

**Menifee County School  
District  
Certified Evaluation  
Plan  
May, 2018**

## Assurances

### CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Menifee 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).

<b>Name:</b>	<b>Title:</b>
Jeremy McNabb	Principal
Tonya Means	Principal
Wallace Bates	Principal
Kristan Mudd	Teacher
Kelli Abney	Teacher
Tina Spencer	Teacher

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 <date>. (704 KAR 3:370)

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Signature of District Superintendent

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Date

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Signature of Chairperson, Board of Education

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Date

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## Professional Growth and Effectiveness System

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

### Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and Central Office Certified Administrators who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Student Growth Goal:** a goal focused on learning, that is specific, appropriate, realistic, and time bound, optional, developed collaboratively, and utilized in measure/domains but not in rating determination.

13. **Mini Observation:** An observation conducted by a certified observer for 10-20 minutes in length.
14. **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.
15. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and Central Office Certified Administrators for the purposes of evaluation and providing feedback.
16. **Central Office Certified Administrators:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
18. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
19. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
20. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
21. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.

24. **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.
25. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
26. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
27. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

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

**MENIFEE COUNTY SCHOOLS  
PROFESSIONAL GROWTH & EFFECTIVENESS:  
EVALUATION FOR CERTIFIED PERSONNEL  
Revised MAY 2018  
INTRODUCTION**

Menifee County Schools' certified evaluation procedures are designed to promote the improvement of instruction, the establishment of staff accountability, and to provide support for individual personnel decisions. Improved instruction and accountability will be achieved through continuous assessment of individual performance and provision for professional growth. This plan has been updated for the 2018-19 school year on the basis of our experiences with Kentucky's Teacher and Principal Professional Growth and Effectiveness pilot and field test and in conjunction with the implementation of the Kentucky system in 2014-2015 for all teachers. The evaluation process, a vehicle for achieving that goal, is a continuous improvement program for all certified personnel. It includes both formative and summative evaluation based on multiple measures and data sources. The process is designed to provide continuous growth for every certified employee. Properly implemented, this plan will ensure the highest performance standards expected by the Menifee County School System and community.

- The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated over a three year period following the requirement of the TPGES system.
- Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the PPGES system.
- The Superintendent will be evaluated annually by the local school board.
- All evaluation cycle information will be explained to and discussed with the evaluatee no later than 30 calendar days of reporting for employment.

**The Kentucky Framework for Teaching**

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's

professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

**Evaluators must use the following 4 Measures in determining overall ratings:**

- Planning
- Environment
- Instruction
- Professionalism
- Sources of evidence as they relate to the above measures:
  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g., surveys)

The principal or designee who is immediate supervisor will serve as primary evaluators and will complete the job-specific evaluation form for the employee after gathering supporting evidence from multiple data sources, including informal and formal observations, unit and lesson plans, classroom assessments, self-reflection and progress on professional growth goals, student growth, and professional responsibilities. The supervisor will hold a summative conference with the employee to discuss the completed evaluation. All components and sources of evidence related supporting an educator's professional practice will be housed in locally approved format. Related OPGES and Central Office Certified Administrators will utilize this format where applicable.

A copy of the evaluation will be kept on file in the immediate supervisor's office, and the original will be placed in the employee's personnel file at the central office.

Evaluations will be kept in strict confidence. Unauthorized persons shall not have access to them.

**Professional Practice**

*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 the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

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

(7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

**Menifee County Teachers/OPGES/Central Office Certified Administrators**

- All teachers/OPGES and Central Office Certified Administrators will participate in **self-reflection** and professional growth planning each year based on evidence/data collected from observations, student voice, peer observations and other relative data.
- All teachers/OPGES and Central Office Certified Administrators will document **self-reflection** and professional growth planning in state adopted locally adopted format.
- All teachers/OPGES and Central Office Certified Administrators will complete a **reflection** in December and April of each school year.
- Principals will review **reflections** and comment/instruct as necessary.
- **Professional Growth Plans** will be developed/revised within 30 days of release of K-PREP data of each school year. Immediate supervisors will review PGPs within 30 days of submission. \*Late hires will develop PGP within 60 calendar days of employment.
- All summative **reflections** will be due by April 15<sup>th</sup>.

\*A **late hire** is one who is hired 90 calendar days after Opening Day of school.

\*All information will be documented in locally developed platform.

**Timeline for Self Reflection/PGP**

Teacher/OPGES/ Central Office Certified Administrators

<p><b>30 days after release of K-PREP data.</b></p>	<p><b>Collaborates with his/her administrator, develops growth plan and action steps. Personnel hired late will develop plan within 60 days of employment. *See definition for late hire.</b></p>
<p><b>December</b></p>	<p><b>Implementation/Reflection on progress and impact of the plan on his/her professional practice.</b></p>
<p><b>January</b></p>	<p><b>Modifies plan as appropriate.</b></p>
<p><b>March</b></p>	<p><b>Continued implementation and ongoing reflection.</b></p>
<p><b>April 15th</b></p>	<p><b>Summative reflection on the degree of goal attainment and implications for next step</b></p>

Menifee County Evaluation forms are included in this Certified Evaluation Plan. All TPGES, PPGES, OPGES and Central Office Certified Administrators shall have their formative(s) observations housed “*in district*” in the locally approved format. “Late Hires” as defined by Professional Growth Plans, Student Growth Goals, *where applicable*, will be housed in this format. Hires made after 90 Calendar Days from the school year’s opening day will be considered a “late hire” in terms of PGES. At a minimum, hires must complete a Professional Growth Plan (PGP), and a formal observation. Additional observations of late hires may occur at the discretion of the immediate supervisor on an individual basis. Late hires have 60 school days to complete their Professional Growth Plan with their supervisor. Each evaluatee shall be given a copy of his/her completed evaluation forms and a copy of the summative shall become part of their official personnel file. Each evaluatee shall also have an opportunity to provide a written response or comments on the summative that becomes a part of the official personnel file.

When an evaluatee, has a determination of ineffective after initial observations, the evaluator may deem it necessary to implement the “Corrective Action” Plan Form. This plan can be initiated by a primary evaluator when certified personnel are determined to be ineffective initially. The plan will be developed under the direction of the primary evaluator and should be used in conjunction with the Directed Professional Growth Plan. Primary evaluator initiates the plan for any evaluatee whose formative observations demonstrate a potential need for a corrective action plan. The evaluatee and primary evaluator will complete a Directed Professional Growth Plan in conjunction with this plan. After multiple observations of an employee yield and ineffective rating, a “Corrective Action Plan” is begun utilizing the “Corrective Action” Form- see appendix. The summative conference and evaluation will be conducted for any evaluatee placed on this plan after multiple observations. The purpose of this phase of evaluation is to provide the evaluatee with focused guidance, assistance, support and oversight for professional growth enhancing student achievement as well as proactive interventions and prevention of further corrective action.

The Corrective Action form originates with the Evaluator in discussion with the evaluatee, whereas the Professional Growth Plan originates with the evaluatee in discussion with the evaluator. The evaluator assumes the responsibility also of monitoring the objectives, activities, resource persons and appraisals delineated in the Corrective Action Plan. In the event there is an area(s) in which the evaluatee is severely deficient and these areas do not affect the performance rating, an evaluator at his/her discretion may institute a Corrective Action Plan.

Observations described above exceed the minimum required by statute and the primary evaluator may observe performance as often as she/he deems necessary. Multiple observations of all certified personnel (tenured and non-tenured) may occur when any observation (formal and/or informal) is unsatisfactory.

### **Observations of Teachers**

Supervisor observations provide documentation and feedback to measure the effectiveness of professional practice. Only supervisor observations will be used to determine summative ratings. Principals will conduct multiple 2-3/ mini observations on the district approved observation template which will include “look fors”; these observations will last 10-20 minutes each and occur throughout the school year for every teacher; this data will inform the summative rating assigned during summative cycles. Because mini observations are shorter sessions, the observer will make note of the components observed on the district approved template in order to identify as areas of focus in the next mini observation session. Full observations will occur at least one time every year for non-tenured teachers along with 2-3 mini observations; no full observations will occur until at least one mini observation occurs.

### **Observations of OPGES/Central Office Certified Administrators**

All OPGES and will be observed once a year performing their regular duties. Observers will use the OPGES Summative Rating Form to record observation data and justify ratings. Central Office Certified Administrators will be observed using the same process developed for principals which includes 3 observations by primary evaluator per year; two formative observations followed by one summative observation. Central Office Certified Administrators will be observed using the District Administrator Evaluation Form with final rating documented on the Summary Evaluation for District Administrators. OPGES and Central Office Certified Administrator visits will be announced at least 3 days in advance by observer. A summary conference will be held within 5 working days of observation.

*Summary of Process:*

- **Two-Three Mini observations each year for every teacher**
- **Two-Three Mini observations each year plus one full observations for non-tenured teachers**
- **One full observation for teachers during summative cycle**
- **One full observation for OPGES staff each year**
- **Three site visits/observations of Central Office Certified Administrators each year- two formative followed by one summative to occur after January but before April 15<sup>th</sup>**

### **Observation Conferencing**

**All Menifee County Teachers/OPGES/Central Office Certified Administrators**

Observers will adhere to the following observation conferencing requirements:

- Conduct observation post conference within **five (5)** working days.
- Pre-Conference information for observations may be submitted at least one day prior to observation, electronically, written, or personal correspondence for full and mini evaluations, while post conferences must be completed in person.
- Pre-conference for mini observations may include information submitted electronically, written, or personal correspondence.

### 1 Year Cycle for Teachers

Observation Type	Frequency	Observer	Timeline
Mini	2-3 per year/ALL teachers	Primary Evaluator	Minimum of 1 by Christmas Break Minimum of 1 before April 15
Full	1 each year for Non-Tenured Teachers and OPGES  1 every 3 <sup>rd</sup> Year for Tenured Teachers	Administrator	After January 1 before April 15

\* **Mini: 10-20 minutes/Full: 50-60 minutes**

### Central Office Certified Administrators

Observation Type	Frequency	Observer	Timeline
2 minis followed by 1 full observation	3 each year : All Central Office Certified Administrative positions	Primary Evaluator	Minis must occur prior to Full which will occur after January 1 but before April 15

\***Mini- 10-20 minutes/Full- 50-60 minutes**

### Observer Certification

To ensure consistency of observations, all evaluators serving as primary evaluator must complete the Initial Certified Evaluation Training provided by KDE (or its approved provider.) In addition, new all evaluators must participate in the district developed, EILA approved calibration process to ensure consistent application of the Kentucky Framework for teaching; Administrative team will focus on recalibration of measures 1-4. Both trainings must be completed prior to completing observations, mini or full. The district will provide calibration-training sessions for all observers each school year prior to the start of school; new hires will be trained within 30 days of hire.

### **Sources of Evidence to Inform Professional Practice**

- Observation
- Teacher Committee contributions
- Attendance Records
- Professional Growth Plans and Self Reflection
- Walkthrough evidence
- Teacher Interviews
- Records of student and teacher attendance
- Videos of lessons
- Professional Organization Activities
- Teacher Reflections
- Teacher Leader Activities
- Meeting Minutes
- Curriculum Documents/Units
- Minutes from PLCs

\*Other at evaluator discretion, determined by need

## Determining the Overall Performance Rating

### Professional Practice

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

The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle.

***I=Ineffective D=Developing A=Accomplished E=Exemplary***

*\*All ratings must be recorded in the locally approved platform.*

## The Kentucky Framework for Personnel Evaluation for Teachers and OPGES

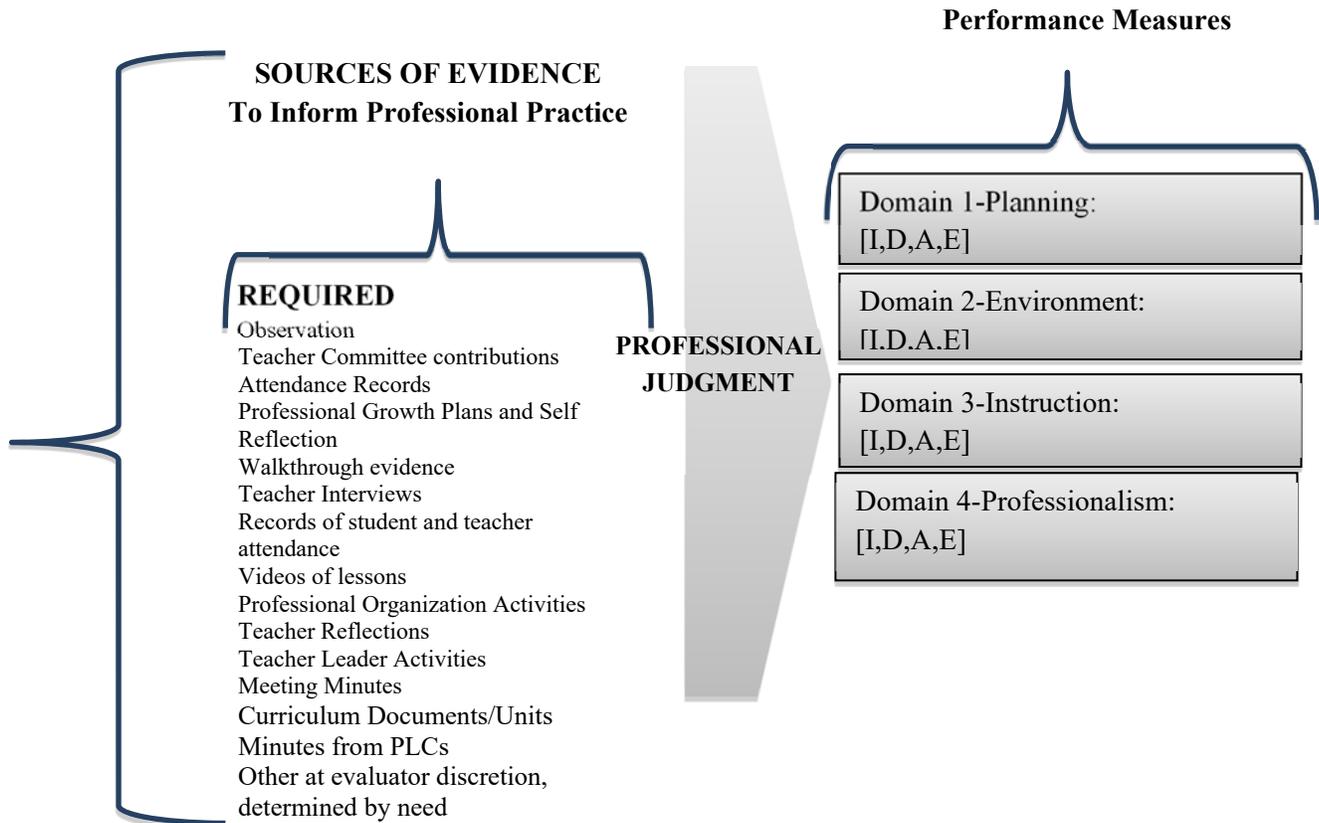
### Role Group, Measure and Performance Criteria

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u> <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> <i>The Kentucky Frameworks for Teaching- Specialists Frameworks</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities

### Teachers, OPGES Professional Practice Summative Rating:

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

- Determine the individual measure ratings with sources of evidence and professional judgment.
- Apply local rules for determining an educator’s Professional Practice.
- Apply Overall Decision Rules for determining educator’s Overall Performance Category.
- All summative ratings must be recorded using district approved forms.



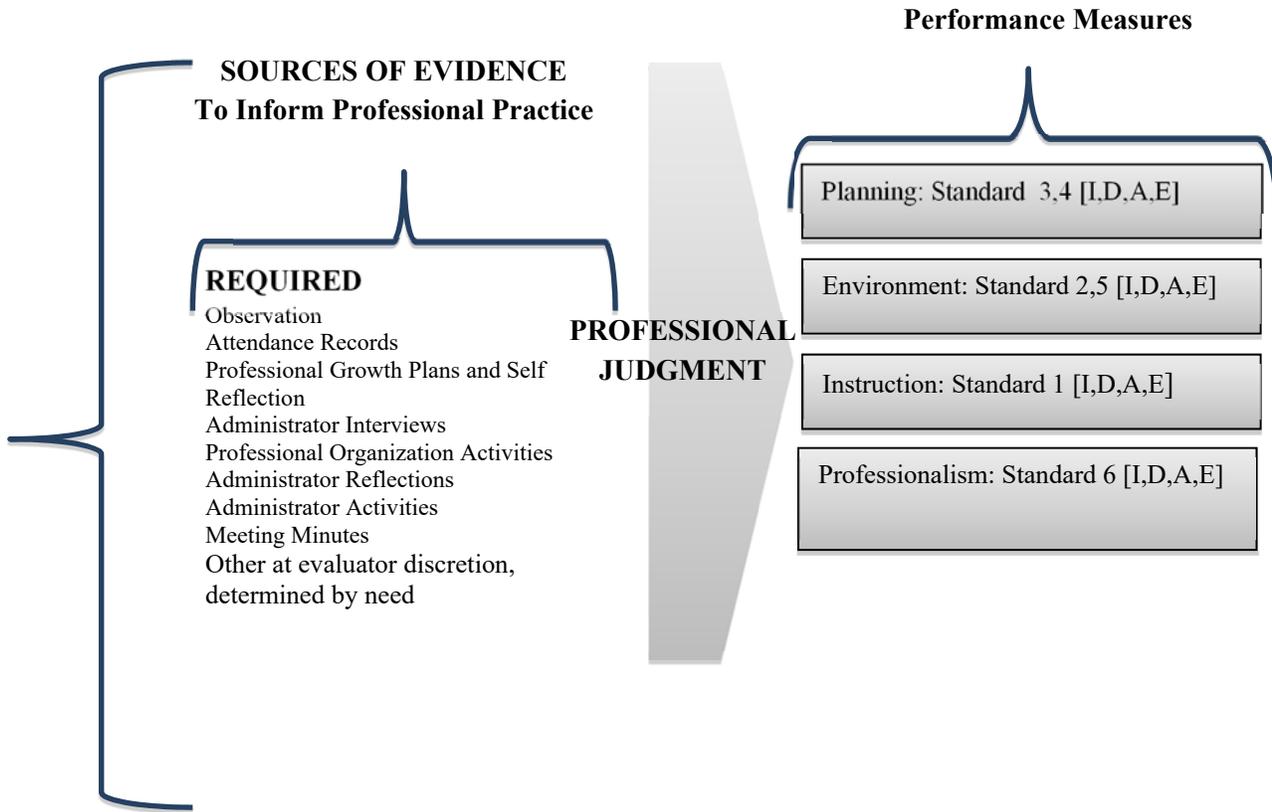
**Minimum for Determining Teachers, OPGES Professional Practice Summative Rating:**

If...	Then <u>Professional Practice Summative Rating</u> Shall...
Domains 2 <b>AND</b> 3 are rated <b>INEFFECTIVE</b>	Be <b>INEFFECTIVE</b>
Domains 2 <b>OR</b> 3 are rated <b>INEFFECTIVE</b>	Be <b>DEVELOPING OR INEFFECTIVE</b>
Domains 1 or 4 are rated <b>INEFFECTIVE</b>	<b>NOT BE EXEMPLARY</b>
Two domains are rated <b>DEVELOPING</b> , and two Domains are rated <b>ACCOMPLISHED</b>	Be <b>ACCOMPLISHED</b>
Two domains are rated <b>DEVELOPING</b> , and two Domains are rated <b>EXEMPLARY</b>	Be <b>ACCOMPLISHED</b>
Two domains are rated <b>ACCOMPLISHED</b> , and two Domains are rated <b>EXEMPLARY</b>	Be <b>EXEMPLARY</b>
Three domains are rated <b>DEVELOPING</b> and one Domain is rated <b>INEFFECTIVE</b>	Be <b>DEVELOPING</b>

### Central Office Certified Administrators

Leadership Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an administrator’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that an administrator will “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Central Office Certified Administrators				
PERFORMANCE MEASURES	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
Performance criteria:	<u>Standard 3</u> Human Resource Management	<u>Standard 2</u> School Climate	<u>Standard 1</u> Instructional Leadership	<u>Standard 6</u> Professionalism
Performance Standards	<u>Standard 4</u> Organizational Management	<u>Standard 5</u> Communication & Community Relations		



**Central Office  
Certified Administrators**

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

- Determine the individual measure ratings with sources of evidence and professional judgment.
- Apply local rules for determining an educator's Professional Practice.
- Apply Overall Decision Rules for determining educator's Overall Performance Category.
- All summative ratings must be recorded using district approved forms.

**Determining Professional Practice of Central Office Certified Administrators**

<b>If...</b>	<b>Professional Practice Decision Rules</b>	<b>Then...</b>
Principal or Assistant Principal is rated <b>Exemplary</b> in at least four of the standards and no standard is rated Developing or Ineffective		Professional Practice rating shall be <b>Exemplary</b>
Principal or Assistant Principal is rated <b>Accomplished</b> in at least four standards and no standard is rated Ineffective		Professional Practice rating shall be <b>Accomplished</b>
Principal or Assistant Principal is rated <b>Developing</b> in at least five standards		Professional Practice rating shall be <b>Developing</b>

**\*ANY RATING IN THE “INEFFECTIVE” COLUMN REQUIRES THE DEVELOPMENT OF AN INDIVIDUAL CORRECTIVE ACTION PLAN.**

## **CERTIFIED EMPLOYEES EVALUATION APPEALS PANEL/PROCEDURES**

### **MEMBERSHIP**

1. Certified employees shall elect three members and three alternates to serve on the panel at the beginning of the school year.
  - A. Each school shall nominate 1 certified employee and 1 alternate and the Central Office shall nominate one certified employee and one alternate willing to serve as panel members.
  - B. The school candidates receiving the next largest number of votes shall be named as alternate members of the Appeals Panel.
  - C. Each school principal will report the election results to the Certified Evaluation Point of Contact, who will communicate them to the District Certified Evaluation Committee and to all certified personnel.
2. The Advisory Board/State Manager shall appoint one certified employee and alternate to serve on the panel. The Board appointee shall chair the appeals panel.
3. Terms shall be for two years, to run from 2018-20 school year.
4. Members may be re-elected or re-appointed.

### **APPEAL PROCEDURE**

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson (Board appointee) of the Evaluation Appeals Panel by 4:00 p.m. on the seventh working day following the receipt of the evaluation.
2. An appeal must be submitted to the Appeals Panel Chair on the forms prepared by the Certified Evaluation Committee, with an attached copy of the evaluation and any other documentation to be relied up as evidence at the hearing, filed in quadruplicate.

### **POWERS AND CONDITIONS**

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator.
5. After sufficiently reviewing all evidence, the panel may make one of the following recommendations to the superintendent:
  - A. Order a new evaluation by a second certified employee.
  - B. Uphold the original evaluation.
6. The chairperson of the appeals panel shall present the decision of the panel in writing to the superintendent within three working days of the hearing.
7. The evaluator shall submit any documentation to be relied upon as evidence at the hearing, filed in quadruplicate, no later than 4:00 p.m. on the third day following receipt of the request for the appeals hearing.
8. Both parties shall have opportunity to review the documentation at least 4 working days prior to the scheduled hearing, at a time set by the panel chair. All documentation will be locked in a secure place in the Central Office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.
9. At least 5 working days prior to the scheduled hearing and not later than 6 working days after receipt of the Evaluation Appeals Hearing Request, the panel will meet to review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.

10. The hearing will be held at a time and place set by the panel, but said hearing shall occur not later than 12 working days after receipt of the Evaluation Appeals Hearing Request. The evaluatee and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and answer questions from the panel.
11. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
12. Only panel members, the evaluatee and evaluator, and legal counsel or chosen representative will be present at the hearing.
13. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.
14. The following procedures will be followed during the hearing:
  - A. Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel.
  - B. Each party will be allowed to make a statement of claim. The evaluatee will begin.
  - C. The panel may question the evaluatee and evaluator.
  - D. Each party will be asked to make closing remarks.
  - E. The chairperson of the panel will make closing remarks.
15. The board appointee will chair the panel. If the appeal comes from a school in which one of the appeals panel members works on a daily basis, the first alternate of the appeals panel shall be used. No member of the panel shall serve on any appeal in which he/she was the evaluator.
16. The panel shall make a recommendation to the Superintendent of the Schools within fifteen (15) working days from the date of filing the appeal.
17. In the event the Superintendent was the evaluator, the recommendations of the panel shall go directly to the Board of Education.
18. On receipt of the panel's recommendation, the Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
19. Should the Superintendent order a new evaluation by a second certified evaluator, both evaluations shall be placed in the employee's personnel file.
20. A certified employee who wishes to do so may take the matter to the State Board of Education after the appeal process has been complete.

## **Principal and Assistant Principal Professional Growth and Effectiveness System** **Professional Growth and Effectiveness System – Principal and Assistant Principal**

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

### **Administrator/ PPGES Roles and Definitions**

1. **Administrator:** An EPSB certified administrator who devotes the majority of employed time in the role of principal, assistant principal for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District/School personnel is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
5. **Leadership Survey:** An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers.
6. **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. Results may be used to assist in goal setting for improving the learning environment and principal practice.
7. For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System.

### **Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that a principal will “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

## Required Sources of Evidence

- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**
- **Leadership Survey**
- **TELL Survey/ every other year**
- **State and Local Student Growth data (State Assessment, iReady or Universal Screener, Common Assessments)**

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

- ➔ **Other Measures of Student Learning**
- ➔ **Products of Practice**
- ➔ **Other Sources (e.g. surveys,interviews, minutes from meetings)**

### Professional Practice

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

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

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

#### **Required for All Menifee County Principals/Assistant Principals:**

- All principals will participate in self-reflection and professional growth planning each year using the locally developed professional growth planning and reflection template included in CEP.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- Principals and assistant principals will submit a PGP within 30 days from release of state data
- Principals and assistant principals will submit a self-reflection by December 30<sup>th</sup> and again by June 30<sup>th</sup> after conference with superintendent
- Superintendents will collect evidence using the locally developed technology format.

#### **Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

Required: Conducted at least *twice per school year*- not required for assistant principals

Site visits are a method by which the superintendent or designee may gain insight into the principal's practice in relation to the standards. During each site visit, the superintendent or designee will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. All documentation from site visits will be documented in the locally-developed technology format and will include artifacts submitted by principals to include but not limited to evaluation forms in CEP.

**Timeline**

<b>Determined by 1<sup>st</sup> day of employment</b>	<b>Superintendent reviews expectations of principals within 30 calendar days of reporting to work.</b>
<b>*30 Days from release of state data.</b>	<b>Principal/Assistant Principal collaboratively develop Professional Growth Goal/Plan—Principals will develop a self-reflection after this meeting and reflect upon after midyear conference.</b>
<b>October</b>	<b>Superintendent Conducts a Site Visit</b>
<b>Mid-Year</b>	<b>Conference with principal/assistant principal to review/self-reflect upon all goals and modify any strategies as needed. Evidence documented in state –developed technology format.</b>
<b>March -April</b>	<b>Leadership Survey each year <u>AND</u> TELL survey every other year.</b>
<b>April</b>	<b>Superintendent conducts a 2<sup>nd</sup> Site Visit. Evidence documented in locally developed technology format.</b>
<b>May 1</b>	<b>Conference with principal/assistant principal to review their Professional Growth Goal as well as modify any strategies. Evidence documented in locally–developed technology format.</b>

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

**Conferencing:**

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

1. Beginning of the Year Conference

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

2. Mid-Year (Conference)

- Purpose of Meeting
- Discuss first observation/site visit and provide feedback
- 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 observation/site visit and provide feedback
- Share progress toward student growth goal(s)
- Share progress toward Professional Growth Goal  
-Discuss progress of each standard-determine if any other documentation is needed
- Discuss overall rating based on Professional Practice
- Questions/Concerns/Comments

**Required for All Meniffee Principals: Site Visits**

- Conducted at least **twice each year**. (Formal site-visits are not required for the assistant principal.) One visit to be completed in the fall of the year and another in the spring.
- Following each site visit, the superintendent will set up a conference within 5 days of visit to discuss the principal’s job performance.
- Principal Performance standards will be used to guide the discussion during the conference.

**LEADERSHIP SURVEY - completed for principals – not completed for assistant principals**

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

**Required:**

- Conducted **YEARLY**
- The Instructional Supervisor will oversee and administer **LEADERSHIP SURVEY**. This includes the scheduling of surveys each year.
- **LEADERSHIP SURVEY** surveys will be conducted during a two week window in March or April.
- **LEADERSHIP SURVEY** results will be shared in administrative meetings with Superintendent, Instructional Supervisor and Principals once surveys are completed.
- Only Superintendent, Instructional Supervisor, and principals will have access to reports from **LEADERSHIP SURVEY**.
- Principals who are hired after the school year begins, may be exempted from the first administration of **LEADERSHIP SURVEY**; A principal must be in position at least 60 days in order for the **LEADERSHIP SURVEY** survey to be completed.

<p><b>LEADERSHIP SURVEY Point of Contact</b></p>	<p>The <b>Instructional Supervisor/Or District Office Designee</b> will oversee and administer Leadership Survey. This includes the scheduling of all surveys.</p>
<p><b>LEADERSHIP SURVEY Role Groups</b></p>	<p><b>District Administrator</b>-oversee and monitor the implementation of the <b>LEADERSHIP SURVEY</b> process.  <b>School LEADERSHIP SURVEY Coordinator:</b> Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level.  <b>Superintendent:</b> receives access code to be able to monitor they survey process and reports.  <b>Supervisors</b>-district may elect up to three district staff to complete survey for an individual principal. This will include the primary supervisor, who makes final decision regarding employment and recommendations for growth.  <b>Principals:</b> completes a survey specifically designed for principals and has access to information contained within final report.</p>

	<b>Certified Teachers:</b> teachers assigned to a specific school that completes the online survey designed specifically for teacher input.
<b>Frequency of LEADERSHIP SURVEY</b>	Once <b>LEADERSHIP SURVEY</b> year
<b>Timeline</b>	Two week window in March or April of spring semester
<b>LEADERSHIP SURVEY Results</b>	<b>LEADERSHIP SURVEY</b> survey results will be used by the building level principal to develop their individual student growth/professional growth plan.
<b>LEADERSHIP SURVEY Access</b>	<b>LEADERSHIP SURVEY</b> results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.

**Products of Practice/Other Sources of Evidence**

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

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys: TELL and Leadership Survey, student, school specific
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other:

**Rating Overall Professional Practice**

**Required for Meniffee County Superintendent**

- The Superintendent will adhere to timeline in the PPGES Timeline. Ratings will be placed in locally adopted format following state requirements.
- Use decision rules to determine an overall rating.
- Record ratings in the locally approved technology format.

**Framework based on Performance Measures**

PRINCIPAL				
PERFORMANCE MEASURES	PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
Performance criteria:  Kentucky Principal Performance 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 & Community Relations	<u>Standard 1</u> Instructional Leadership	<u>Standard 6</u> Professionalism

**CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY**

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

***Determining the Overall Professional Rating***

A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.

**Determining Professional Practice**

If...	Professional Practice Decision Rules	Then...
Principal or Assistant Principal is rated <b>Exemplary</b> in at least four of the standards and no standard is rated Developing or Ineffective		Professional Practice rating shall be <b>Exemplary</b>
Principal or Assistant Principal is rated <b>Accomplished</b> in at least four standards and no standard is rated Ineffective		Professional Practice rating shall be <b>Accomplished</b>
Principal or Assistant Principal is rated <b>Developing</b> in at least five standards		Professional Practice rating shall be <b>Developing</b>

**\*ANY RATING IN THE “INEFFECTIVE” COLUMN REQUIRES THE DEVELOPMENT OF AN INDIVIDUAL CORRECTIVE ACTION PLAN.**

The superintendent/designee is responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. Building principals are responsible for determining the Overall Performance Category for each assistant principal assigned to them. The Overall Performance Category is informed by the principal's/assistant principal's ratings on professional practice. All ratings will be documented on the form located in Appendix B by May 15<sup>th</sup>.

A principal's/assistant principal's Overall Performance Category is determined by the evaluator each year, based on the principal's ratings on Professional Practice. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.

**Required: All summative ratings must be recorded on the district-approved form.**

## TEACHER REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE (FOR ALL CERTIFIED EXCEPT PRINCIPALS/ASSISTANT PRINCIPALS)

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

### Part A: Initial Reflection – Establishing Priority Growth Needs

<b>Component:</b>	<b>Self-Assessment:</b>				<b>Rationale:</b>
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	
5A - Student Growth	I	D	A	E	

<b>Domain:</b>	<b>Component:</b> Circle Professional Growth Priority Components						<b>Select a component from those circled for focused professional growth goal development (Part B):</b>
Planning & Preparation	1A	1B	1C	1D	1E	1F	
The Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Student Growth	5A						

Current Level of Performance for Selected Component:	I	D	A	E
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**Part B: Connecting Priority Growth Needs to Professional Growth Planning**

<p><b>Professional Growth Goal:</b></p> <ul style="list-style-type: none"> <li>• What do I want to change about my practices that will effectively impact student learning?</li> <li>• How can I design a plan of action to develop my personal learning?</li> <li>• How will I know if I accomplish my objective?</li> </ul>	
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Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
<b>Measures of Goal Attainment (Tools/Instruments):</b>		
<b>Expected Student Growth Impact:</b>		
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

**Part C: On-going Reflection – Progress Toward Professional Growth Goal**

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

**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

Date:	End of Year Reflection:

Next Steps:

<b>Connection to Framework for Teaching:</b>	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:

## TEACHER PRE-OBSERVATION DOCUMENT

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

### Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	



## OBSERVATION EVIDENCE

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>2a</b>  <b>Creating an Environment of Respect and Rapport</b></p>	<ul style="list-style-type: none"> <li>• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</li> <li>• Teacher does not deal with disrespectful behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</li> <li>• Students rarely demonstrate disrespect for one another.</li> <li>• Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</li> <li>• Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</li> <li>• Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</li> <li>• Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</li> </ul>
<p><b>Evidence</b></p>				

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>2b</b>  <b>Establishing a Culture for Learning</b></p>	<ul style="list-style-type: none"> <li>The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</li> <li>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</li> </ul>	<ul style="list-style-type: none"> <li>The classroom culture is characterized by little commitment to learning by teacher or students.</li> <li>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</li> <li>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</li> <li>The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn.</li> <li>Classroom interactions support learning and hard work.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li> <li>The teacher conveys high expectations for learning by all students and insists on hard work.</li> <li>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li> </ul>
<p><i>Evidence</i></p>				

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>2c Managing Classroom Procedures</b></p>	<ul style="list-style-type: none"> <li>• Much instructional time is lost through inefficient classroom routines and procedures.</li> <li>• There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively.</li> <li>• There is little evidence that students know or follow established routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Some instructional time is lost through only partially effective classroom routines and procedures.</li> <li>• The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</li> <li>• With regular guidance and prompting, students follow established routines.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little loss of instructional time because of effective classroom routines and procedures.</li> <li>• The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.</li> <li>• With minimal guidance and prompting students follow established classroom routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional time is maximized because of efficient routine and procedures.</li> <li>• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</li> <li>• Routines are well understood and may be initiated by students.</li> </ul>

**Evidence**

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>2d Managing Student Behavior</b></p>	<ul style="list-style-type: none"> <li>• There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</li> <li>• Students challenge the standards of conduct.</li> <li>• Response to students' misbehavior is repressive or disrespectful of student dignity</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established, but their implementation is inconsistent.</li> <li>• Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</li> <li>• There is inconsistent implementation of the standards of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior is generally appropriate.</li> <li>• The teacher monitors student behavior against established standards of conduct.</li> <li>• Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate.</li> <li>• Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</li> <li>• Teachers' monitoring of student behavior is subtle and preventative.</li> <li>• Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</li> </ul>

**Evidence**

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>2e</b>  <b>Organizing Physical Space</b></p>	<ul style="list-style-type: none"> <li>The physical environment is unsafe, or many students don't have access to learning resources.</li> <li>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe, and essential learning is accessible to most students.</li> <li>The teacher's use of physical resources, including computer technology, is moderately effective.</li> <li>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</li> <li>Teacher makes effective use of physical resources, including computer technology.</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe, and learning is accessible to all students, including those with special needs.</li> <li>Teacher makes effective use of physical resources, including computer technology.</li> <li>The teacher ensures that the physical arrangement is appropriate to the learning activities.</li> </ul>
<ul style="list-style-type: none"> <li><i>Evidence</i></li> </ul>				

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>3a Communicating with Students</b></p>	<ul style="list-style-type: none"> <li>• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</li> <li>• The teacher’s explanation of the content contains major errors.</li> <li>• The teacher’s spoken or written language contains errors.</li> <li>• The teacher’s spoken or written language contains errors of grammar or syntax</li> <li>• The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</li> <li>• The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</li> <li>• The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</li> <li>• Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.</li> <li>• Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience.</li> <li>• During the explanation of content, the teacher invites student intellectual engagement.</li> <li>• Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher links the instructional purpose of the lesson to the students interests; the directions and procedures are clear and anticipate possible student misunderstanding.</li> <li>• The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest.</li> <li>• Students contribute to extending the content and help explain concepts to their classmates.</li> <li>• The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</li> </ul>
<p><i>Evidence</i></p>				

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>3b Using Questioning and Discussion Techniques</b></p>	<ul style="list-style-type: none"> <li>Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</li> <li>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li> <li>A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li> <li>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</li> <li>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</li> </ul>	<ul style="list-style-type: none"> <li>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</li> <li>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</li> <li>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</li> <li>Students formulate many questions, initiate topics, and make unsolicited contributions.</li> <li>Students themselves ensure that all voices are heard in the discussion.</li> </ul>
<p><i>Evidence</i></p>				

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>3c</b>  <b>Engaging Students in Learning</b></p>	<ul style="list-style-type: none"> <li>• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</li> <li>• The pace of the lesson is too slow or too rushed.</li> <li>• Few students are intellectually engaged or interested.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</li> <li>• The pacing of the lesson may not provide students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</li> <li>• The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</li> <li>• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</li> <li>• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</li> <li>• Students may have some choice in how they complete tasks and may serve as resources for one another.</li> </ul>
<p><i>Evidence</i></p>				

Component	Ineffective	Developing	Accomplished	Exemplary
<p><b>3d Using Assessment in Instruction</b></p>	<ul style="list-style-type: none"> <li>• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</li> <li>• Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</li> <li>• Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</li> <li>• Students appear to be aware of the assessment criteria; some of them engage in self-assessment</li> <li>• Questions, prompts, assessments are used to diagnose evidence of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is fully integrated into instruction through extensive use of formative assessment.</li> <li>• Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</li> <li>• Students self-assess and monitor their progress.</li> <li>• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</li> <li>• Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</li> </ul>
<p><i>Evidence</i></p>				

Component	Ineffective	Developing	Accomplished	Exemplary
<b>3e                      Demonstrating                      Flexibility and                      Responsiveness</b>	<ul style="list-style-type: none"> <li>• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</li> <li>• Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</li> <li>• Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</li> <li>• Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher seizes an opportunity to enhance learning, building on a spontaneous even or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</li> <li>• Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</li> </ul>
<p><i>Evidence</i></p>				

Strengths of the Lesson

Areas for Growth

## POST-OBSERVATION DOCUMENT

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

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

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

*Evaluator's Formative Observation Rating:*

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



## Therapeutic Specialist Self-Reflection

**Directions:** Completed by therapeutic specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Therapeutic Specialist:** [Click here to enter text.](#)      **Date:** [Click here to enter text.](#)      **School:** [Click here to enter text.](#)

Component:	Self-Assessment:				Rationale:
<i>1A</i> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
<i>1B</i> - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
<i>1C</i> - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
<i>1D</i> -Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<i>1E</i> - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
<i>1F</i> - Developing a plan to evaluate the therapy program	I	D	A	E	
<i>2A</i> - Establishing rapport with students	I	D	A	E	
<i>2B</i> - Organizing time effectively	I	D	A	E	
<i>2C</i> - Establishing and maintaining clear procedures for referrals	I	D	A	E	
<i>2D</i> - Establishing standards of conduct in the treatment center	I	D	A	E	
<i>2E</i> - Organizing physical space for testing of students and providing therapy	I	D	A	E	
<i>3A</i> - Responding to referrals and evaluating student needs	I	D	A	E	
<i>3B</i> - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
<i>3C</i> - Communicating with families	I	D	A	E	
<i>3D</i> - Collecting information; writing reports	I	D	A	E	
<i>3E</i> - Demonstrating flexibility and responsiveness	I	D	A	E	
<i>4A</i> - Reflecting on practice	I	D	A	E	
<i>4B</i> - Collaborating with teachers and administrators	I	D	A	E	
<i>4C</i> - Maintaining an effective data management system	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	

<i>4F</i> - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	
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## Therapeutic Specialist Summative Rating Form

**Directions:** Completed by therapeutic specialist observer. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

I= Ineffective      D= Developing      A= Accomplished      E=Exemplary

**Therapeutic Specialist:** [Click here to enter text.](#)      **Date:** [Click here to enter text.](#)      **School:** [Click here to enter text.](#)

Component:	Self-Assessment:				Rationale:
<i>1A</i> - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
<i>1B</i> - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
<i>1C</i> - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
<i>1D</i> -Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<i>1E</i> - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
<i>1F</i> - Developing a plan to evaluate the therapy program	I	D	A	E	
<i>2A</i> - Establishing rapport with students	I	D	A	E	
<i>2B</i> - Organizing time effectively	I	D	A	E	
<i>2C</i> - Establishing and maintaining clear procedures for referrals	I	D	A	E	

MENIFEE COUNTY SCHOOLS  
 PROFESSIONAL GROWTH & EFFECTIVENESS: CERTIFIED EVALUATION PROCEDURES

<i>2D</i> - Establishing standards of conduct in the treatment center	I	D	A	E	
<i>2E</i> - Organizing physical space for testing of students and providing therapy	I	D	A	E	
<i>3A</i> - Responding to referrals and evaluating student needs	I	D	A	E	
<i>3B</i> - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
<i>3C</i> - Communicating with families	I	D	A	E	
<i>3D</i> - Collecting information; writing reports	I	D	A	E	
<i>3E</i> - Demonstrating flexibility and responsiveness	I	D	A	E	
<i>4A</i> - Reflecting on practice	I	D	A	E	
<i>4B</i> - Collaborating with teachers and administrators	I	D	A	E	
<i>4C</i> - Maintaining an effective data management system	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	
<i>4F</i> - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

MENIFEE COUNTY SCHOOLS  
EVALUATION FORM  
*Use this cover page for all speech therapist evaluations*

\_\_\_\_\_ FORMATIVE

\_\_\_\_\_ ANNOUNCED

\_\_\_\_\_ SUMMATIVE

\_\_\_\_\_ UNANNOUNCED

\_\_\_\_\_ OBSERVEE

\_\_\_\_\_ IMMEDIATE SUPERVISOR

\_\_\_\_\_ SCHOOL

\_\_\_\_\_ OBSERVER

\_\_\_\_\_ POSITION

\_\_\_\_\_ DATE

\_\_\_\_\_ START TIME

\_\_\_\_\_ END TIME

DATA USED:

- \_\_\_\_\_ FORMAL OBSERVATIONS
- \_\_\_\_\_ INFORMAL OBSERVATIONS
- \_\_\_\_\_ REFFERAL RECORDS, INCLUDING REFFERALS TO AGENCIES
- \_\_\_\_\_ DIAGNOSTIC AND ONGOING ASSESSMENT RECORDS
- \_\_\_\_\_ PLACEMENT, EVALUATION AND RE-EVALUATION RECORDS
- \_\_\_\_\_ CASE HISTORIES
- \_\_\_\_\_ LESSON PLANS
- \_\_\_\_\_ THERAPY CONNECTIONS TO CURRICULUM

- \_\_\_\_\_ EVIDENCE OF COLLABORATION WITH CLASSROOM TEACHERS
- \_\_\_\_\_ EVIDENCE OF PROFESSIONAL GROWTH AND LEADERSHIP
- \_\_\_\_\_ CASE LOAD SCHEDULES
- \_\_\_\_\_ PROGRESS REPORTS TO PARENTS/ GUARDIANS
- \_\_\_\_\_ LOCAL, STATE & NATIONAL STUDENT PERFORMANCE DATA
- \_\_\_\_\_ OTHER (PLEASE LIST):

CURRENT PROFESSIONAL GROWTH GOALS: \_\_\_\_\_  
\_\_\_\_\_

PROFESSIONAL GROWTH NEEDS OR AREAS OF STRENGTH:

EMPLOYEE COMMENTS:

RECOMMENDATIONS:

\_\_\_\_\_ CONTINUE EMPLOYMENT    \_\_\_\_\_ ADDITIONAL EVALUATION    \_\_\_\_\_ NOT RECOMMENDED

\_\_\_\_\_  
*Speech Therapist Signature*                      *Date*

\_\_\_\_\_  
*Evaluator Signature*                      *Date*

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

## **Library Media Specialist Self-Reflection**

**Directions:** Completed by library media specialist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Library Media Specialist:** [Click here to enter text.](#)    **Date:** [Click here to enter text.](#)    **School:** [Click here to enter text.](#)

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	

MENIFEE COUNTY SCHOOLS  
 PROFESSIONAL GROWTH & EFFECTIVENESS: CERTIFIED EVALUATION PROCEDURES

<i>4D</i> - Participating in a Professional Community	I	D	A	E	
<i>4E</i> - Growing and Developing Professionally	I	D	A	E	
<i>4F</i> Collection Development and Maintenance	I	D	A	E	
<i>4G</i> - Managing the Library Budget	I	D	A	E	
<i>4H</i> - Managing Personnel	I	D	A	E	
<i>4I</i> - Professional ethics	I	D	A	E	

### Library Media Specialist Summative Rating Form

**Directions:** Completed by library media specialist observer. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

I= Ineffective                  D= Developing                  A= Accomplished                  E= Exemplary

**Library Media Specialist:** [Click here to enter text.](#)    **Date:** [Click here to enter text.](#)    **School:** [Click here to enter text.](#)

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	

2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F Collection Development and Maintenance	I	D	A	E	
4G- Managing the Library Budget	I	D	A	E	

4H- Managing Personnel	I	D	A	E	
4I- Professional ethics	I	D	A	E	

MENIFEE COUNTY SCHOOLS  
 EVALUATION FORM  
*Use this cover page for all library media specialist evaluations*

\_\_\_\_\_ FORMATIVE \_\_\_\_\_ ANNOUNCED  
 \_\_\_\_\_ SUMMATIVE \_\_\_\_\_ UNANNOUNCED

\_\_\_\_\_ OBSERVEE \_\_\_\_\_ IMMEDIATE SUPERVISOR \_\_\_\_\_ SCHOOL

\_\_\_\_\_ OBSERVER \_\_\_\_\_ POSITION

\_\_\_\_\_ DATE \_\_\_\_\_ START TIME \_\_\_\_\_ END TIME

DATA USED:

- |  |   |
|--|---|
| _____ FORMAL OBSERVATIONS<br>_____ INFORMAL OBSERVATIONS<br>_____ LESSON PLANS<br>_____ PLANS FOR LIBRARY MEDIA PROGRAM<br>_____ EVIDENCE OF COLLABORATION WITH CLASSROOM TEACHERS<br>_____ ORGANIZATION & CLASSIFICATION OF LIBRARY MATERIALS | _____ COLLECTION INVENTORIES<br>_____ PURCHASING RECORDS<br>_____ EVIDENCE OF PROFESSIONAL GROWTH AND LEADERSHIP<br>_____ LOCAL, STATE & NATIONAL STUDENT PERFORMANCE<br>_____ DATA<br>_____ OTHER (PLEASE LIST): |
|--|---|

CURRENT PROFESSIONAL GROWTH GOALS: \_\_\_\_\_  
 \_\_\_\_\_

PROFESSIONAL GROWTH NEEDS OR AREAS OF STRENGTH:

EMPLOYEE COMMENTS:

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RECOMMENDATIONS:

\_\_\_\_\_ CONTINUE EMPLOYMENT    \_\_\_\_\_ ADDITIONAL EVALUATION    \_\_\_\_\_ NOT RECOMMENDED

\_\_\_\_\_  
*Library Media Specialist Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Evaluator Signature*

\_\_\_\_\_  
*Date*

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

## Guidance Counselor Rating Form

**Directions:** Completed by guidance counselor. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

I= Ineffective    D= Developing                      A= Accomplished    E=Exemplary

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

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	

<i>4B</i> - Maintaining records and submitting them in a timely fashion	I	D	A	E	
<i>4C</i> - Communicating with families	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	
<i>4F</i> - Showing professionalism	I	D	A	E	

## Guidance Counselor Summative Rating Form

Completed by observer: fill out ratings during observation and provide the rationale for the rating in the space provided.

I= Ineffective    D= Developing    A= Accomplished    E=Exemplary

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

Component:	Self-Assessment:				Rationale:
<i>1A</i> - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
<i>1B</i> - Demonstrating knowledge of child and adolescent development	I	D	A	E	
<i>1C</i> - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
<i>1D</i> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
<i>1E</i> - Plan in the counseling program integrated with the regular school program	I	D	A	E	
<i>1F</i> - Developing a plan to evaluate the counseling program	I	D	A	E	
<i>2A</i> - Creating an environment of respect and rapport	I	D	A	E	
<i>2B</i> - Establishing a culture for productive communication	I	D	A	E	
<i>2C</i> - Managing routines and procedures	I	D	A	E	

<i>2D</i> - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
<i>2E</i> - Organizing physical space	I	D	A	E	
<i>3A</i> - Assessing student needs	I	D	A	E	
<i>3B</i> - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
<i>3C</i> - Using counseling text makes an individual and classroom programs	I	D	A	E	
<i>3D</i> - Brokering resources to meet needs	I	D	A	E	
<i>3E</i> - Demonstrating flexibility and responsiveness	I	D	A	E	
<i>4A</i> - Reflecting on practice	I	D	A	E	
<i>4B</i> - Maintaining records and submitting them in a timely fashion	I	D	A	E	
<i>4C</i> - Communicating with families	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	
<i>4F</i> - Showing professionalism	I	D	A	E	

**MENIFEE COUNTY SCHOOLS**  
**EVALUATION FORM**  
*Use this cover page for all counselor evaluations*

\_\_\_\_\_ FORMATIVE \_\_\_\_\_ ANNOUNCED  
\_\_\_\_\_ SUMMATIVE \_\_\_\_\_ UNANNOUNCED

\_\_\_\_\_ OBSERVEE \_\_\_\_\_ IMMEDIATE SUPERVISOR \_\_\_\_\_ SCHOOL

\_\_\_\_\_ OBSERVER \_\_\_\_\_ POSITION

\_\_\_\_\_ DATE \_\_\_\_\_ START TIME \_\_\_\_\_ END TIME

**DATA USED:**

- |   |   |
|---|---|
| _____ FORMAL & INFORMAL OBSERVATIONS OF INTERACTIONS WITH STUDENTS, STAFF AND PARENTS<br>_____ GUIDANCE PLAN<br>_____ REFFERAL RECORDS, INCLUDING REFFERALS TO AGENCIES<br>_____ DIAGNOSTIC AND ONGOING ASSESSMENT PROGRAM<br>_____ LOCAL, STATE & NATIONAL STUDENT | _____ PERFORMANCE DATA<br>_____ EVIDENCE OF COLLABORATION WITH CLASSROOM TEACHERS<br>_____ EVIDENCE OF PROFESSIONAL GROWTH AND LEADERSHIP<br>_____ RECORDS OF INDIVIDUAL AND GROUP SERVICES TO STUDENTS<br>_____ PARENT COMMUNICATION RECORDS<br>_____ OTHER (PLEASE LIST): |
|---|---|

**CURRENT PROFESSIONAL GROWTH GOALS:**

PROFESSIONAL GROWTH NEEDS OR AREAS OF STRENGTH:

EMPLOYEE COMMENTS:

**RECOMMENDATIONS:**

\_\_\_\_\_ CONTINUE EMPLOYMENT    \_\_\_\_\_ ADDITIONAL EVALUATION    \_\_\_\_\_ NOT RECOMMENDED

\_\_\_\_\_  
*Counselor Signature*                      *Date*

\_\_\_\_\_  
*Evaluator Signature*                      *Date*

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

## School Psychologist Self-Reflection

**Directions:** Completed by school psychologist. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did.

**Psychologist:** [Click here to enter text.](#)  
[Click here to enter text.](#)

**Date:** [Click here to enter text.](#)

**School:**

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A- Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F- Demonstrating flexibility and responsiveness					
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	

MENIFEE COUNTY SCHOOLS  
PROFESSIONAL GROWTH & EFFECTIVENESS: CERTIFIED EVALUATION PROCEDURES

<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	
<i>4F</i> - Showing professionalism	I	D	A	E	

## School Psychologist Summative Rating Form

**Directions:** Completed by observer: fill out during observation and provide the rationale for the rating in the space provided.

I= Ineffective                      D= Developing                      A= Accomplished                      E= Exemplary

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

**Date:** [Click here to enter text.](#)

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

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A- Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	

MENIFEE COUNTY SCHOOLS  
 PROFESSIONAL GROWTH & EFFECTIVENESS: CERTIFIED EVALUATION PROCEDURES

2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F- Demonstrating flexibility and responsiveness					
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

**SUMMATIVE EVALUATION FROM MULTIPLE  
 DATA SOURCES: SCHOOL PSYCHOLOGIST**

School Psychologist				
EPSB ID #				
Grade Level/Subject(s)				
Observer				
Post-Observation Conference Date				
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E
1F - Developing a plan to evaluate the psychology program	I	D	A	E
2A - Establishing rapport with students	I	D	A	E
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E
2D - Establishing standards of conduct in the testing center	I	D	A	E
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E
3C - Chairing evaluation team	I	D	A	E
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E
3F- Demonstrating flexibility and responsiveness	I	D	A	E
4A - Reflecting on practice	I	D	A	E
4B - Communicating with families	I	D	A	E
4C - Maintaining accurate records	I	D	A	E

MENIFEE COUNTY SCHOOLS  
 PROFESSIONAL GROWTH & EFFECTIVENESS: CERTIFIED EVALUATION PROCEDURES

4D - Participating in a professional community	I	D	A	E
4E - Engaging in professional development	I	D	A	E
4F - Showing professionalism	I	D	A	E
Strengths/Areas for Growth:				

**Recommendation:**

Continue Employment \_\_\_\_\_ Additional Evaluation \_\_\_\_\_ Not Recommended \_\_\_\_\_

\_\_\_\_\_  
 School Psychologist's Signature

\_\_\_\_\_  
 Date

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

\_\_\_\_\_  
 Date

\*Denotes sharing of results, not necessarily agreement with the ratings



## Part B: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System (Based on ISSLC Standards)

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

Standard	Self-Assessment				Strengths and areas for growth
<b>1. Instructional Leadership</b> <i>The principal/administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	E	A	D	I	
<b>2. School Climate</b> <i>The principal/administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	E	A	D	I	
<b>3. Human Resource Management</b> <i>The principal/administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	E	A	D	I	
<b>4. Organizational Management</b> <i>The principal/administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	E	A	D	I	
<b>5. Communication and Community Relationship</b> <i>The principal/administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	E	A	D	I	
<b>6. Professionalism</b> <i>The principal/administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	E	A	D	I	
<b>7. Student Progress</b> <i>The principal/administrator's leadership results in acceptable, measurable student academic growth based on established standards.</i>	E	A	D	I	

Select an area of growth from the above self-reflection to focus your professional growth goals.

### Part C: Connecting Priority Growth Needs to Professional Growth Planning

**1) Initial Reflection:** Based on the areas of growth identified in Part B, complete this section at the beginning of the school year.

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about in my leadership or management role that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	
--	--

Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date

<b>Measures of Goal Attainment (Tools/Instruments):</b>	<b>Expected Student Growth Impact:</b>
Demonstrable: <i>Identify the documentation intended to demonstrate your professional growth.</i>	
<input type="checkbox"/> Documentation	<input type="checkbox"/> Self-Assessment
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague
<input type="checkbox"/> Other: (please specify)	

Administrator's Signature:	Date:
Evaluator's Signature:	Date:

**2) On-going Reflection:** Complete this section at mid-year to identify progress toward each Professional Growth Goal

Date	Status of Professional Growth Goal	Revisions/Modifications

Administrator's Signature:	Date:
Evaluator's Signature:	Date:

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

Date:	End of Year Reflection:

Next Steps:

Administrator's Signature:	Date:
Supervisor's Signature:	Date:



## Menifee County Schools District Administrator Evaluation Form

*The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLL) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky. The Menifee County School District expects administrators to meet these same standards and performances.*

*Page 1 of 9*

<i>Name:</i>	<i>School:</i>	<i>Assignment:</i>	<i>Year:</i>
<p><b>STANDARD 1-VISION</b>  <i>An educational leader promotes the success of every student by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</b></i></p> <p>PERFORMANCES – The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Collaboratively develop and implement a shared vision and mission.</li> <li>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.</li> <li>C. Create and implement plans to achieve goals.</li> <li>D. Promote continuous and sustainable improvement.</li> <li>E. Monitor and evaluate progress and revise plans.</li> </ul>		<p><b>STANDARD 2-SCHOOL CULTURE &amp; LEARNING</b>  <i>An educational leader promotes the success of every student by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b></i></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.</li> <li>B. Create a comprehensive, rigorous, and coherent curricular program.</li> <li>C. Create a personalized and motivating learning environment for students.</li> <li>D. Supervise instruction.</li> <li>E. Develop assessment and accountability systems to monitor student progress.</li> <li>F. Develop the instructional and leadership capacity of staff.</li> <li>G. Maximize time spent on quality instruction.</li> <li>H. Promote the use of the most effective and appropriate technologies to support teaching and learning.</li> <li>I. Monitor and evaluate the impact of the instructional program.</li> </ul>	
<p><i>Standard 1 Comments</i></p>		<p><i>Standard 2 Comments</i></p>	

**Menifee County Schools: District Administrator Evaluation Form**

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<p>Name:</p>	<p>Year:</p>
<p><b>STANDARD 3-MANAGEMENT</b>  <i>An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Monitor and evaluate the management and operational systems.</li> <li>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.</li> <li>C. Promote and protect the welfare and safety of students and staff.</li> <li>D. Develop the capacity for distributed leadership.</li> <li>E. Ensure teacher and organizational time is focused to support quality instruction and student learning.</li> </ul>	<p><b>STANDARD 4-COLLABORATION</b>                  An education leader promotes the success of all students by <b>collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</b></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Collect and analyze data and information pertinent to the educational environment.</li> <li>B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.</li> <li>C. Build and sustain positive relationships with families and caregivers.</li> <li>D. Build and sustain productive relationships with community partners.</li> </ul>
<p><i>Standard 3 Comments</i></p>	<p><i>Standard 4 Comments</i></p>

**Menifee County Schools: District Administrator Evaluation Form**

<i>Name:</i>	
<p><b>STANDARD 5: INTEGRITY, FAIRNESS, ETHICS</b>  <i>An education leader promotes the success of every student by <b>acting with integrity, fairness, and in an ethical manner.</b></i></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Ensure a system of accountability for every student’s academic and social success.</li> <li>B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.</li> <li>C. Safeguard the values of democracy, equity, and diversity.</li> <li>D. Consider and evaluate the potential moral and legal consequences of decision-making.</li> <li>E. Promote social justice and ensure that individual student needs inform all aspects of schooling.</li> <li>F. Is punctual for all duties and regular in attendance</li> <li>G. Adheres to the professional code of ethics</li> <li>H. Demonstrates continuous professional growth</li> </ul>	<p><b>STANDARD 6: POLITICAL, ECONOMIC, LEGAL</b>  <i>An education leader promotes the success of every student by <b>understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</b></i></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Advocate for children, families, and caregivers.</li> <li>B. Act to influence local, district, state, and national decisions affecting student learning.</li> <li>C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.</li> </ul>
<i>Standard 5 Comments:</i>	<i>Standard 6 Comments</i>

**MENIFEE COUNTY SCHOOLS: DISTRICT ADMINISTRATOR SUMMATIVE  
 CONFERENCING FORM**

(Evaluator and evaluatee discuss and complete prior to developing the administrator’s professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

**Standards/Performance Criteria**

**Menifee County Schools: District Administrator Evaluation Form**

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<b>1: Vision</b> <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b> (*More than one rating can be checked)			<b>Professional Growth Activities Discussed</b>
	Meets	Growth Needed	Does Not Meet	
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
<b>Overall rating for Summative Evaluation</b>				

\*This column provides for one or more rating. For example, an evaluatee might simply “meet” the performance criteria and that cell alone would be checked. Also, an evaluatee could “meet” the performance criteria yet “need growth” in a refinement/enrichment phase of professional growth, and both ratings would be checked. Likewise, one could “not meet” the performance criteria and “need growth.” If the “does not meet” cell is checked, the cell “growth needed” must be checked, and a corrective action plan must be developed and implemented immediately.

**Menifee County Schools: District Administrator Evaluation Form**

<i>Name:</i>	<i>Year:</i>			
<b>2: School Culture and Learning</b> <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b> <b>(More than one rating can be checked)</b>			<b>Professional Growth Activities Discussed</b>
	Meets	Growth Needed	Does Not Meet	
A. Nurtures and sustains a culture of collaboration, trust, learning, and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
<b>Overall Rating for Summative Evaluation</b>				

**Menifee County Schools: District Administrator Evaluation Form**

<i>Name:</i>		<i>Year:</i>		
<b>3: Management</b> <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b> <b>(More than one rating can be checked)</b>			<b>Professional Growth Activities Discussed</b>
	Meets	Growth Needed	Does Not Meet	
A. Monitors and evaluates the management and operational systems				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
<b>Overall Rating for Summative Evaluation</b>				

<b>4: Collaboration</b> <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b> <b>(More than one rating can be checked)</b>			<b>Professional Growth Activities Discussed</b>
	Meets	Growth Needed	Does Not Meet	
A. Collects and analyzes data and information pertinent to the educational environment				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				
D. Builds and sustains productive relationships with community partners				

<b>Overall Rating for Summative Evaluation</b>				
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**Menifee County Schools: District Administrator Evaluation Form**

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<i>Name:</i>		<i>Year:</i>		
<b>5: Integrity, Fairness, Ethics</b> <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b> (More than one rating can be checked)			<b>Professional Growth Activities Discussed</b>
	Meets	Growth Needed	Does Not Meet	
A. Ensures a system of accountability for every student's academic and social success				
B. Models principals of self-awareness, reflective practice, transparency, and ethical behavior				
C. Safeguards the values of democracy, equality, and diversity				
D. Considers and evaluates the potential moral and legal consequences of decision-making				
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
F. Is punctual for all duties and regular in attendance				
G. Adheres to the professional code of ethics				
H. Demonstrates continuous professional growth				
<b>Overall Rating for Summative Evaluation</b>				

**Menifee County Schools: District Administrator Evaluation Form**

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<b>6: Political, Economic, Legal</b> <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b> <b>(More than one rating can be checked)</b>			<b>Professional Growth Activities Discussed</b>
	Meets	Growth Needed	Does Not Meet	
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
<b>Overall Rating for Summative Evaluation</b>				

## MENIFEE COUNTY SCHOOLS SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS

**Menifee County Schools: *District Administrator Evaluation Form*      Page 9 of 9**

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, progress on personal professional growth goals, conferences, work samples, reports developed, and other documentation.)

**Evaluatee** \_\_\_\_\_ **Position** \_\_\_\_\_

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

**School/Work Site** \_\_\_\_\_

<u><b>Administrator Standards:</b></u>	<u><b>Ratings:</b></u>	<u><b>Meets</b></u>	<u><b>*Does Not Meet</b></u>
1. Vision		_____	_____
2. School Culture & Learning		_____	_____
3. Management		_____	_____
4. Collaboration		_____	_____
5. Integrity, Fairness, Ethics		_____	_____
6. Political, Economic, Legal		_____	_____
<b>Overall Rating</b>		_____	_____

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

## PRINCIPAL STANDARDS (for Principals & Assistant Principals)

### **Principal Performance Standard 1: Instructional Leadership**

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

#### **Sample Performance Indicators**

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

#### **The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

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

<b>Principal Performance Standard 2: School Climate</b> <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>			
<b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i>			
<b>The principal:</b>			
2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.			
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.			
2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.			
2.4 Promotes a culture of collaboration, trust and shared leadership.			
2.5 Supports the staff through continuous improvement efforts.			
2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.			
2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.			
2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.			
2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.			
2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.			
2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.			
<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	<b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

<p><b>Principal Performance Standard 3: Human Resources Management</b>  <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i></p>
<p><b>Sample Performance Indicators</b>  <i>Examples may include, but are not limited to:</i></p> <p><b>The principal:</b></p> <ul style="list-style-type: none"> <li>3.1 Actively participates in an effective and efficient selection process in consultation with the school council.</li> <li>3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.</li> <li>3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.</li> <li>3.4 Provides a mentoring process for all new and targeted instructional personnel.</li> <li>3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.</li> <li>3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.</li> <li>3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.</li> <li>3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.</li> <li>3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.</li> <li>3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.</li> </ul>

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	<b>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b>	The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

<p><b>Principal Performance Standard 4: Organizational Management</b>  <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i></p>
<p>Sample Performance Indicators  <i>Examples may include, but are not limited to:</i></p> <p>The principal:</p> <ol style="list-style-type: none"> <li>4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.</li> <li>4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.</li> <li>4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.</li> <li>4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.</li> <li>4.5 Reviews fiscal records regularly to ensure accountability for all funds.</li> <li>4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.</li> <li>4.7 Follows state and local policies with regard to finances, school accountability, and reporting.</li> <li>4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.</li> </ol>

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	<b>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</b>	The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.

## Principal Performance Standard 5: Communication and Community Relations

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

### Sample Performance Indicators

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

#### The principal:

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

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	<b>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</b>	The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with-stakeholders.	The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.

<p><b>Principal Performance Standard 6: Professionalism</b></p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>
<p>Sample Performance Indicators</p> <p>Examples may include, but are not limited to:</p> <p>The principal:</p> <ul style="list-style-type: none"> <li>6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.</li> <li>6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.</li> <li>6.3 Maintains a professional appearance and demeanor.</li> <li>6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.</li> <li>6.5 Maintains confidentiality.</li> <li>6.6 Maintains a positive, optimistic, and straight-forward attitude.</li> <li>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</li> <li>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</li> <li>6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.</li> <li>6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.</li> <li>6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.</li> </ul>

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	<b>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</b>	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.

### Principal Performance Standard 7: Student Growth

*The principal's leadership results in acceptable, measurable student academic growth based on established standards.*

#### Sample Performance Indicators

Examples may include, but are not limited to:

#### The principal:

- 7.1 Uses appropriate techniques for gathering and analyzing data from multiple sources to use in making decisions related to student academic growth and school improvement.
- 7.2 Collaboratively develops, implements, and monitors the school improvement plan that addresses student gaps, growth, and achievement.
- 7.3 In collaboration with their evaluator, sets student growth goals and benchmarks, and implements appropriate strategies to accomplish desired outcomes.
- 7.4 Ensures teachers' student achievement goals are aligned with school/district-level goals for increased student academic progress and for meeting state benchmarks.
- 7.5 Collaborates with teachers and staff to monitor and improve multiple measures of student growth through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.
- 7.6 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.
- 7.7 Uses faculty meetings, team/department meetings, and professional learning activities to focus on student growth outcomes.
- 7.8 Provides evidence that students are meeting specific, measurable, realistic, and appropriate achievement goals.
- 7.9 Communicates assessment results to all appropriate stakeholders.

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
In addition to meeting the standard, the principal's leadership results in a high level of student academic growth with all populations of learners.	<b>The principal's leadership results in acceptable, measurable, student academic growth based on established standards.</b>	The principal's leadership results in <b>less than typical</b> student academic growth.	The principal's leadership results in <b>minimal</b> student academic growth.

## Principal Observation/Site Visit Form

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***Directions:** Evaluators should use this form to document evidence related to the standards obtained from observations or site visits. Suggested guiding questions for discussion are listed under each standard.*

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

### **Performance Standard 1. Instructional Leadership**

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

#### **Suggested Guiding Questions/Prompts:**

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

**Comments:**

### **Performance Standard 2: School Climate**

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

#### **Suggested Guiding Questions/Prompts:**

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

**Comments:**

**Performance Standard 3: Human Resources Management**

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

**Suggested Guiding Questions/Prompts:**

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

**Comments:**

**Performance Standard 4: Organizational Management**

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

**Suggested Guiding Questions/Prompts:**

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

**Comments:**

**Performance Standard 5: Communication and Community Relations**

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

**Suggested Guiding Questions/Prompts:**

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

**Comments:**

**Performance Standard 6: Professionalism**

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

**Suggested Guiding Questions/Prompts:**

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

**Comments:**

**Performance Standard 7: Student Growth**

*The principal's leadership results in acceptable, measurable student academic growth based on established standards.*

**Suggested Guiding Questions/Prompts:**

- *Please give an example of how your leadership has resulted in a high level of student academic growth with all populations of learners.*
- *What is the goal setting process in your school for student academic achievement?*
- *Please give some examples of the goals your school has set this year that are directly associated with student achievement.*
- *Please explain how interventions are designed and implemented to support student learning.*
- *What type of midcourse corrective actions do you take to accomplish desired student academic outcomes?*
- *How do you empower teachers to be truly engaged in improving student success?*

**Comments:**

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**Documentation Form**

*Directions: The principal provides one to three examples in each standard he or she plans to share as documentation of meeting each performance standards. Documentation may also need to be shared in conversation, discussion, and/or annotations to clarify the principal's practice and process for the evaluator. (Figure7 provides possible examples.)*

**Principal:** \_\_\_\_\_

**School:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

<b>Standard</b>	<b>Mid-Year Date:</b> _____	<b>End of Year Date:</b> _____
<p><b>1. Instructional Leadership</b>  <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i></p>		
<p><b>2. School Climate</b>  <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i></p>		
<p><b>3. Human Resources Management</b>  <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining of quality instructional and support personnel.</i></p>		

Standard	Mid-Year Date: _____	End of Year Date: _____
<p><b>4. Organizational Management</b>  <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i></p>		
<p><b>5. Communication and Community Relations</b>  <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i></p>		
<p><b>6. Professionalism</b>  <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i></p>		
<p><b>7. Student Growth</b>  <i>The principal's leadership results in acceptable, measurable student academic growth based on established standards.</i></p>		

## **Principal Mid-Year Performance Review      Page 1 of 8**

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

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Performance Standard 1: Instructional Leadership**

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

**Sample Performance Indicators**

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

**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.\*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Comments:**

Evident       Not Evident

**Performance Standard 2: School Climate**

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

**Sample Performance Indicators**

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

**The principal:**

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

**Comments:**

Evident       Not Evident

**Performance Standard 3: Human Resources Management**

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

**Sample Performance Indicators**

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

**The principal:**

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

**Comments:**

Evident       Not Evident

**Performance Standard 4: Organizational Management**

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

**Sample Performance Indicators**

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

**The principal:**

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

**Comments:**

Evident       Not Evident

**Performance Standard 5: Communication and Community Relations**

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

**Sample Performance Indicators**

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

**The principal:**

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

**Comments:**

Evident       Not Evident

**Performance Standard 6: Professionalism**

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

**Sample Performance Indicators**

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

**The principal:**

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

**Comments:**

Evident       Not Evident

Principal Mid-Year Performance Review Page 8 of 8	
<b>Performance Standard 7: Student Growth</b> <i>The principal's leadership results in acceptable, measurable student academic growth based on established standards.</i>	
<b>Sample Performance Indicators</b> <i>Examples may include, but are not limited to:</i>	
<b>The principal:</b>	
7.1 Uses appropriate techniques for gathering and analyzing data from multiple sources to use in making decisions related to student academic growth and school improvement.	
7.2 Collaboratively develops, implements, and monitors the school improvement plan that addresses student gaps, growth, and achievement.	
7.3 In collaboration with their evaluator, sets student growth goals and benchmarks, and implements appropriate strategies to accomplish desired outcomes.	
7.4 Ensures teachers' student achievement goals are aligned with school/district-level goals for increased student academic progress and for meeting state benchmarks.	
7.5 Collaborates with teachers and staff to monitor and improve multiple measures of student growth through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.	
7.6 Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.	
7.7 Uses faculty meetings, team/department meetings, and professional learning activities to focus on student growth outcomes.	
7.8 Provides evidence that students are meeting specific, measurable, realistic, and appropriate achievement goals.	
7.9 Communicates assessment results to all appropriate stakeholders.	
<b>Comments:</b>	
<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident	

**Strengths:**

**Areas of Improvement:**

Principal's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Menifee County Schools – Principal Professional Growth and Effectiveness Summative**

<b>Principal</b>					
<b>EPSB ID#</b>					
<b>School</b>					
<b>Evaluator</b>					
<b>Conference Date</b>					
<b>Standard</b>	<b>Standard Description</b>	<b>Rating</b>			
1	<b>Instructional Leadership:</b> The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	I	D	A	E
2	<b>School Climate:</b> The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	I	D	A	E
3	<b>Human Resources Management:</b> The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	I	D	A	E
4	<b>Organizational Management:</b> The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.	I	D	A	E
5	<b>Communication &amp; Community Relations:</b> The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	I	D	A	E
6	<b>Professionalism:</b> The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	I	D	A	E
7	<b>Student Growth:</b> The principal’s leadership results in acceptable, measurable student academic growth based on established standards.	I	D	A	E
Comments:					

**Recommendations:**

**Continue Employment** \_\_\_\_\_ **Additional Evaluation** \_\_\_\_\_ **Not Recommended**

\_\_\_\_\_

\_\_\_\_\_

Principal’s Signature\*

Date

Evaluator’s Signature

Date

\* Denotes sharing of results, not necessarily agreement with the ratings

**MENIFEE COUNTY SCHOOLS  
 INDIVIDUAL CORRECTIVE ACTION PLAN**

<b>Name</b>	
<b>Work Site</b>	
<b>Date Developed</b>	
<b>Standard</b>	
<b>Growth Goal</b>	
<b>Intervention/Support</b>	
<b>Signatures:</b> Employee _____ Supervisor _____ Other _____ Other _____	

<b>Review Date</b>	
<b>Documentation:</b>	
<b>Intervention/Support</b>	
<b>Signatures:</b> Employee _____ Supervisor _____ Other _____ Other _____	

<b>Review Date</b>	
<b>Documentation:</b>	
<b>Intervention/Support</b>	
<b>Signatures:</b> Employee _____ Supervisor	

<b>Review Date</b>	
<b>Documentation:</b>	
<b>Intervention/Support</b>	
<b>Signatures:</b>	
Employee _____	Supervisor
_____	
Other _____	Other
_____	

**CERTIFIED EVALUATION APPEALS FORM**

**(If you are requesting a hearing, attach this page to the Evaluation Appeals Hearing Request Form on the next page and submit to Appeals Panel Chair (Board Appointee) within 7 working days of receipt of the summative evaluation.)**

**NAME:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

**POSITION:** \_\_\_\_\_

**DATE OF EVALUATION:** \_\_\_\_\_

**PLEASE LIST YOUR REASON(S) FOR APPEALING EVALUATION.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date Submitted**

**EVALUATION APPEALS HEARING REQUEST FORM**  
**(Submit to Appeals Panel Chair within 7 working days**  
**of receipt of the summative evaluation.)**

I \_\_\_\_\_ have been evaluated by  
\_\_\_\_\_ during this current school year evaluation cycle.

My disagreement with the findings of the summative evaluation has been  
thoroughly discussed with my evaluator.

I respectfully request the Menifee County School District Evaluation Appeals Panel to  
hear my appeal.

My appeal challenges the summative findings on:

\_\_\_\_\_ Substance

\_\_\_\_\_ Procedure

\_\_\_\_\_ Both substance and procedure

The date of the summative conference was \_\_\_\_\_.

The date the evaluator was notified of intent to appeal was \_\_\_\_\_.

Optional Additional Comments:

Employee Comments:

Supervisor Comments:

Signature \_\_\_\_\_ Date \_\_\_\_\_

This form shall be presented in person or by mail to the chairperson (BOE appointee) of the  
Evaluations Appeals Panel within 7 working days of the receipt of the summative evaluation.

**The evaluatee submits an Evaluation Appeals Hearing Request Form and the accompanying documentation not later than 4:00 p.m., seven working days after receipt of summative evaluation. Upon receipt, the Appeals Panel Chair will implement the appeals procedure according to the following timeline:**

- By Day 3:** Evaluator submits documentation by 4:00 p.m. not later than three working days after receipt of Evaluation Appeals Hearing Request.
- By Day 6:** By 4:00 p.m. not later than 6 working days after receipt of Evaluation Appeals Hearing Request, Appeals Panel reviews documentation and schedules hearing for at least 6 working days later.
- By Day 7:** Not later than 4:00 p.m. on the 7<sup>th</sup> working day following receipt of Evaluation Appeals Hearing Request, evaluatee and evaluator have opportunity to review documentation.
- By Day 12:** Hearing held, not later than 12 working days following receipt of Evaluation Appeals Hearing Request.
- By Day 15:** Panel submits recommendation to the Superintendent by 4:00 p.m. not later than 15 working days following receipt of Evaluation Appeals Hearing Request.

**DISTRICT CERTIFIED EVALUTION CONTACT:**  
Robin Brewer- Instructional Supervisor

