
Full Observation	An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
Indicators	The measurable behaviors and outcomes which demonstrate performance criteria.
Informal Data Gathering	The process of gathering data outside of a formal observation.
Mini Observation	An observation conducted by a certified observer for 20-30 minutes in length. An evaluator may use his/her professional judgement to extend a mini observation up to the full length of the lesson and still use the observation to meet the requirements of a mini observation.
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.
Observer Certification	A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
Observer Calibration	The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
Other Professionals	Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Educational Professional Standards Board.
Peer Observation	Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
Performance Criteria	The areas, skills, or outcomes on which certified school personnel are evaluated.
Performance Measure	One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include Planning, Environment, Instruction, and Professionalism.

Performance Rating	The rating for each performance measure for a certified evaluatee as directed through the local district certified evaluation plan. Ratings shall be Exemplary, Accomplished, Developing, and Ineffective.
Post Observation Conference	A meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. A post-conference shall be held to discuss each completed formative observation and shall occur within five (5) working days following the formal observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records or other appropriate materials) as well as the Growth Plan.
Pre Observation Conference	Communication between the evaluator and the evaluatee to discuss and plan the observation.
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.
Professional Growth	Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise, and other characteristics.
Professional Growth Goal	Measurable goal written by a certified employee in collaboration with his/her evaluator using established guiding questions and which meets the established criteria checklist.
Professional Growth Plan	An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
Professional Practice	The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
School Instructional Specialist	Includes (but not limited to) roles such as RTI/Literacy/Math coaches, and other positions that spend most of their time working with teachers.
Site Visit	Provides information on a wide range of contributions made by principals/assistant principals. Site visits and the resulting observation(s) may range from shadowing a principal/assistant principal to observing programs and practices.

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.
SMART Goal Criteria	Acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound).
Standards of Performance	Acceptable qualitative or quantitative levels of specific job performances expected of effective certified employees.
Student Growth	Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.
Student Growth Goal	Measurable goal(s) written by the certified employee that measures student growth over time following the SMART criteria format and developed by using established criteria checklist.
Student Growth Goal Rating	Ratings assigned to student growth based on a rubric indicating high, expected or low growth.
Student Impact	Quantitative or qualitative measure of the impact a district employee has on student achievement as measured by student impact goal setting.
Student Impact Goal	Measureable goal(s) written by the district employee that measures student impact over time following the SMART criteria format.
Student Impact Rating	Ratings assigned to student impact goals based on a rubric indicating high, expected or low growth.
Student Survey	The student perception survey is developed locally and is administered annually to a minimum of one (1) principal-designated group of students per teacher or other professional. The survey provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
Summative Evaluation	The written summary of, and conclusions from, the evaluation data, including formative evaluation data, that occurs at the end of the evaluation cycle and includes a conference between the evaluator and the evaluated certified employee and a written evaluation report, and is included in an employee's official personnel record.
Summative Rating	The final rating of the evaluation cycle that is determined for a teacher, other professional, principal, assistant principal, or district certified professional. The rating of Ineffective, Developing, Accomplished, or Exemplary is assigned and is reflective of the overall performance of an employee against a set of specified standards.
Teacher	A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
TELL Kentucky	A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

Workplace Visit

A process to gather data for certified roles including principals, assistant principals, other professionals and district assigned certified personnel This process could include, but is not limited to, observing the evaluatee working with students and staff and completing other necessary duties as well as conducting conversations with the evaluatee during the visit.

Working Conditions Goal

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

Instructions for Completing Corrective Action Plan

A corrective action plan is a plan developed by the evaluator in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an “Ineffective” rating is indicated on any Final Summative Evaluation Standard. Corrective action plans shall be reviewed continuously until performance is judged to consistently meet the evaluation standards. Review of corrective action plans shall be documented on the Corrective Action Form.

Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

1. Corrective Action Plan goals and objectives
2. Procedures and activities designed to achieve Corrective Action Plan goals and objectives
3. Targeted dates for appraising the evaluatee’s improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by April 30th or 90 days before the first student attendance day of the next school year.

A corrective action plan may be developed when improvement is needed to correct critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference or it can be developed after the formal observation and/or during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

Recommended Procedures

1. Identify the specific Performance Measure(s) or standard(s) from the Final Summative Evaluation Form that has an “Ineffective” rating assigned.
2. Select the stage of professional development that best reflects the evaluatee’s level.
 - O = Orientation/Awareness
 - A = Preparation/Application
 - I = Implementation/Management
 - R = Refinement/Impact
3. List Growth Objective(s) Goals. The growth objectives must address the specific Performance Measure(s) or standard(s) rated as “Ineffective” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).
4. Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
5. List specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.
6. Documentation of all reviews, corrective actions, and the evaluator’s assistance must be provided periodically (as they occur) to the evaluatee. Evaluators must follow the local district professional development growth and evaluation plan process, and procedures for implementing an Individual Correction Action Plan.

APPEALS PROCESS

LOCAL APPEALS PANEL

- a. The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.
- b. The panel shall consist of three (3) certified employees. Two members of the panel shall be elected by and from the certified employees of the district. The two (2) alternates shall be decided from the same election. The certified employees receiving the third and fourth number of votes shall be the two (2) alternates. The local board of education shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.
- c. All terms of panel members and alternates shall be for two (2) years and run from October 1 to September 30. Members may be re-appointed or re-elected.
- d. The chairman of the panel shall be the certified employee appointed by the local board of education.
- e. Any evaluatee who believes that he or she was not fairly evaluated on the summative evaluation must submit the Evaluation Appeals Hearing Request Form to the Appeals Panel Chair within five (5) working days of the receipt of the summative evaluation.
- f. The appeal shall be written and signed on the Evaluation Appeals Hearing Request Form. The form shall state that evaluation records may be presented to and reviewed by the panel.
- g. No panel member shall serve on any panel on which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for the panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, cousin and corresponding in-laws.
- h. Formal Hearing Process:
 - i. The evaluatee appealing to the panel has the burden of proof. Copies of all pertinent documentation for the hearing shall be provided for the appeals panel from the evaluator and evaluatee prior to the hearing.
 - ii. Legal counsel/representation is allowed for both parties. Prior notification of legal counsel for the evaluatee is required within four (4) working days of the hearing.
 - iii. Witnesses will be allowed to testify.
 - iv. The panel shall issue one of the following three recommendations to the superintendent within fourteen (14) working days from the date an appeal is filed.
 - Uphold the original summative evaluation
 - Remove the whole evaluation or any part of the summative evaluation
 - Order a second evaluation conducted by a trained evaluator employed by the district.

The superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

STATE EVALUATION APPEALS PANEL

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

- ii. 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.
- iii. 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.
- iv. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- v. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Teacher and Other Professionals Evaluation Plan

Overview of Evaluation Process and Timeline

Process	Timeline
ORIENTATION <ul style="list-style-type: none"> The certified evaluation plan and other expectations shall be explained and discussed with certified school personnel. 	No later than the end of the first 30 calendar days after reporting for employment for the school year.
PROFESSIONAL GROWTH PLAN (PGP) <ul style="list-style-type: none"> An individual professional growth plan shall be developed jointly by the evaluator and evaluatee. 	Developed or revised annually by the first thirty (30) instructional days after reporting for employment each school year. PGPs for existing staff may be developed before the end of the current school year.
STUDENT GROWTH GOALS (SGG) <ul style="list-style-type: none"> Teachers and other professionals - Student Growth Goals shall be developed jointly by the evaluator and the evaluatee. 	Developed annually within the first thirty (30) instructional days after reporting for employment for each school year.
MID-YEAR CONFERENCE <ul style="list-style-type: none"> Evaluator meets with each evaluatee to discuss progress on student growth and professional growth goals as well as other pertinent evaluation evidence. 	Between December 1 and January 31 of each school year.
FORMAL OBSERVATION (FULL OR MINI): <ul style="list-style-type: none"> KTIP Teacher – Conduct formal observation and collect formative data (Intern Teacher and principal). Post observation conferences must be held within five (5) instructional days of the formal observation. Teachers and other professionals on 1-year Summative Cycle – Conduct formal observation and collect formative data. Post observation conferences must be held within five (5) instructional days of the formal observation. Teachers and other professionals on 3-year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) instructional days of the formal observation. All Other Certified Positions on a 1-Year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) instructional days of the formal observation. All Other Certified Positions on a 3-Year Summative Cycle – Conduct formal observations and collect formative data. Post observation conferences must be held within five (5) instructional days of the formal observation. 	<p>Adhere to the KTIP approved timelines when completing evaluations</p> <p>A minimum of two (2) full formal observations and post conferences (one each semester) conducted by the evaluator annually until placed on a 3-year summative cycle.</p> <p>A minimum of three (3) formal observations and post conferences over a three (3) year cycle. At a minimum, observations must include two (2) mini observations and one (1) full observation (each with a post conference) conducted by the evaluator. The full observation must occur in the final year of the summative cycle.</p> <p>A minimum of two (2) formal observation/workplace visits and post conferences annually until placed on a 3-year summative cycle (one each semester).</p> <p>A minimum of one (1) formal observation/workplace visit and post conference over the 3-year cycle.</p>
SUMMATIVE EVALUATION: <ul style="list-style-type: none"> Evaluator completes evaluation summary. 	By April 30 of each school year.
END-OF-YEAR CONFERENCE Evaluator meets with each evaluates not on summative cycle to discuss attainment of student growth and professional growth goals as well as other pertinent evaluation evidence.	By the last day of school each year.

Late Hire and Extended Absence Timeline

- If a newly hired teacher starts working with one hundred forty (140) or more instructional days remaining in the school year, the full evaluation cycle must be followed as outlined.
- If a newly hired teacher starts working with less than one hundred forty (140) instructional days remaining, the timeline for Orientation, Professional Growth Plan, and Student Growth Goals is unchanged (within 30 days of reporting for employment). No less than one full observation shall be conducted.
- If a returning teacher experiences extended absences/leave that impact the ability to meet the timeline, refer to *Schedule* on page 24 of this CEP.

Performance Measures

The performance of teachers and other professionals will be evaluated against the components of the Kentucky Framework for Teaching and the Specialists Frameworks for Other Professionals. These frameworks are designed to support student achievement and professional practice through the four Performance Measures 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 are included in the CEP Forms and Standards section of this document. The Frameworks 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 Performance Measures of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each Performance Measure.

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 Performance Measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Observation
- Student Survey
- Student Growth Goals

Teachers may also provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the teacher's practice within the Performance Measures. Other sources of evidence may include:

- Observations/work place visits conducted by certified supervisor observer(s)
- Student survey(s)
- Self-reflection and professional growth plans
- Student achievement and growth data
- Team-developed curriculum units

- Lesson plans
- Communication logs
- Student data records
- Student work
- Records of student and/or teacher attendance
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Video lessons
- Engagement in professional organizations
- Action research
- Other: sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

The chart that follows shows alignment of sources of evidence to components of the Kentucky Framework for Teaching.

SOURCES OF EVIDENCE/Framework for Teaching Alignment

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

Professional Growth Planning and Self-Reflection

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

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

All teachers and other professionals will

- document their professional growth process using the district Professional Growth Plan form included in this certified evaluation plan.
- reflect upon the progress and impact of the plan on their professional practice and modify the PGP as appropriate, after collaborating with his/her evaluator during a mid-year conference.
- complete a summative reflection on the degree of goal attainment within their PGPs and implications for next steps. The self-reflection will be evidenced by the completion of the PGP on the appropriate district approved forms.

Observation/Workplace Visits

The observation/workplace visit process is one source of evidence to determine teacher/other professional effectiveness. Evaluators will conduct observations/workplace visits using the same instrument (Framework for Teaching and Specialist Frameworks) for all certified professionals in the same roles (same instrument for all teachers, same instrument for all counselors). The observation/workplace visit will provide documentation and feedback to measure the effectiveness of a professional's practice.

Models

The observation model for tenured employees on a 3-year summative cycle must fulfill the following minimum criteria:

- A minimum of three observations/workplace visits (one each year of the cycle) conducted by the evaluator.
- Final observation/workplace visit is conducted by the supervisor and is a full observation/workplace visit consisting of a full class, lesson, or event (for other professionals).
- Evidences of observation/site-visit will be documented either in the district-approved Excel format or in Microsoft Word.
- Observers may conduct two mini observations/workplace visits of approximately 20-30 minutes each in the first two years of the summative cycle. Observers may choose to expand these mini sessions to full observations/workplace visits.

The observation model for non-tenured employees on a one-year summative cycle must fulfill the following minimum criteria:

- A minimum of two observations/workplace visits (one full session each semester) conducted by the supervisor.
- Evidences of observation will be documented either in the district-approved Excel format or in Microsoft Word.

Peer observations/workplace visits may be used as a means of feedback to certified professionals, but peer observations/workplace visits are not required as part of the evaluation plan.

Schedule

Observers will adhere to the following observation/workplace visit schedule:

- Observations/workplace visits may begin after the evaluation training takes place within the first 30 calendar days after reporting for employment.
- During the summative year, the following timeline must be met:
 - The final observation/workplace visit must occur by April 15th.
 - A minimum of one (1) full observation/workplace visit shall be conducted by the supervisor (by April 15th) for any teacher or other professional hired who reports to work with less than one hundred-forty (140) instructional days remaining in the school year.
- Exceptions to the timeline
 - In extenuating circumstances in which a continuing contract teacher or other professional who is in the last year of their summative cycle misses more than half of the instructional days during the school year for approved leave, the evaluator with approval from the Superintendent/Designee may extend the summative cycle by one (1) extra year and allow the summative evaluation data to be used from the previous year(s) in the summative cycle.
 - The decision to extend the summative cycle to an extra year will be documented in writing and included in the employee's summative evaluation documentation.
 - Evidences of observation/workplace visit will be documented either in the district-approved Excel format or in Microsoft Word.
 - The Superintendent/Designee may grant permission to extend the summative cycle by an extra year on a case-by-case basis if an extenuating circumstance exists that does not meet the above criteria.

Peer Observation/Peer Workplace Visits

Peer observations/workplace visits may be used as a means of feedback to certified professionals, but peer observations/workplace visits are not required as part of the current evaluation plan.

In observations or workplace visits conducted by peers, the observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted. Peer observers will be trained in the Peer-2-Peer Feedback Cycle program by a KDE approved trainer at a scheduled in-person sessions. Training will occur prior to any peer observation and is required no less than once every three years. The evaluator will assign peer observers to observees from a pool of certified peer observers. The occurrence of peer observations may be documented on the Peer Observation Documentation Form and maintained by the evaluatee.

Observer Certification

All evaluators must successfully complete the initial certified evaluation training per KRS 156.557 which requires Initial Certified Evaluator Training by KDE and 6 hours of EILA-approved evaluation system training annually.

In addition, to ensure consistency of observations, evaluators must successfully complete the Proficiency Observation Training for the current approved state framework before conducting an observation or workplace visit for teachers or other professionals. The training allows observers to develop a deep understanding of how the four domains of the Kentucky Frameworks for Teaching and Other Professionals are applied in observation. There are three sections of the proficiency training:

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

After initial certification, observers must maintain scoring accuracy by completing annual calibration exercises prior to the first observation or workplace visit. Calibration ensures ongoing accuracy in scoring teaching practice, an awareness of the potential risk for rater bias, and ensures observers refresh their knowledge of the training and scoring practice.

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

- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
- In cases where the principal is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the superintendent/designee will provide a certified evaluator(s) to help conduct observations/evaluations until the principal obtains certification. The uncertified principal must accompany the certified evaluator(s) and passively participate in all aspects of evaluation.
- The district will purchase the appropriate initial certification and calibration registrations for district administrators, principals and assistant principals currently employed in those roles as needed.
- The district will provide training support for district administrators, principals, and assistant principals currently employed in those roles prior to initial certification and during calibration years. This training support may occur during district administrator meetings, elementary and secondary principal meetings, and assistant principal meetings as well as one-on-one and in small groups.

Conferencing

All teachers and other professionals will meet with their evaluator at the beginning, middle, and end of the year to establish, monitor, and determine achievement of student and professional growth goals. Evaluators have flexibility in timing, duration, and format of these conferences, but meeting to address student and professional growth goals is required.

Before and after observations/workplace visits, evaluators and evaluatees must meet to discuss the observation/workplace visit. Evaluators will adhere to the following observation/workplace visit conferencing requirements:

- Conduct post-observation/workplace visit conference within five working days following the observation/workplace visit.
- Pre- and post-conferences must be conducted for all formal observations/workplace visits (mini and full), however pre-conferences may take place face-to-face or electronically while post-conferences must take place face-to-face.
- Pre-conferences must take place no less than one instructional day prior to the observation/workplace visit.

Teachers and other professionals in their summative year must meet with the evaluator to discuss Performance Measure Ratings for each domain of the Frameworks and the overall Summative Rating. The summative evaluation conference will include discussion of student and professional growth goals, so a separate end-of-year conference is not required for teachers and other professionals on summative cycle.

Student Survey

The Student Survey is a confidential survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

- All teachers and other professionals will participate annually in, and adhere to, the Scott County Schools Student Survey Guidelines (adapted from the State Student Voice Guidelines). A minimum of one identified group of students will be identified for each teacher or other professional. Students who are exempted from participation includes preschool through grade 2 students, student receiving services in HSC classrooms, students who have not been enrolled in the teacher's classroom for at least ten (10) days, and students from classrooms where even if the teacher's classes were combined, would result in less than ten (10) student available to take the survey.
- Results will be used as a source of evidence for evaluating professional practice.
- Formative years' data will be used to inform professional practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district's Student Survey Ethics Statement.

- The student selection process for the Student Survey will be consistent across the district. The principal will consistently determine which class(es)/course(s) of students will participate in the student survey in his/her school. (For example, the first class that each teacher has during the school day maybe the one that completes the Student Survey).

Point of Contact	District Certified Evaluation POC
Selection of Student Groups	District will determine the number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school. Ex: May choose all second period classes. Teachers who would not have 10 or more students in one class (such as special education resource teachers) may use a combination of classes to ensure enough students. The classes used must be decided upon with agreement from the building principal. All students within those classes must be allowed to participate in the survey. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.
Process for Equal Access for All Students	Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the Student Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with Student Survey and special education guidelines.
Student Survey Timeline	The Student Survey must be completed no less than one time, administered between September 1 to March 1. .

Student Growth Measure

The evaluation process for teachers and other professionals will include an annual goal-setting process for a measure of student growth. The student growth measure will serve as a source of evidence for performance in appropriate components of domains 1-4 of the Kentucky Frameworks for Teaching and Other Professionals. The student growth measure should **not** be considered a separate domain of teacher/other professional job performance. The student growth goal measure should connect to at least one of the employees professional growth goals.

Process

All teachers (excluding KTIP) and other professionals will develop a goal for student growth in a specified area of learning within the first 30 instructional days after reporting for employment each school year. Other professionals' goals may be more programmatic, setting a target for improvement in an area identified as a school need after an analysis of appropriate data.

Student growth goals will be determined by the teacher or other professional in collaboration with the evaluator and be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement). Student growth goals should reflect the improvement needs of the teacher/other professional, grade level or department, and /or school.

As part of the student growth process, teachers/other professionals will develop a plan for determining the goal, achieving the goal, assessing student progress, and reflecting on outcomes. Student growth goals should be established using some form of needs assessment and baseline data. Teachers/other professionals then will decide the instructional practices and strategies they will use to move student progress toward the goal. Deciding what

data, how to collect it, and measure achievement should be part of the plan for attaining the goal. Finally, teachers/other professionals should reflect on the student outcomes and their role in the process.

Structure

Student growth goals should

- Identify an interval of instruction (i.e. trimester, semester, year-long) and specific group of students,
- Be congruent with the Kentucky Core Academic Standards or Professional Standards at the grade level and content area for which they are written,
- Be comparable in data collected, evidence of success, alignment to standard, performance expectations,
- Represent or encompass an enduring skill, process, understanding, or concept that students are expected to master by participating in a particular course taught by the teacher or program offered by the other professional,
- Allow high- and low-achieving students to adequately demonstrate their knowledge, and
- Provide access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

Preschool teachers may be excluded from some of the criteria listed above.

Preschool teachers may write student growth goals from the preschool standards and that include areas other than academic such as cognitive, adaptive, social, communication, and/or motor.

Evaluators and evaluatees shall use the Scott County Rubric for Assessing Student Growth Goals to ensure a high level of rigor and comparability among student growth goals.

Student growth goals will be comprised of both a proficiency target and a growth target. Teachers may develop tiered growth goals in which different students may have different growth goals based on their baseline assessment. *(Other professionals developing programmatic goals may not be able to follow the growth/proficiency format.)*

Growth Target – Teachers will develop a growth target that identifies a goal for the growth that students should experience by the end of the SGG timeline. Using baseline scores, tiered growth goals may be written that distinguish the expected growth for students within different baseline score ranges. This growth target will be agreed upon and approved by the evaluator using the Scott County Rubric for Assessing Student Growth Goals.

Proficiency Target – Teachers will develop a proficiency target that identifies a goal for the percentage of students who will be at the proficient level (as identified at the beginning of the goal setting process for the assessment being used) by the end of the SGG timeline. This proficiency target will be agreed upon and approved by the evaluator using the Scott County Rubric for Assessing Student Growth Goals. **The proficiency target must take into account the expected growth from the growth target and should not be less than the percentage of students who would be expected to reach proficiency if making the growth identified in the growth target. See the example provided below.**

Example: *After the initial benchmarking a teacher finds her class of 24 students at the following levels on an eight (8) column rubric:*

Rubric Level	1	2	3	4	5	6**	7	8
# of Students	3	4	2	5	3	4	2	1

**** A level of six (6) or higher on the rubric indicates proficiency.**

Currently this teacher has 29% of her students scoring proficiency or higher.

The teacher determines that the following growth should be expected:

- Students at rubric level 1 should grow three rubric levels (to level 4)
- Students at rubric level 2 should grow three rubric levels (to level 5)
- Students at rubric level 3 should grow three rubric levels (to level 6)
- Students at rubric level 4 should grow two rubric levels (to level 6)
- Students at rubric level 5 should grow two rubric levels (to level 7)
- Students at rubric levels 6 and higher should grow at least one rubric level with the student in level 8 being able to continue at level 8 but with the next grade level's curriculum.

Assuming that all students meet their growth target, the end benchmark assessment should show the following levels:

Rubric Level	1	2	3	4	5	6**	7	8
# of Students				3	4	7	7	3

By calculating what the end benchmark should look like using the growth targets, this teacher should set a proficiency target of 71%.

Determining Achievement of a Student Growth Goal

Even though the results of the student growth goal process do not count as a separate Performance Measure of evaluation, the outcome of growth goal attainment should be calculated. Determining to what extent the student growth goal is achieved honors the goal-setting process and validates student growth as a source of evidence for teacher and other professional performance.

Near the end of the specified interval of instruction, evaluator and evaluatee will determine a level of achievement on the student growth goal. When making determinations about student growth goal achievement, evaluators and evaluatees collaboratively may remove or add students to the roster for SGG achievement calculations. Reasons for roster adjustments could include, but are not limited to

- Homebound students who physically attend school less than 100 days
- Students who received instruction in the given content area from another teacher
- Students who had schedule, enrollment, or placement changes that resulted in missing more than 50% of the instructional days in the evaluatee's classroom
- Other extenuating circumstances as approved by the evaluator.

Evaluators will meet with evaluatees to determine an achievement level for both the growth and proficiency targets of the SGG. The two scores are then combined to yield an overall SGG achievement level.

Growth Achievement Level	Proficiency Achievement Level
<ul style="list-style-type: none"> ➤ Low <100% of students make measurable growth OR <80% of students meet their individual growth target. ➤ Expected 100% of students make measurable growth AND 80-100% of students meet their individual growth target. ➤ High 100% of students make measurable growth AND 80-100% of students meet their individual growth target AND ≥10% of students <u>exceed</u> their individual growth target. 	<ul style="list-style-type: none"> ➤ Low >10% (or 20%*) below goal ➤ Expected +/- 10% (or 20%*) of goal ➤ High >10% (or 20%*) above goal. <p>*If the number of students is equal to or greater than 20, use +/- 10%. If the number of students is less than 20, use +/- 20%.</p> <p>Example: Goal was 75% Proficiency Low is 0-64% for 20 students or more; 0-54% for less than 20 students Expected is 65-85% for 20 or more; 55-95% for less than 20 High is 86-100% for 20 students or more; 96-100% for less than 20</p>

Based on the Proficiency and Growth achievement levels, determine the overall student growth goal achievement level.

Overall Student Growth Goal Achievement Level		
Growth Target	Proficiency Target	Overall Student Growth
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

The SGG achievement level alone is not evidence of teacher/other professional performance. In addition to the SGG achievement level, evaluators should include the teacher/other professional's goal setting and implementation process as evidence of performance being evaluated. Essential components of the student growth process, which should be part of teacher/other professional performance, include assessing student needs, establishing student learning baselines, developing assessments of learning, collecting data, analyzing data, changing instructional practice, and reflecting on outcomes.

Teachers and other professionals will set annual, equally weighted student growth goals. Employees on a one-year summative evaluation cycle will have one student growth measure as evidence of performance, while employees on a three-year summative cycle will have three measures of student growth evidence to consider over the course of the summative cycle.

Determining Summative Ratings

The Kentucky Frameworks for Teaching and Specialists stand as the critical rubrics 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 will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final

assessment of practice in relation to performance described under each domain at the culmination of an educator's cycle.

Supervisors are responsible for determining a Summative Rating for each teacher and other professional on a summative cycle and the rating is to be shared with the employee during the summative evaluation conference. The Summative Rating is determined following determination of the educator's ratings on each of the four framework measures. The evaluator determines Summative Rating, as well as the rating for each measure based on professional judgment and evidence that demonstrates the educator's performance. The summative evaluation will be documented on the Summative Evaluation Form included in this certified evaluation plan and will be included in the evaluatee's official personnel record. Evaluatees may submit a written statement in response to the summative rating and that response is included in the official personnel record.

All educators' Summative Rating is determined using the following decision rules:

IF...	THEN...
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative rating shall be INEFFECTIVE
Performance Measure 2 OR 3 are rated INEFFECTIVE	Summative rating shall be DEVELOPING or INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two are rated ACCOMPLISHED	Summative rating shall be DEVELOPING or ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two are rated EXEMPLARY	Summative rating shall be DEVELOPING or ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two are rated EXEMPLARY	Summative rating shall be ACCOMPLISHED or EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the Summative Rating, the type of Professional Growth Plan and the length of the summative cycle for tenured teachers and other professionals is determined using the chart below.

OVERALL SUMMATIVE RATING	EXEMPLARY	<p>THREE-YEAR CYCLE</p> <p>SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goals set by teacher with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3.
	ACCOMPLISHING	<p>ONE-YEAR CYCLE</p> <p>DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal(s) Determined by Evaluator • Goals focus on professional practice • Plan activities designed by evaluator with teacher input • Summative review annually
	INEFFECTIVE	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan

Principal Professional Evaluation Plan

The evaluation process for principals and assistant principals should be a collaborative process between evaluator and evaluatee that includes self-reflection/assessment, development of a professional growth plan, site visits by the evaluator, goal-setting, and conferencing. The overall Summative Rating of principal and assistant principal determined at the end of the process shall be determined by analysis of evidence collected during evaluation and the professional judgement of the evaluator.

The summative evaluation deadline for principals and assistant principals is June 30 of each year. A copy of the completed and signed Summative Evaluation Form will be given to the administrator and the original placed in the administrator's personnel file at the Central Office.

Administrators who are participating in a required internship shall follow all rules and regulations as set forth by the Beginning Principal Internship Program 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR: 3:345 and KRS 161:027. All other administrators will be evaluated annually.

PRINCIPAL/ASSISTANT PRINCIPAL EVALUATION TIMELINE

Principals hired prior to the 60 th instructional day of the school year	Principals hired on or after the 60 th instructional day of the school year
Within 30 Calendar Days of Reporting for Work Review components and expectations of the Principal Evaluation Plan	Within 30 Calendar Days of Reporting for Work Review components expectations of the Principal Evaluation Plan
October 15 BEGINNING-OF-YEAR CONFERENCE Review self-reflection data; develop student growth, working conditions, and professional growth goals/plans collaboratively with principal/assistant principal	Within 30 Instructional Days of Reporting for Work BEGINNING-OF-YEAR CONFERENCE Review self-reflection data; develop student growth, working conditions, and professional growth goals/plans collaboratively with principal/assistant principal
Within the First Two Grading Periods Conduct a site visit	Within 60 Instructional Days of Reporting for Work Conduct a site visit
By January 30 MID-YEAR CONFERENCE Discuss first site visit; review/reflect on all goals and modify any strategies as needed; discuss documentation of standards	After the Site Visit MID-YEAR CONFERENCE Discuss first site visit; review/reflect on all goals and modify any strategies as needed; discuss documentation of standards
State Determined Completion of TELL	State Determined Completion of TELL
Within the Last Two Grading Periods Conduct a site visit	
By June 30 END-OF-YEAR CONFERENCE Discuss second site visit; rate student growth, working conditions, and professional growth Goals; determine overall Summative Rating	By June 30 END-OF-YEAR CONFERENCE Discuss second site visit; rate student growth, working conditions, and professional growth Goals; determine overall Summative Rating

**Additional Conferences may be held as deemed necessary to monitor PGP process.*

Overview

The set of Principal Performance Standards (included in this certified evaluation plan) are designed to support student achievement and professional best practice and include the following standards: Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication & Community Relations, and Professionalism. Performance Indicators included with each standard provide examples of observable, tangible behaviors as evidence of each standard. The Principal Standards provide a structure for evidence collection and feedback on job

performance thus supporting overall student achievement. These standards align to the four Performance Measures of Planning, Environment, Instruction, and Professionalism. The Chart below demonstrates how these may align, but evidence of indicators within any Principal Standard may support evaluation of the evaluatee on any of the four Performance Measures.

Performance Criteria	Performance Measures			
	Planning	Environment	Instruction	Professionalism
Principal Standards	<u>Standard 3</u> Human Resource Management <u>Standard 4</u> Organizational Management	<u>Standard 2</u> School Climate <u>Standard 5</u> Communication and Community Relations	<u>Standard 1</u> Instructional Leadership	<u>Standard 6</u> Professionalism

Evaluators will rate each of the four (4) Performance Measures holistically as Ineffective, Developing, Accomplished, or Exemplary based on an evaluation of the evidence supporting each of the six Principal Standards and will then apply the Decisions Rules to establish the overall Summative Rating.

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply professional judgment based on this evidence when evaluating a principal or assistant principal. 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 drive practice in one standard, an educator’s goals, experience level and/or leadership opportunities. Contextual variables such as unanticipated outside events or traumas may also impact the learning environment. This method promotes a comprehensive analysis of practice, rather than an over reliance on one individual data point or calculation of practice based on predetermined formulas.

Evaluators will use the following required sources of evidence in determining overall ratings for principal and assistant principal performance:

- Professional Growth Planning and Self-Reflection
- Site Visits
- Working Conditions Goal (based on TELL KY Survey and other related surveys)
- Student Growth Goal

Evaluators may use additional sources of evidence that include

- Communication logs
- Student learning data records
- Records of student and/or teacher attendance data
- Student formative and/or summative course evaluations/feedback
- Meeting minutes and notes (e.g., SBDM, PLC, Committee, etc.)
- Teacher interview data
- Parent engagement surveys
- Budgets and financial documentation
- Engagement in professional organizations
- Participation in professional learning experiences
- Action research
- Other sources of evidence determined with the collaboration of principal and evaluator that uniquely supports educator practice of effectiveness for the school level.

Professional Growth Planning and Self-Reflection

All principals and assistant principals will develop a professional growth plan annually that includes a process of self-reflection. This plan may be enrichment or an improvement plan, as determined by the performance rating of the formal evaluation process.

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

Principal and assistant principal Professional Growth Plans should be completed on the district Professional Growth Plan form included as part of this certified evaluation plan by October 15 of each year.

Site Visits

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

Site visits will be conducted twice annually after the completion of the PGP. The first will take place prior to the end of the 2nd grading period. The second will occur during the 3rd or 4th grading periods (assuming 4 grading periods per year). For principals hired on or after the 60th instructional day, a minimum of one (1) site visit must occur (see chart above). Formal site visits are not required for an assistant principal.

Conferencing

A minimum of three (3) conferences will take place as part of principal/assistant principal evaluation during the school year. Minimum expectations for each conference are listed below.

1. Beginning of the Year Conference
 - Discuss the purpose of the meeting
 - Discuss self-reflection/assessment data
 - Discuss the Principal Performance Standards
 - Determine the Student Growth, Working Conditions, and Professional Growth goals and corresponding action plans
 - Questions/Concerns/Comments
2. Mid-Year Conference
 - Discuss purpose of meeting
 - Discuss and reflect on the first site visit
 - Share progress toward Student Growth, Working Conditions, and Professional Growth Goals
 - Discuss documentation of each standard
 - Questions/Concerns/Comments

3. End of Year Conference
 - Discuss purpose of meeting
 - Discuss and reflect on second site visit
 - Determine outcomes for Student Growth, Working Conditions, and Professional Growth goals
 - Determine Summative Rating based on ratings of each Performance Measure.
 - Questions/Concerns/Comments

Working Conditions Growth Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on information included in the results of the most recent TELL Kentucky Survey and any additional relevant data collected using school- or district-level instruments. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals must develop a minimum of one, two-year goal.

Goal-Setting Process

The principal, in collaboration with the superintendent/designee, will review results from the TELL Kentucky Survey and then

1. Identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.
2. Connect these questions to one or more of the principal performance standards. (Crosswalk provided in the plan).
3. Develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and addressed during the next 2 school years.
4. Complete the action plan that will prioritize the steps the principal will take to accomplish the established goal.
5. In interim years, principals can choose for one of the following:
 - a. Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.
 - b. Conduct a sample survey using identified questions from TELL as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.
 - c. Use results for a variety of sources linked to TELL questions that support growth according to the WCG.
6. Maintain ongoing reflection and modification of the strategies when needed.

Principal and assistant principal should complete Working Conditions/Student Growth Goals Form included as part of this certified evaluation plan by October 15 of each year.

Determining Goal Achievement

Goal-setting is an important process for professional growth and improvement, and determining outcomes and level of achievement of goals is integral to the goal-setting process. Therefore, to honor the goal-setting process and reap the benefits of including goal-setting as part of performance evaluation, principal and assistant principals, along with their evaluators will determine level of Working Conditions Growth Goal achievement during the end-of-year conference using the following rubric:

Working Conditions Growth Goal Rubric			
Ineffective	Developing	Accomplished	Exemplary
Below WC Goal baseline	Maintains WC Goal baseline or achieves less than 10% of the WC goal	Achieves WC Goal within 10% or 80%-90% staff agreement on WC goal	Achieves the WC Goal or 90%+ staff agreement on WC goal

Student Growth Goal

The evaluation process for principals and assistant principals shall include an annual measure of student growth. The Student Growth Goal will serve as a source of evidence in appropriate principal performance standards. The student growth measure should **not** be considered a separate measure of principal job performance.

Goal-Setting Process

Principals will develop a goal for student growth in a specified area of learning by October 15 (or within the first 30 instructional days after reporting for employment if hired late) each school year. The student growth goal will be determined in collaboration with the evaluator and should reflect the improvement needs of a grade level, group of teachers, and/or the school. Student growth goals should be established using data available within a given school year. For example, state level data are not available during the evaluation cycle in which the goals are written so would make poor sources of data for growth goals. Other allowances may be made by principal evaluators based on type of schools, new principals, or other factors related to data availability. Student growth goals will be inherited by assistant principals when appropriate based on the job responsibilities of the assistant principal.

As part of the student growth goal process, principals and assistant principals will develop a plan for determining the goal, achieving the goal, assessing progress toward the goal, and reflecting on outcomes. Student growth goals should be established using some form of needs assessment and baseline data. Principals then will decide the practices and strategies they will use to move staff and student learning toward the goal. The plans for achieving the goal may differ between principal and assistant principal in the same building. Deciding what data, how to collect it, and measure achievement of the goal should be part of the plan for attaining the goal. Finally, principals should reflect on the student growth outcomes and their role in the process.

Goal Structure

Student growth goals should

- Identify an interval of time (i.e. trimester, semester, year-long),
- Address a school-level measure of student learning,
- Be aligned with state expectations for student learning,
- Be comparable to similar schools in the district in data collected, evidence of success, and performance expectations, and
- Address persistent achievement issues for students with disabilities, ELLs, and/or students of poverty, if a priority need of the school for which the principal is the leader.

Principal and assistant principal should complete Working Conditions/Student Growth Goals Form included as part of this certified evaluation plan by October 15 of each year.

Determining Level of Goal Achievement

Goal-setting is an important process for professional growth and improvement, and determining outcomes and level of achievement of goals is integral to the goal-setting process. Therefore, to honor the goal-setting process and reap the benefits of including goal-setting as part of performance evaluation, principal and assistant principals, along with their evaluators will determine level of student growth goal achievement during the end-of-year conference using the following rubric:

Rubric for Determining Level of Student Growth Goal Achievement		
Low	Expected	High
No progress toward goal	Makes progress toward goal	Meets or exceeds goal

The student growth goal achievement level alone is not evidence of professional performance. In addition to the student growth goal achievement level, evaluators should include the administrator's goal setting and implementation process as evidence of performance being evaluated. Essential components of the student growth goal process for building administrators, which should be part job performance, include assessing student learning needs, collecting student learning

data, analyzing student learning data, monitoring classroom instructional practices, providing teachers feedback on practice, and reflecting on outcomes.

Determining Summative Rating

Evaluators of principals and assistant principals are responsible for determining an overall Summative Rating (Ineffective, Developing, Accomplished, Exemplary) for each principal or assistant principal at the conclusion of the summative evaluation year. The Summative Rating determined through an evaluation of evidence associated with the six Principal Standards, which are used to determine the rating for each of the four Performance Measures. These ratings should be determined holistically through the application of the evaluator’s professional judgement to evidence of performance within each standards.

Once the evaluator determines the Performance Rating for each Performance Measure, the evaluator will use the following decision rules for determining the overall Summative Rating.

IF...	THEN...
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative rating shall be INEFFECTIVE
Performance Measure 2 OR 3 are rated INEFFECTIVE	Summative rating shall be DEVELOPING or INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING , and two are rated ACCOMPLISHED	Summative rating shall be DEVELOPING or ACCOMPLISHED
Two Performance Measures are rated DEVELOPING , and two are rated EXEMPLARY	Summative rating shall be DEVELOPING or ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED , and two are rated EXEMPLARY	Summative rating shall be ACCOMPLISHED or EXEMPLARY

Professional Growth Plan

Based on the Summative Rating, evaluators will determine the type of Professional Growth Plan required for principals and assistant principals. If the employee receives a rating of Ineffective in any standard, a Corrective Action Plan must be developed targeting the area of growth.

Summative Rating	Growth Plan Developed By
Exemplary	Principal or Assistant Principal
Accomplished	Evaluator and Principal/Assistant Principal
Developing and Ineffective	Evaluator

District Certified Evaluation Plan

Overview

Like other roles in the Certified Evaluation Plan, district certified personnel will be evaluated against performance standards using multiple sources of evidence. Multiple sources of evidence provide a more holistic and comprehensive analysis of practice. Evaluators will apply professional judgement when weighing evidence collected on employee performance. Professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual personnel performance. These factors may include district or 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.

The Professional Standards for District Certified Personnel align to the four Performance Measures of Planning, Environment, Instruction, and Professionalism. The Chart below demonstrates how these may align, but evidence of indicators within any Standard may support evaluation of the evaluatee on any of the four Performance Measures.

Performance Criteria	Performance Measures			
	Planning	Environment	Instruction	Professionalism
Professional Standards for District Certified Personnel	<p><i>Standard 1—Shared Mission, Vision</i></p> <p><i>Standard 6—Capacity Development</i></p> <p><i>Standard 9—School Operations and Resources</i></p> <p><i>Standard 10—Continuous Improvement</i></p>	<p><i>Standard 3—Equity and Cultural Responsiveness</i></p> <p><i>Standard 5—School Community</i></p> <p><i>Standard 7—Professional Community of Staff</i></p> <p><i>Standard 8—Family and Community Engagement</i></p>	<p><i>Standard 4—Curriculum, Instruction, Assessment</i></p>	<p><i>Standard 2—Act Ethically and Professionally</i></p>

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

- Self-Reflection and Professional Growth Planning
- Workplace Visits
- Student Growth/Impact Goal

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

- Student achievement and growth data
- Communication logs
- Student data records
- Student work
- Minutes from PLCs or other meetings
- Teacher and principal interviews
- Committee or team contributions
- Engagement in professional organizations
- Action research
- Other: sources of evidence determined with the collaboration of the district employee and evaluator that uniquely supports educator practice of effectiveness for the school level.

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 district certified professional. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the performance standards.

Performance Standards

Professional Standards for District Personnel is the set of performance standard used to evaluated district certified personnel. These standards support student achievement and professional best-practice. Included in the performance standards are indicators that provide examples of observable, tangible behaviors that should provide evidence of each standard. The performance standards should provide structure for feedback, professional growth goals, and student impact goals. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Professional Growth Planning and Self-Reflection

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

The summative evaluation for district certified professionals will be completed by June 30. A copy of the summative evaluation report will be given to the employee. The summative evaluation form will be placed in the employee's file in the Central Office.

DISTRICT CERTIFIED PERSONNEL PGP TIMELINE

Professionals hired prior to the 60th instructional day of the school year	Professionals hired on or after the 60th instructional day of the school year
Within 30 Calendar Days of Reporting for Work Superintendent reviews expectations of CEP	Within 30 Calendar Days of Reporting for Work Superintendent reviews expectations of CEP
October 15 District personnel collaboratively develop Student Growth/Impact Goal, and Professional Growth Goal/Plan with evaluator	Within 30 Instructional Days of Reporting for Work District personnel collaboratively develop Student Growth/Impact Goal, and Professional Growth Goal/Plan with evaluator
Within the First Two Grading Periods Evaluator conducts a Workplace Visit	Within 60 Instructional Days of Reporting for Work Evaluator conducts a Workplace Visit
Mid-Year Evaluator conferences with district certified professional to review/reflect upon all goals and modify any strategies as needed	After the Site Visit Evaluator conferences with district certified professional to review/reflect upon all goals and modify any strategies as needed
Within the Last Two Grading Periods Evaluator conducts a Workplace Visit	
By June 30 Evaluator conferences with district professional to review the Student Growth/Impact Goal and Professional Growth Goal as well as modify any strategies. Performance Measures Ratings, Student Growth/Impact Rating, and overall Summative Rating developed.	By June 30 Evaluator conferences with district professional to review the Student Growth/Impact Goal and Professional Growth Goal as well as modify any strategies. Performance Measures Rating, Student Growth/Impact Rating, and overall Summative Rating developed.

**Additional Conferences may be held as deemed necessary to monitor PGP process.*

Workplace Visits

Workplace visits are a method by which the evaluator may gain insight into the district professional’s practice in relation to the standards. During a workplace visit, the evaluator will discuss various aspects of the job with the employee, and will use the employee’s responses to determine issues to further explore. Additionally, the district professional may explain the successes and trials he or she has experienced in relation to working with schools and staff.

Workplace visits will be conducted twice annually after the completion of the PGP. The first will take place prior to the end of the 2nd grading period. The second will occur during the 3rd or 4th grading periods (assuming four (4) grading periods per year). For district professionals hired on or after the 60th instructional day, a minimum of one (1) workplace visit must occur (see chart above).

During the follow-up conference with the district professional, the evaluator will review all performance standards and give feedback about each standard. Optional: The district professional may ask the evaluator to give specific feedback about a particular standard.

Conferencing

A minimum of three (3) conferences will take place between the evaluator and the district professional throughout the year using the following guidelines:

1. Beginning-of-Year Conference
 - Purpose of the Meeting
 - Discuss reflections of data
 - Discuss and come to agreement on specific performance standards and indicators that will be used for evaluation

- Discuss and come to agreement on the Student Growth/Impact Goal and Action Plan
 - Discuss reflections of the 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 Conference
- Purpose of Meeting
 - Discuss first Workplace Visit and provide feedback
 - Share progress toward Student Growth/Impact Goal
 - Discuss documentation of each standard-determine if any other documentation is needed
 - Questions/Concerns/Comments
 - Set tentative date for End of Year Review
3. End-of-Year Review (Conference)
- Purpose of Meeting
 - Discuss second Workplace Visit and provide feedback
 - Determine Student Growth/Impact Goal rating
 - Share progress toward Professional Growth Goal
 - Discuss progress of each standard-determine if any other documentation is needed
 - Determine Ratings for Performance Measures and an overall Summative Rating
 - Questions/Concerns/Comments

Student Growth/Impact Goal

District certified personnel will develop, with evaluator input, a student growth or impact goal. This goal should be targeted to a need for improvement which falls under the district certified employee’s area(s) of supervision. This goal is different from the professional growth goal, but the two goals maybe focused on the same area of the employee’s supervision. Examples of focus areas under a district certified employee’s supervision include programs, services, student achievement for a particular group of students, facilities, and safety. The student growth/impact goal for district certified personnel should follow the SMART goal format.

For district certified personnel, student growth/impact goals will be rated using the same four performance levels used to rate performance standards. The table below lists the descriptions for each performance level in terms of the outcome of student growth/impact goals.

Student Growth/Impact Goal Rating			
Ineffective	Developing	Accomplished	Exemplary
No progress or declines	Progress toward the goal	Meets goal	Exceeds goal

Determining Summative Rating

Evaluators of district certified personnel are responsible for determining an overall Summative Rating (Ineffective, Developing, Accomplished, Exemplary) at the conclusion of the summative evaluation year. The Summative Rating determined through an evaluation of evidence associated with the ten Professional Standards for District Certified Personnel which in turn are used to determine the rating for each of the four Performance Measures. These ratings should be determined holistically through the application of the evaluator’s professional judgement to evidence of performance within each standards.

Once the evaluator determines the Performance Rating for each Performance Measure, the evaluator will use the following decision rules for determining the overall Summative Rating.

IF...	THEN...
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative rating shall be INEFFECTIVE
Performance Measure 2 OR 3 are rated INEFFECTIVE	Summative rating shall be DEVELOPING or INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two are rated ACCOMPLISHED	Summative rating shall be DEVELOPING or ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two are rated EXEMPLARY	Summative rating shall be DEVELOPING or ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two are rated EXEMPLARY	Summative rating shall be ACCOMPLISHED or EXEMPLARY

Professional Growth Plan

Based on the Overall Performance Category, supervisors will determine the type of Professional Growth Plan required for the district certified employee. If the employee receives a rating of Ineffective in any standard, a Corrective Action Plan must be developed targeting the area of growth.

Overall Performance Category	Growth Plan Developed By
Exemplary	District Certified Employee
Accomplished	Evaluator and District Certified Employee
Developing and Ineffective	Evaluator

Superintendent Evaluation Plan

- Using the Superintendent Leadership Plan (SLP) –Superintendent conducts self-assessment and reflects on standards and indicators versus own performance levels.
- Individual board members use SLP to reflect on superintendent progress on standards and indicators versus performance levels –also consider previous areas of emphasis on earlier evaluations with experienced superintendents.
- Entire board and superintendent meet to discuss individual reflection/assessment results.
- Identify commonalities and differences during formative discussion i.e. work session.
- Board and superintendent collectively develop area(s) of emphasis for Professional Growth Plan (PGP).
- Superintendent undertakes PGP and begins to collect and retain evidence toward area(s) of emphasis (standards) identified in PGP.
- Superintendent shares collected evidences with board throughout year to demonstrate efforts toward increased competencies in areas of emphasis.
- According to existing district timeline for superintendent evaluations, board considers and incorporates submitted superintendent evidences into superintendent annual performance evaluation using SPGES summative document.
- Board collectively determines superintendent performance levels in established areas of emphasis for annual evaluation.

Superintendent Leadership Plan

Performance Levels:

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the Professional Growth Plan

**Participants will note blue italicized terms below particular indicators/standards. These represent broad thematic headings from the original framing of the Kentucky Superintendent Standards work. From these broad thematic areas, please note that evidence submitted may fall under multiple indicators/standards.*

Directions for the Superintendent:

Self-Reflection - Highlight the column Indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes your self-assessment of the evidence you would upload to your portfolio or e-portfolio for each indicator in a standard. It is not expected that every standard/indicator must be addressed; therefore, only highlight those boxes for which you intend to set goals and provide evidence.

Directions for the Local School Board Member:

Bold and italicize the column indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes the board member's assessment of the evidence submitted in the portfolio or e-portfolio for each indicator in a standard. The superintendent has provided a self-assessment of his/her performance related to the evidence provided. This individual board member assessment can be utilized to collaboratively develop areas of emphasis for the superintendent, and then be combined with other individual board member assessments and incorporated into the Summative Superintendent Evaluation process. Please note that it is not expected that every indicator will be addressed by the superintendent in the self-assessment process.

All of your feedback should be in **bold and italicized letters**, including those indicators/standards not addressed by your superintendent that you wish to comment on.

Throughout this process, be mindful that this is first and foremost, a professional growth support model where the school district will be improved through reflection, assessment, advisement and goal-setting by its core leadership.

Standard 1: Strategic Leadership

The superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student who graduates from high school, is globally competitive in postsecondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

Operationalizing a shared vision for learning. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century <i>Vision-Relationships</i>	Models and provides support for others; facilitates development of a board- superintendent team characterized by candor, deep listening, a collaborative spirit and openness to 21st century change	Has established a collaborative working relationship with the local board and stakeholders	Develops a working relationship with the local board of education and stakeholders	Makes obligatory contacts with local board and stakeholders
B. Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals <i>Vision-Monitor</i>	Explores new and innovative processes with mutual stakeholder involvement, communication and feedback to monitor progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture	Leads a process that monitors progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture of the district	Develops the vision (21st century learning), mission, and high goals and covets the preferred culture of the district	Has not begun work on a district vision or goals
C. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district <i>Strategic Planning-Implementation</i>	Models/ instructs others in leading best or innovative practices; ensures a continuous cycle of assessment, reflection, and changes in practice around 21st century student learning	Creates processes that ensure district identity, drives decisions, and reflect the preferred culture	Creates processes that are assisting in the development of the district identity	Has not assessed or addressed district culture
D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data <i>Strategic Planning (Monitoring/Evaluation)</i>	Publicly and transparently communicates results to the board, staff, and community and formulates plans to bring about necessary changes	Develops, implements, and monitors the strategic plan or the district improvement plan aligned to the mission and goals with multiple sources of data in partnership with the Board of Education	Uses state test data to develop, implement and monitor strategic or district improvement plan	Does not have a process to use data to develop, implement, and monitor strategic or district improvement plan

Indicators	Exemplary	Accomplished	Developing	Growth Required
E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan <i>Strategic Planning (Resourcing)</i>	Continually assesses and redesigns financial priorities to maximize and augment available resources	Develops financial priorities with the local board based on improvement plans	Manages the budget in such a way as to maintain current operations and practices	Demonstrates limited understanding of district budget
F. Facilitates the implementation of federal, state and local education policies <i>Policies</i>	Explains/interprets federal, state and local policies, their impact on educational operations and facilitates the implementation of these policies	Facilitates federal, state and local policy implementation	Implements some state and local policies	Demonstrates lack of knowledge or attention to policies that effect the district
G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data <i>Strategic Planning (Goals)</i>	Explores new avenues and creative opportunities for students to achieve goals and expectations and encourages others to do the same	Facilitates setting high, concrete goals and expectations for student attainment	Expects high, concrete goals to be set for students	Allows others to set goals that are too low for students

Standard 2: Instructional Leadership

The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

Putting student learning at the center. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
Leads the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets <i>Learning/Teaching Focus: High Expectations</i>	Operates as a mentor in helping others focus on learning/teaching grounded in high expectations and goals	Sets clear and high profile focus on learning/teaching grounded in high expectations and goals	Leads and communicates the focus on learning/teaching	Lacks focus on learning/teaching

B. Models and applies learning for staff and students <i>Professional Learning</i>	Uses evaluation and professional learning as tools to improve student learning and evaluates professional learning activities	Establishes professional learning goals for district based on personal professional learning and student achievement data to improve student learning	Applies professional learning and expects learning for students and staff	Demonstrates limited participation in professional learning opportunities
C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. <i>High Expectations</i>	Motivates others to demand/expect high levels of student achievement by empowering them to establish and sustain a collaborative learning organization	Demands/expects high levels of student achievement by establishing and sustaining the structure for a collaborative learning organization	Sets and communicates high expectations for student achievement and supports a collaborative learning organization	Accepts current levels of student achievement and rarely communicates the importance of improved instruction
D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. <i>Strategic Planning (Goals)</i>	Ensures the establishment of high, personalized academic goals for all students; performance gaps are systematically eliminated over time	Facilitates setting high, concrete goals and expectations for student attainment, closing achievement gaps	Expects high, concrete goals to be set for students, addressing achievement gaps	Allows others to set goals that are too low for students; achievement gaps persists
E. Demonstrates awareness of all aspects of instructional programs <i>Learning/High Expectations</i>	Ensures organization of planned curriculum alignment with state and national college- and career-ready educational standards	Challenges staff to define and deliver skills and concepts necessary to graduate both college- and career-ready and prepared for the 21st century	Focuses on graduation and college- and career-readiness in the 21st century	May focus on graduation but does not emphasize 21st century preparedness
F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology <i>Strategic Planning-Implementation</i>	Establishes systems that result in the district exceeding academic expectations as established by Senate Bill 1 (2009), including proficiency in reading, math and college- and career-readiness	Is a driving force in the development and implementation of the district's strategic plan or district improvement plan to realize 21st century learning goals	Facilitates discussion and the strategic development of the district's improvement plan to realize goals	Operates unilaterally or with limited input under existing improvement plans

Standard 3: Cultural Leadership

The superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.

Understanding and influencing the district’s environment, *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs <i>Stakeholder/Community Involvement</i>	Models a pervasive commitment to the highest ethical standards and professional behaviors, while expecting all stakeholders to act with professionalism, respect and trustworthiness	Communicates and operates with strong beliefs and actions about teaching and learning with all stakeholders and operates from those beliefs.	Communicates shared beliefs about teaching and learning	Lacks a clear vision for teaching and learning, and/or communicates personal opinions about teaching and learning with selected stakeholders
B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century <i>Stakeholder/Community Involvement</i>	Leads in the creation of enthusiasm regarding 21st century preparation for a global economy and college- and career-readiness; develops strategies with administrators and teachers to engage the community in activities that underscore the importance of college- and career-readiness	Builds community engagement and support for preparing students to be college- and/or career-ready and successful in a global economy	Supports the preparation of students to be college and/or career ready and successful in a global economy	Demonstrates limited focus on student preparation for progress within the school system
C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices <i>Vision/Beliefs</i>	Models the creation of a shared vision, equitable practices, professional expectations and accountability throughout the district	Creates a system with a shared vision and equitable practices	Sets and shares vision and establishes equitable practices	Expresses a personal vision rather than a shared vision for the school system
D. Builds trust and promotes a sense of well-being between all stakeholders <i>Stakeholder/Community Involvement</i>	Leads trainings on creating a positive organizational climate; includes measures of student and employee well-being as well as community satisfaction with the district; systematically reviews outcomes and makes changes as necessary	Builds trust and positive relationships between all stakeholders	Builds relationships and trust with staff and students	Expects trust from all stakeholders

E. Routinely celebrates and acknowledges district successes as well as areas needing growth <i>Celebrate/Acknowledge</i>	Leads celebrations and actively solicits input from all stakeholders on areas for growth	Routinely celebrates accomplishments and develops plans to address areas of growth	Acknowledges accomplishments and identifies areas for growth	Recognizes accomplishments inconsistently or inequitably; fails to identify areas for growth
F. Supports and engages in the positive cultural traditions of the community <i>Stakeholder/Community Involvement</i>	Engages stakeholders to develop a districtwide welcoming culture that honors the values and traditions of diverse groups, celebrates their accomplishments and integrates diverse representation into the school/district	Supports and participates in traditions of the community	Participates in community traditions	Rarely attends community functions; or only participates in select activities
G. Creates opportunities for staff involvement in the community and community involvement in the schools <i>Stakeholder/Community Involvement</i>	Leads opportunities for involvement between the community and the schools; establishes partnerships with families and community groups to leverage involvement	Creates opportunities for staff involvement in the community and community involvement in the schools	Creates opportunities for staff involvement in the community	Does not expect staff to attend school functions
H. Creates an environment that values and promotes diversity <i>Diversity</i>	Leads activities and traditions that promote diversity; creates a climate in which stakeholders constructively discuss their own views on diversity; fosters formal and informal partnerships with diverse groups to support mutual goals	Creates an environment that values and supports diversity	Acknowledges diversity issues	Responds to diversity issues only when they develop; or does not acknowledge the importance of diversity issues

Standard 4: Human Resource Leadership

The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development, and engages in district leadership succession planning.

Managing systems and operations for staff. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction <i>Resourcing</i>	Solicits faculty/staff input on ways to provide necessary resources to achieve district goals	Ensures necessary resources (including time and personnel) are allocated to achieve district goals	Makes plans and maintains allocation of resources to achieve district goals	Does not ensure that resources are available for the district to improve achievement and instruction.
B. Creates and monitors processes for educators to assume leadership and decision-making roles <i>Staffing</i>	Offers shadowing experiences/ active mentoring to encourage assumption of leadership and decision-making roles	Creates processes for educators to successfully assume leadership and decision-making roles	Supports personnel after they assume leadership roles	Expects personnel to assume assigned leadership roles with little or no support.
C. Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions <i>HR Functions</i>	Creates new systems to monitor recruitment and uses a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction and career growth	Ensures processes for hiring, inducting and mentoring new staff that result in recruitment and retention of highly qualified and diverse personnel and can clearly articulate a vision and pathway for succession in important district positions	Creates processes for the hiring, inducting and mentoring of new staff and can identify key positions in the district	Hires new staff but relies on past practices in assigning posts
D. Uses data to create and maintain a positive work environment <i>Culture/Environment</i>	Collaborates with others in using data to create a district plan to maintain a positive environment; regularly conducts data-based evaluations of policy and practice effectiveness that govern student behavioral expectations and disciplinary actions	Uses data to create and maintain a positive environment	Makes efforts to support and maintain a positive environment	Expects administration to maintain a positive environment, but does not consistently monitor or offer support

<p>E. Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs</p> <p><i>Professional Learning</i></p>	<p>Leads professional growth and development to align district needs and goals; creates a districtwide culture that leads staff to engage in continuous collaborative professional learning focused on student 21st century learning</p>	<p>Facilitates and provides resources that allow for the delivery of results-oriented professional growth and learning aligned to district needs, connected to district goals</p>	<p>Directs results-oriented professional growth and learning that is connected to district goals improvement plan</p>	<p>Does not ensure that district professional growth and learning are connected to identified needs per the district improvement plan</p>
<p>F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations</p> <p><i>Evaluation</i></p>	<p>Uses a collaborative approach to improve performance and growth in evaluations; holds high standards to assure effectiveness of school operations</p>	<p>Ensures staff evaluation is fair and equitable, and used to improve performance; takes decisive and appropriate action when performance is inadequate</p>	<p>Ensures evaluation is fair and equitable</p>	<p>Fails to ensure implementation of the required professional growth and effectiveness systems</p>

Standard 5: Managerial Leadership

The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

Managing District operations effectively and efficiently. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Prepares and oversees a budget that aligns resources with the district's vision and needs <i>Finance</i>	Performs a needs assessment and seeks creative alternatives in developing a budgeting process that aligns resources with district initiatives; assists board in immediate fiscal needs and advance planning	Creates a collaborative budget process that aligns resources with district initiatives through a needs assessment	Creates a collaborative budget process that aligns resources with district initiatives	Fails to develop a budget with aligned resources
B. Identifies and plans for facility and technology needs <i>Capital Planning</i>	Empowers others to identify and plan for facility and technology needs	Identifies and plans for facility and technology needs	Identifies facility and technology needs	Reviews facility and technology needs only when necessary
C. Continually assesses programs and resource allocation <i>Resourcing</i>	Explores new programs to allocate resources that might impact a changing organization; analyzes and modifies the long-term plan to ensure that results support district priorities	Continually monitors programs and assesses resource allocations for relevancy and impact as the organization changes	Assesses and allocates resources based on assessment	Fails to adequately assess resource allocations
D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology <i>Effectiveness and Efficiency</i>	Empowers others to develop/enforce clear expectations, rules, procedures for effective and efficient operations; uses a continuous improvement process to review effectiveness of operations and makes changes as needed	Collaboratively develops/enforces clear expectations, rules, procedures for effective and efficient operations	Develops clear expectations and implements rules for effective operations	Inconsistently enforces rules for effective operations
E. Builds consensus and resolves conflicts effectively <i>Conflict Resolution</i>	Models processes to build consensus, communicate and resolve conflicts in a fair and democratic way; creates a culture in which conflicts are regularly addressed and are viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution	Creates and implements a process to build consensus, communicate and resolve conflicts in a fair and democratic way	Creates a conflict resolution process	Reacts to conflict when it arises

Indicators	Exemplary	Accomplished	Developing	Growth Required
F. Assures an effective system of districtwide communication <i>Communication</i>	Engages networks of families, agencies, groups and other key individuals in the ongoing development of or revision to communication systems	Assures a system for timely and responsible communication among all stakeholders	Develops a communication system among all stakeholders	Fails to develop a communication system
G. Continually assesses the system in place that ensures the safety of students and staff <i>Safety and security</i>	Teaches others to collaboratively develop expectations and procedures for ensuring staff and student safety; conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student safety and well-being (e.g., bullying, accessibility, emergencies)	Collaboratively develops and enforces expectations and procedures for ensuring staff and student safety	Develops and enforces procedures for ensuring staff and student safety	Inconsistently implements district safety procedures; fails to communicate expectations for staff and student safety
H. Works with local and state agencies to develop and implement emergency plans <i>Safety and security</i>	Teaches others to implement and monitor emergency plans in collaboration with local, state and federal agencies	Develops, implements, and monitors emergency plans in collaboration with local, state and federal officials	Develops, implements, and monitors emergency plans	Inconsistently implements emergency plans; fails to communicate expectations for emergency planning

Standard 6: Collaborative Leadership

The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill.

Collaborating with and responding to diverse communities. *The superintendent..*

Indicators	Exemplary	Accomplished	Developing	Growth Required
Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools <i>Vision and high expectations</i>	Teaches others to develop collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district; inspires a widespread belief that high expectations and achievement of district goals for the learning and well-being of children is a community-wide responsibility	Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district	Cultivates community partnerships to support priorities of the district	Fails to lead in the development of district priorities
B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success <i>Stakeholder/Community Involvement</i>	Develops a network of key family and diverse community stakeholders who can serve as formal/informal advisors on key issues; offers instruction to others in the creation of collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	Creates collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	Works with the board/school system and community stakeholders in supporting district goals	Fails to engage with the board and/or school system stakeholders in supporting district goals
C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities <i>Professional Learning/Stakeholder Involvement</i>	Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional learning opportunities based on district and individual professional growth needs	Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional learning opportunities based on district professional growth needs	Implements partnerships with professional development organizations to provide training and professional learning for district employees	Contacts professional development organizations to arrange for training and professional learning only when the need arises

D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school <i>Stakeholder Involvement</i>	Seeks and establishes dual credit and college/career experiences ensuring that students graduate college/career-ready	Initiates partnerships with institutions of higher education to ensure student access to college/career courses	Develops a plan to work with institutions of higher education to eliminate barriers to provide access to college/career courses for students	Does not seek or establish partnerships to allow students to enroll in college/career courses
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Standard 7: Influential Leadership

The superintendent promotes the success of teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.

Working effectively with the Board of Education and the larger political structure. *The superintendent...*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Understands the political systems involving the district <i>Political Context</i>	Participates in dialogue and training regarding internal/external political systems and their impact; develops responses to government actions and matters effecting student learning	Defines and understands the internal/external political systems and their impact on the educational organization	Acknowledges the internal and external political systems and their impact on the organization	Demonstrates lack of understanding of the political process; responds to the internal/external political systems only when the need surfaces
B. Defines, understands, and communicates the impact on proposed legislation <i>Legal/Ethical</i>	Offers community forums and information sessions and uses data regarding the impact of legislative and ethical issues affecting public education	Defines, understands and communicates the impact of legislative and ethical issues affecting public education	Communicates the impact of legislative issues affecting public education	Fails to connect with legislators concerning issues affecting public education
C. Applies laws, policies and procedures fairly, wisely, and considerately <i>Legal</i>	Actively explores ways to uphold laws, policies and procedures fairly, wisely, and considerately; collaborates with members of diverse groups to identify and eliminate district policies and practices that have discriminatory effects	Applies and upholds laws, policies and procedures fairly, wisely, and considerately	Applies laws, policies and procedures	Reviews laws and policies only when the need arises

<p>D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities <i>Legal</i></p>	<p>Teaches others how to improve learning opportunities while protecting the rights of others; ensures that district procedures and practices are systematically reviewed and revised to reflect fairness, social justice, and respect for human dignity for each member of the school community</p>	<p>Utilizes legal systems to protect students' and staff rights and to improve learning opportunities</p>	<p>Utilizes legal systems to protect students' and staff rights</p>	<p>References legal systems to ensure the district is protected only when issues regarding rights occur</p>
<p>E. Accesses local, state and national political systems to provide input on critical educational issues <i>Political Context; Stakeholder/Community Involvement</i></p>	<p>Actively participates at the local, state and national levels to provide input on critical educational issues</p>	<p>Accesses local, state and national political systems to provide input on critical educational issues</p>	<p>Accesses the local political system to give input on critical educational issues</p>	<p>Responds to the local political system only if input is requested on critical educational issues</p>

Superintendent Summative Evaluation Form

Performance Levels:

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

Exemplary: Exceeds the standard

Accomplished: Meets the standard

Developing: Makes growth toward meeting the standard

Growth Required: Area(s) required to be addressed in the Professional Growth Plan

Superintendent Summative Evaluation <i>Click here to enter year.</i>				
Standard	Exemplary	Accomplished	Developing	Growth Required
<p>1. Strategic Leadership The superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and the workforce, and is prepared for life in the 21st century.</p> <p>The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.</p>	<input type="checkbox"/> Comments/Evidence <i>Click here to enter text.</i>			
<p>2. Instructional Leadership The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.</p>	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence

Superintendent Summative Evaluation *Click here to enter year.*

Standard	Exemplary	Accomplished	Developing	Growth Required
<p>3. Cultural Leadership The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools.</p> <p>The superintendent understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.</p>	<p align="right"><input type="checkbox"/></p> <p>Comments/Evidence</p>			
<p>4. Human Resource Leadership The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff.</p> <p>The superintendent uses distributed leadership to support teaching and learning, plans professional development and engages in district leadership succession planning.</p>	<p align="right"><input type="checkbox"/></p> <p>Comments/Evidence</p>			
<p>5. Managerial Leadership The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.</p>	<p align="right"><input type="checkbox"/></p> <p>Comments/Evidence</p>			

Superintendent Summative Evaluation <i>Click here to enter year.</i>				
Standard	Exemplary <input type="checkbox"/>	Accomplished <input type="checkbox"/>	Developing <input type="checkbox"/>	Growth Required <input type="checkbox"/>
<p>6. Collaborative Leadership The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision.</p> <p>Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill.</p>	Comments/Evidence	Comments/Evidence	Comments/Evidence	Comments/Evidence
<p>7. Influential Leadership The superintendent promotes the success of teaching and learning by understanding, responding to and influencing the larger political, social, economic, legal, ethical and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.</p>	Comments/Evidence	Comments/Evidence	Comments/Evidence	Comments/Evidence

Overall Comments:

Click here to add comments.

 Board Chair
 Date: _____

 Superintendent
 Date: _____

Commented [HF1]: