

Rockcastle County Schools
2017-2018 Certified Evaluation Plan

David A. Pensol, Superintendent

APPROVED June 13th, 2017

ASSURANCES

CERTIFIED EVALUATION PLAN

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

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

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR3:345. The PGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually. All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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

The evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 13, 2017.



Signature of District Superintendent

6/13/2017

Date



Signature of Chairperson, Board of Education

6/13/2017

Date

CERTIFIED STAFF EVALUATION PLAN POLICY 5000

The Rockcastle County Board of Education recognizes the need for and the value of a sound, fair staff evaluation plan. Recognizing that no one system is all inclusive, the Board adopts and promotes the following Evaluation Design Format for the Rockcastle County School District. This evaluation plan was developed through the efforts of an evaluation committee with an equal membership representing teachers and administrators.

Philosophy

An effective evaluation design serves two basic purposes; the first and foremost being to improve the instructional program, and the second being to provide an objective standard of accountability.

The formulation, implementation and perpetuation of an effective evaluation procedure are dependent upon continuous interplay among all personnel. It is of paramount importance that this evaluation procedure reflects the involvement of all staff members.

The formulation and implementation of an evaluation procedure do not guarantee improvements. Emphasis must be given to identifying specific improvement plans that address areas for growth.

The success of any school program is dependent upon the degree of commitment accepted by its members. A strong, genuine commitment, especially by the instructional leadership, will guarantee the success of this evaluation system.

Objective Statements

- To improve the instructional program and provide a means of accountability to the citizens of Rockcastle County.
- To encourage self-assessment and self-direction of all certified personnel.
- To provide encouragement and incentives for certified employees to improve performance levels as well as to support individual personnel decisions.
- To comply with the provisions of KRS 156.557 and related 704 KAR 3:345.
- To increase teacher awareness of instructional goals and classroom practices.
- To improve teacher-administrator communication.
- To provide an increased sense of pride and professionalism which in turn will facilitate improved classroom/administrative practices.
- The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the TPGES 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.

Certified School Personnel Evaluation Plan Information

Rockcastle County Schools
245 Richmond Street
Mt. Vernon, KY 40456
606.256.2125

Superintendent: David A. Pensol
Evaluation Contact Person: Jason Coguer, Instructional Supervisor

Administrators

Jennifer Mattingly, Rockcastle County High School Principal
Marcus Reppert, Rockcastle County Middle School Principal
Derrick Bussell, Brodhead Elementary School Principal
JD Bussell, Mt. Vernon Elementary School Principal
Chris Bishop, Roundstone Elementary Principal

Teachers

Amy Lewis
Michael McNabb
Melissa Neeley
Jamie Ellison
Melissa Fairchild

Appeals Panel Committee

Thomas Coffey
Amy Ford - Lewis

Alternates: 1st Gina Nicely, 2nd – Skyler Bradley, 3rd – Stephanie Hurst

Established Rules and Principles

- (a) The immediate supervisor of the certified school employee shall be designated the primary evaluator.
- (b) All monitoring (formal and informal observations) of performance of a certified employee shall be conducted openly with the full knowledge of teacher/administrator.
- (c) All evaluations shall be in writing on approved evaluation forms to become part of the official personnel file..
- (d) All observations to be considered in evaluation shall be documented and discussed with evaluatee within 5 working days.
- (e) A copy of the evaluation shall be provided for the person evaluated.
- (f) Summative evaluations shall be filed at the central office as an official component of each certified employee's personnel file. Growth Plans will be filed at the individual school.
- (g) All certified school personnel shall be made aware of the criteria on which they are to be evaluated within the 1st month of reporting for employment each school year.
- (h) Any person has the right to appeal summative evaluation (see section II). Any evaluatee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement.
- (i) If requested by the evaluatee, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Interning Teachers - Formative observations are conducted in Coordination with Kentucky Teacher Internship Program (KTIP) forms, however, the local district evaluation summative forms will be required in addition to KTIP (TC12 or TC20).

Orientation

All employees are given an orientation to the Plan for Evaluation of Certified Employees within the first month of reporting to school. Upon distribution of the Evaluation Plan materials, each faculty will comprehensively review and discuss the procedures to be followed and the instrument that is to be used.

APPEALS

Local Appeals Procedure

- (a) The certified employees of the local school district shall elect two (2) members to serve on the local appeals panel. The two (2) certified staff members receiving the highest number of votes shall serve as the selected members. Alternates shall be listed according to highest number of votes received. Alternates shall be used in the event a regular panel member cannot serve or in the event of a conflict of interest. The Board of Education shall appoint one (1) certified staff member to the appeals panel. The committee shall elect a chairperson for each appeals process. The Board of Education shall also appoint one certified employee as alternate to serve in the absence of the first appointee. (Interning certified staff are not eligible to serve on the appeals panel.)
- (b) The members of the appeals panel shall be elected/appointed for a two-year term (a year defined as running from July 1 to June 30) with the option of being reelected/reappointed.
- (c) Any certified employee who requests a review of his/her summative evaluation by the local appeals panel shall submit a written request to the local appeals panel within five (5) working days of receipt of the evaluation. Appeals shall be presented on forms prepared by the local district. No member of the panel shall serve on any appeal in which he/she were the evaluator. No panel member shall serve on any appeal brought by the member's immediate family (father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law).
- (d) Panel members shall meet at a time and place set by the chairperson. The appealing employee and the evaluator shall be notified of the meeting time and place; the hearing shall otherwise be a closed meeting. Both the appealing employee and employer shall be provided copies of all documentation submitted.
- (e) The appealing employee shall release to the panel all evaluation material/information. The chairperson shall review all submitted information and may disallow information to be presented in the hearing which is determined if relevant to the appeal. The burden of proof shall be on the employee to the panel. The evaluator shall be allowed the opportunity to respond to the claims of the appealing employee and to present written record which support the summative evaluation. The panel shall review all documents presented to it and be allowed to interview both the appealing employee and the evaluator. The appealing employee and employer have a right to representation.
- (f) Upon receiving the request the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal council to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. Within three (3) working days an APPEALS PANEL HEARING will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. The panel may determine if there is a need to tape record the hearing. Tape(s) shall be kept in a locked file in the Central Office for a minimum of one (1) year from the date of the hearing for future discussions of the panel.

(g) The panel shall make a recommendation to the district superintendent within fifteen (15) working days from the date of filing the appeal. The superintendent shall file the recommendation in the employee's personnel file with the original evaluation form.

(h) The panel's recommendation may include one of the following:

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

State Appeals Procedure

(a) The State Board of Education shall appoint a committee of three (3) board members to serve on the State Evaluation Appeals Panel. Said panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusion of evaluations.

(b) The certified employee must submit a written request to the Commissioner of Education for a hearing to the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal must be submitted with this request.

(c) The State Evaluation Appeals Panel, or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.

(d) If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.

(e) A decision of the appeals panel shall be rendered within fifteen working days after a hearing.

APPEALS PANEL HEARING REQUEST FORM

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

I respectfully request the _____ School District Evaluation Appeals panel to hear my appeal.

This appeal challenges the summative findings on:

- substance
 - procedure
 - both substance & procedure
-

Signature

Date

Date of Summative conference

Date evaluator notified of intent to appeal

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

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
3. **Directed Growth Plan:** Certified teachers who have received a score of ineffective will complete a directed growth plan. Goals are determined by the evaluator and will focus on professional practice and student growth in the low performing area.
4. **Educator Development Suite:** a component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of certified employee.
5. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. B(4)
6. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
7. **Evaluatee:** District/School personnel that are being evaluated.
8. **Observation:** documentation and feedback on a teacher's professional practices and observable behaviors.
9. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, which observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practices. **This is optional.**
10. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
11. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
12. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
13. **Ratings:** teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.
14. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
15. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound)
16. **Student Growth Goal:** measurable goal(s) written by the certified employee who measures student growth over

time following the SMART criteria format and developed by using established criteria checklist. **This is optional.**

17. **Student Voice:** the state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practices. **This is optional.**

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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

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

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

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

Other sources of evidence that can be used to support educator practice.

- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data records

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

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 (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.

- All Teachers and Other Professionals will participate in self-reflection and professional growth planning each year.
- All Teachers and Other Professionals will document self-reflection and professional growth planning in an electronic and or hard copy.
- Teachers and Other Professionals with a rating of Ineffective in any areas will participate in a directed growth plan.

TIMELINE FOR SELF-REFLECTION/PGP

By September 15th	Teacher reflects on his/her current growth needs based on data and identifies an area of focus.
By October 15th	Collaborates with his/her administrator, develops growth plan and action steps.
November-January	Implementation/Reflection on progress and impact of the plan on his/her professional practice.
January	Modifies plan as appropriate.
January-April	Continued implementation and ongoing reflection.
Non-Tenured By April 30 th Tenured by May 15th	Summative reflection on the degree of goal attainment and implications for next steps.

**Timeline will be tentative based on any adjustment of the calendar year.*

Observation

The observation process is one source of evidence to determine teacher effectiveness for each certified teacher. Peer and supervisor observations will use the same instruments. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher’s professional practice. Only the supervisor observation will be used to calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

- The observation model must fulfill the following minimum criteria:
- Three (3) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in an electronic or hard copy.

Rockcastle County Schools - Progressive Model (3&1 Model)

Observers will conduct three mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson.

- Non-tenured will follow the progressive 3&1 model. This includes one full observation by the supervisor that is the final observation in the summative year and three mini observations with one being by the peer observer.

NON-TENURED or Tenured Teachers on a Directed Growth Plan Observation Cycle	
1 st Mini Observation	Completed by October 31st
2 nd Mini Observation	Completed by February 28th
Full Observation and Summative Evaluation	Completed by April 15th

- Tenured teachers will receive one full observation by the supervisor and three mini observations over the three year cycle. One of the mini observations will be by the peer observer and will occur in the summative year.

Tenured Observation Cycle	
Year 1 : Mini Observation	Completed by May 15 th
Year 2: Mini Observation	Completed by May 15 th
Year 3: (Summative Year) Full Observation and Summative Evaluation	Completed by December 15 th Completed by May 15th

Observation Conferencing

Observers will adhere to the following observation conferencing requirements

- Conduct observation conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- The administrator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on full and mini evaluations, while post conferences will be completed in person.

Observation Schedule

See table on page 14.

STEPS	PROCESS	TIMELINE
Step 1	ORIENTATION: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel and primary evaluators will NOTIFY certified employees to be evaluated.	First month of reporting for school.
Step 2	PRE-OBSERVATION CONFERENCE (TEACHER): Principal holds a pre-observation conference with teachers to be evaluated during the year.	Within five working days of the observation.
Step 3-1	FORMAL OBSERVATION: Conduct formal observation and collect formative data. (Intern Teacher and Principal) (Post Observation Conference held within 5 days of the formal observation).	District will adhere to the KTIP approved guidelines when completing evaluations
Step 3-2	Formal Observation: Conduct formal observation and collect formative data (Non-tenured teachers) (Post Observation Conference held within 5 days of the formal observation).	A minimum of three formal observations and post conferences annually until tenure is achieved (One each semester). Two mini observations (one each semester). Two mini observations from administrator, and one summative observation from an administrator.
Step 3-3	FORMAL OBSERVATION: Conduct formal observations and collect formative data. (Tenured teachers) (Post Observation Conference held within 5 days of the formal observation). An informal conference will be held for the mini observations.	Observations will be over a three year cycle with the peer and summative in the final year of the cycle. Additional observations can be conducted if deemed necessary.
Step 3-4	FORMAL OBSERVATION: Conduct formal observation and collect other formative data (Administrators) (Post Observation Conferences held within 5 days of the formal observation)	A minimum of one formal observation annually when results are satisfactory. (More observations shall occur when results are considered ineffective.)
Step 5	SUMMATIVE EVALUATION: Evaluator completes evaluation summary SUPERINTENDENT RECOMMENDATION: Evaluator recommends re-employment/termination to superintendent	Summative: Non-tenured and any tenured employee on an Assistance Growth Plan (April15) All other tenured teachers (May 15) Administrators (June15)
Step 6	Appeals Panel Hearing Request must be submitted	Within five working days of the summative evaluation to Appeals Panel Member or District Evaluation contact person.

**All dates are tentative based upon the adjustments of the calendar year.*

Determining the Overall Performance Category

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

Rating Professional Practice

Step 1: The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

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

Minimum Criteria for Determining an Educator’s Professional Practice Rating

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Step 4: Apply State Overall decision Rules for determining educator’s Overall Performance Category

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS

EXEMPLARY	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal set by teacher with evaluator input • One goal must focus on low student growth outcome • Formative review annually 	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goals set by teacher with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3. 	
	ACCOMPLISHED		
DEVELOPING	<p>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal(s) Determined by Evaluator • Goals focus on professional practice and student growth • Plan activities designed by evaluator with teacher input • Formative review at mid-point • Summative review annually 	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal(s) set by teacher with evaluator input; one must address professional practice or student growth. • Formative review annually. 	<p>THREE-YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • Goal(s) set by educator with evaluator input • Formative review annually
	AT RISK		
INEFFECTIVE	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan 	<p>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal(s) Determined by Evaluator • Goals focus on professional practice and student growth • Plan activities designed by evaluator with teacher input • Formative review at mid-point • Summative review 	



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.

Roles and Definitions

1. **Administrator:** Means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluatee:** District/School personnel that are being evaluated.
5. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
6. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
7. **Performance Levels-**General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
8. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
9. **Performance Standards-**Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, and Professionalism.
10. **Self-Reflection:** Means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
11. **SMART Criteria:** Acronym use to develop a goal(s) Specific, Measurable, Appropriate, Realistic, Time-Bound.
12. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
13. **Surveys:** Tools used to provide information to principals about perception of job performance.
14. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
15. **VAL-ED Point of Contact:** Person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
16. **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.
17. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

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

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

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.

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

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits
 - Val-Ed 360°
 - Working Conditions Goal (Based on TELL KY)

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

- Other Measures of Student Learning
- Products of Practice

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.

Administrators

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

- An individual growth plan will be developed annually, approved, and submitted by October 15th. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.
- The summative evaluation for administrators will be completed annually by May 15th. A copy of the summative evaluation report will be given to the administrator.
- The summative evaluation report will be placed in the administrator’s file in the Central Office. Information will be housed in the Educator Development Suite of CIITS.
- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

By August 1st	Superintendent reviews expectations of PPGES
PGP approved and submitted by October 15th	Principal/Assistant Principal collaboratively to develop Working Conditions Goal and Professional Growth Goal/Plan
October-November	Superintendent Conducts a Site Visit
By January 30th	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
March	Completion of TELL or VAL-ED Survey
April/May	Superintendent conducts a Site Visit
By May 15 th	Conference with principal/assistant principal to review their Working Condition Goal, and Professional Growth Goal as well as modify any strategies.

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

**All dates are tentative based on the adjustment of the school year.*

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

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

Required for all Rockcastle County Principals

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)

Site Visits

Site visits will be conducted twice annually after the completion of the PGP. The first will take place prior to Jan. 1. The second will take place prior to March 15.

During the follow-up conference (5 days after the site visit) with the principal, the superintendent will review all Principal Performance Standards and give feedback about each standard.

Optional: The Principal may ask the Superintendent to give specific feedback about a particular standard.

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
 - Discuss as applicable, KY TELL / Val Ed 360 data and come to agreement on goals and action plans.
 - 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
 - Share progress on KY TELL / Val Ed 360 goals.
 - 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
 - Discuss and reflect on KY TELL / Val Ed 360 goals
 - 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

Val-Ed 360° - completed for principals – not completed for assistant principals

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

It will provide feedback to principals that incorporate the input of critical members of the school's professional community. When the principal receives the report with the results of the assessment, he/she will analyze the report and compare his/her own ratings on each of the core components/key processes against the ratings given by the teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which he or she is excelling and the behaviors on which more work is needed.

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

VAL-ED 360

Val Ed Point of Contact	Val Ed Point of Contact will be assigned by the superintendent. Each school will also select a VAL ED Point of Contact to assist with the Val ED process.
VAL-ED Role Groups	<p>District Administrator-oversee and monitor the implementation of the VAL-ED 360 process.</p> <p>School VAL-ED Coordinator: Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level.</p> <p>Superintendent: receives access code to be able to monitor the survey process and reports.</p> <p>Supervisors-district may elect up to three district staff to complete survey for an individual principal. This will include the primary supervisor, who makes final decision regarding employment and recommendations for growth.</p> <p>Principals: completes a survey specifically designed for principals and has access to information contained within final report. Certified Teachers: teachers assigned to a specific school that complete the online survey designed specifically for teacher input.</p>
Frequency of Val-Ed 360	Once every other year alternating with TELL Kentucky Survey
Timeline	Two week period during the spring semester
Use of Val-ED 360 Results	The Val-Ed 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan.
Val-ED 360 Access	Val-ED survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.

Working Conditions Goal (Goal inherited by Assistant Principal)

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

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one 2-year goal.

WORKING CONDITIONS GOAL(S)

Number of Working Conditions Goals	<p>Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED surveys, school level documentation, etc. The Goal will be recorded on the district Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template (in the appendix). The principal, in collaboration with the superintendent/designee, will review the results from the TELL Kentucky Survey.</p> <ol style="list-style-type: none">1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in appendix).3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.4. A rubric will be completed, by the principal and superintendent that will set the goal target for
---	--

	<p>Accomplished. The rubric will also establish what will constitute reaching Exemplary.</p> <ol style="list-style-type: none"> 5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal. 6. Ongoing reflection and modification of the strategies when needed.
<p>Working Condition Goals Rubric Example-A principal has identified a WCG area and has set a goal of increase from 21% to 50% agreement on the identified question(s).</p> <p>The rubric with a built in range of + or - 10% would be: Exemplary: Above 55% Agreement Accomplished: 45-55% Agreement Developing: 22-44% Agreement Ineffective: 21% or below Agreement</p>	<p>The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale.</p> <p>Example: Exemplary: Above Accomplished Goal Accomplished: + 10% of goal Developing: baseline set for the goal Ineffective: below the baseline</p>
<p>Mid-Point Review</p>	<p>During mid-year review, principals can choose for one of the following:</p> <p>Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.</p> <p>Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.</p> <p>Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG</p>
<p>Additional Surveys or Evidence</p>	<p>Principals can choose to complete on-line surveys from Survey Monkey, paper/pencil surveys, etc. to measure growth in their WCG.</p>

Products of Products of Practice/Other Sources of Evidence

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

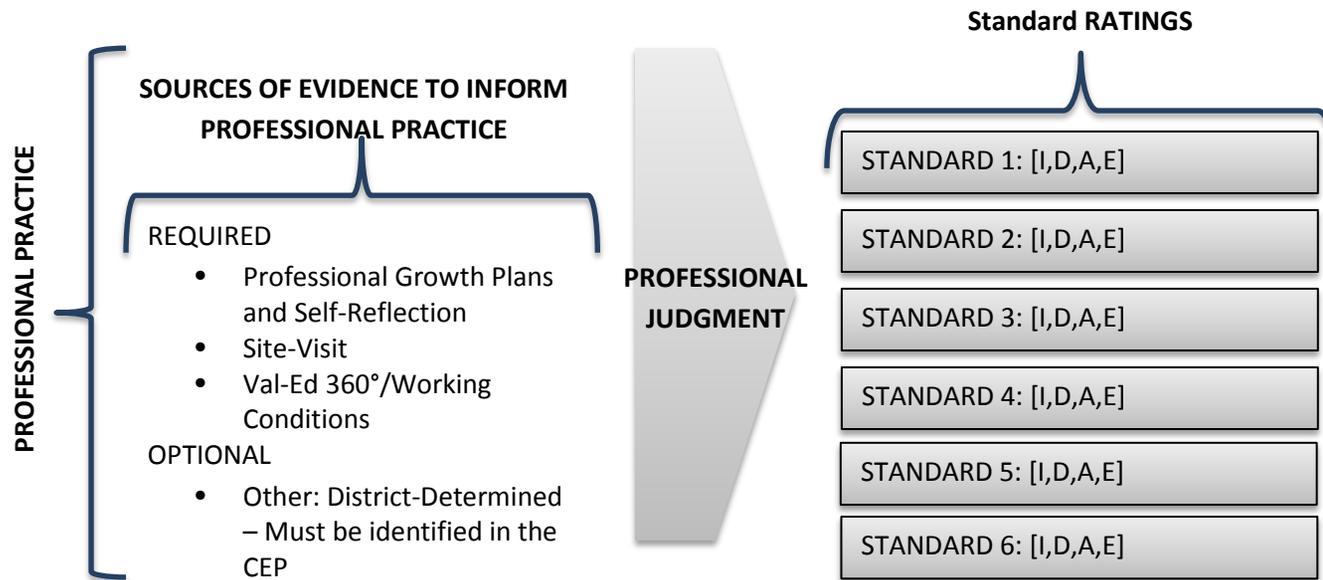
Rockcastle County Principals can choose from the following:

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

Rating Overall Professional Practice

The Kentucky Principal Performance Standards stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle. Each standard shall be scored in CIITS by the superintendent or designee by May 15th of each year.



Appendix A

Pre Observation Conference Form

ROCKCASTLE COUNTY SCHOOLS 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)?	
Is there anything that you would like me to specifically observe during the lesson?	

Appendix B

Post Observation Conference Form

ROCKCASTLE COUNTY SCHOOLS POST-OBSERVATION DOCUMENT

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

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	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature*

Date

Observer's/Evaluator's Signature

Date

*Denotes sharing of results, not necessarily agreement with the formative rating

OPGES – Other Professionals Growth and Effectiveness System:

The current evaluation standards and procedures for “Other ” (speech language pathologists, counselors, psychologist, library media specialist, and instructional coaches) included in this evaluation plan will remain in effect until the OPGES is fully implemented in Kentucky. OPGES is scheduled to be piloted in Kentucky during the 2014-15 school year.

Evaluation Standards and Performance Criteria for Media Specialist

Standard 1: Demonstrates proficiency in Management and Administration of the Library Media Center

- 1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
- 1.2 Plans the budget with the administration, school-based councils and-or advisory committees, based on the needs and objectives of the library media center program.
- 1.3 Administers the budget according to the goals and objectives of the program.
- 1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
- 1.5 Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 1.6 Administrates a library media program that utilizes flexible access.
- 1.7 Develops plans for maintaining a technologically current facility and program.
- 1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
- 1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.
- 1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.
- 1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- 1.12 Is responsible for the proper use of the facility, materials, and equipment.
- 1.13 May plan and/or participate in special projects or proposals, e.g. book fairs.
- 1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.

Standard 2: Provides Exemplary Resources Through Collection Development

- 2.1 Follows the district approved selection policy which includes a procedure for the reconsideration of materials.
- 2.2 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- 2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshops and professional judgment recommendations.
- 2.4 Maintains a professional collection.
- 2.5 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school’s curriculum and educational philosophy.
- 2.6 Keeps a card or automated catalog current.
- 2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
- 2.8 Makes general repairs, weeds collection, and takes annual inventory.

Standard 3: Provides Effective Library Media Services

- 3.1 Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
- 3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.
- 3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
- 3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
- 3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
- 3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
- 3.7 Assists faculty in the selection of materials to supplement instruction.
- 3.8 Establishes positive rapport with staff and students.
- 3.9 Makes the library media center and its resources accessible to students and faculty.
- 3.10 Provides orientation for new faculty and students.
- 3.11 Maintains effective communication with staff and students, e.g., informs of new acquisitions and services.
- 3.12 Facilitates the circulation of materials among schools in the district or with other agencies.
- 3.13 Is available as a personal resource for all students and faculty.
- 3.14 Provides the resources and promotes recreational reading for the school community.

Standard 4: Enables Students to Become Effective Information Users

- 4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform, core content, and academic expectation.
- 4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
- 4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 4.4 Provides for independent and cooperative group learning.
- 4.5 Guides students in the selection of appropriate resources.
- 4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 4.8 Encourages students to develop lifelong reading listening, viewing, critical thinking skills, and become skilled in all modes of communication.
- 4.9 Incorporates the use of technology in accessing information.
- 4.10 Assists students in the use of multi-media for completed projects.

Standard 5: Manages Student Behavior

- 5.1 Established/maintains behavioral expectations (class rules) of students.
- 5.2 Monitors students' behaviors according to local school/district policies and procedures.
- 5.3 Reinforces acceptable student behaviors with genuine specific praise.
- 5.4 Holds each student accountable for his/her own behaviors.
- 5.5 Manages disruptive behavior constructively while maintaining instructional momentum.
- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

Standard 6: Communicates Effectively

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
- 6.2 Speaks distinctly and clearly.
- 6.3 Adjusts volume and tone for emphasis.
- 6.4 Models correct grammar and pronunciation.
- 6.5 Provides clear instructions.
- 6.6 Shares student expectations, criteria for assessment, student progress with parents in meetings, conferences, written progress reports, etc.
- 6.7 Displays awareness of space and presence when interacting with others.
- 6.8 Maintains positive interactions with others.
- 6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.

Standard 7: Exhibits Professionalism

- 7.1 Evaluates self to identify needs for instructional improvement.
- 7.2 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.
- 7.3 Reviews professional growth plan annually and revises plan as needs/goals/change.
- 7.4 Participates in professional development activities (continuing education, workshops, seminars, action based research, teacher networks, etc.)
- 7.5 Shares instructional materials, information, and ideas with colleagues.
- 7.6 Strives to improve instruction on a consistent basis.
- 7.7 Maintains appropriate confidentiality regarding students' behaviors and performances.
- 7.8 Upholds and models Kentucky's School Personnel Code of Ethics.
- 7.9 Encourages professional growth of peers.

Standard 8: Meets Job Expectations/Descriptions

- 8.1 Follows proper channels to address issues and problems
- 8.2 Meets assigned time frames as stipulated.
- 8.3 Serves on various school/district committees.
- 8.4 Follows school/district policies and procedures relating to employee punctuality, attendance and evaluating results.
- 8.5 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

Standard 9: Demonstrates Implementation of Technology

The media specialist uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 9.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 9.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 9.10 Practices equitable and legal use of computers and technology in professional activities.
- 9.11 Facilitates the lifelong learning of self and others through the use of technology.
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 9.13 Applies research-based instructional practices that use computers and other technology.
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 9.15 Uses technology to support multiple assessments of student learning.
- 9.16 Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards and Performance Criteria for School Counselors

Standard 1: Program Management, Research, and Evaluation

Develops a process and procedure for planning, implementation and evaluation of a comprehensive developmental program of guidance and counseling.

- 1.1 Defines needs and priorities.
- 1.2 Determines objectives.
- 1.3 Communicates with stakeholders, including school councils, about the design, importance and effectiveness of the program.
- 1.4 Organizes personnel, physical resources and activities to accomplish needs, priorities and objectives specified school plans.
- 1.5 Evaluates the program to assure its contribution to the school's mission and goals.
- 1.6 Use information systems and technology.

Standard 2: Developmental Guidance Curriculum

Provides a developmental, preventive, guidance program within the school

- 2.1 Assess the developmental need of students.
- 2.2 Address academic expectations and school-to-work initiatives.
- 2.3 Prepares students for successful transitions.
- 2.4 Evaluates the results of the curriculum's impact.
- 2.5 Modifies the curriculum as needed to continually meet the needs of students.
- 2.6 Guides individuals and groups of students through the development of educational and career plans.
- 2.7 Provides guidance for maximizing personal growth and development.
- 2.8 Teaches the school developmental guidance curriculum.
- 2.9 Assists teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

Uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

- 3.1 Provide a safe, confidential setting in which students present their needs and concerns.
- 3.2 Promotes wellness.
- 3.3 Responds to crises.
- 3.4 Communicates empathy and understanding.
- 3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
- 3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
- 3.7 Intervenes in problem/conflict situations and conducts follow-up sessions.
- 3.8 Respect and nurture the uniqueness of each student.
- 3.9 Mediate classroom and student conflict.
- 3.10 Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration

Functions in a cooperative process to assist others to effectively meet the needs of students.

- 4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.
- 4.2 Interprets relevant information concerning the developmental needs of students.
- 4.3 Reduces barriers to student learning through direct referred services.
- 4.4 Facilitates new student integration into the school environment.
- 4.5 Works with teachers to provide support for students in a crisis situation.
- 4.6 Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
- 4.7 Facilitates successful communication between and among teachers, parents, teachers and students.
- 4.8 Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- 4.9 Consults with external community and professional resources.

Standard 5: Coordination

Functions as a coordinator in bringing together people and resources in the school, the community and the district for the fullest academic, career, personal, and social development of the students.

- 5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.
- 5.2 Uses an effective referral process for assisting students and others to use special programs and services.
- 5.3 Identifies community agencies for referral of students.
- 5.4 Maintains cooperative working relationships with community resources.
- 5.5 Facilitates successful transition from one level of education to the next (i.e. elementary to middle).

Standard 6: Assessment

Collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitude, achievements, and interests.

- 6.1 Participates in the planning and evaluation of the district/school testing program.
- 6.2 Assesses, interprets and communicates learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.
- 6.3 Collaborates with staff concerning assessment of special needs students.
- 6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans.
- 6.5 Coordinates students' records to ensure the confidentiality of assessment data.
- 6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standard

Acts within legal and within ethical guidelines to accomplish educational purposes.

- 7.1 Adheres to professional Codes of Ethics of the American Counseling Association, American Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 7.2 Adheres to federal/state laws and regulations related to education and child protection.
- 7.3 Accepts responsibility for on-going professional development.
- 7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.

- 7.5 Is knowledgeable of the position statements of the American School Counselor Association.
- 7.6 Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

Standard 8: Demonstrates Professional Leadership

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

- 8.1 Builds positive relationships within and between school and community.
- 8.2 Promotes leadership potential in colleagues.
- 8.3 Participates in professional organization and activities.
- 8.4 Writes and speaks effectively.
- 8.5 Guides the development of curriculum and instructional materials.
- 8.6 Participates in policy design and development at the local school, within professional organization, and/or within community organizations with educationally related activities.
- 8.7 Initiates and develops educational projects and programs.
- 8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
- 8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.
- 8.10 Writes for publication, presents at conferences and provides professional development.
- 8.11 Works with colleagues to administer and effective learning climate within the school.
- 8.12 Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results.
- 8.13 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

Standard 9: Engages in Professional Development

Evaluates his or her overall performance in relation to Kentucky's learning goals and implements a professional development plan.

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.
- 9.3 Solicits input from others in the creation of individual professional development needs.
- 9.4 Implements knowledge and skills acquired through on-going professional development.
- 9.5 Modifies own professional development plan to improve performance and to promote student learning.

Standard 10: Demonstrates Implementation of Technology

A school counselor uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.

FORMATIVE EVALUATION INSTRUMENT

Media Specialist

- Tenured
- Non-Tenured

Employee: _____ Date: _____

Work Site: _____ Class/Activity _____

Pre-Obs. Conf YES NO

STANDARD 1: Demonstrates Proficiency in Management and Administration of the
Library Media Center YES NO

STANDARD 2: Provides Exemplary Resources through Collection Development YES NO

STANDARD 3: Provides Effective Library Media Services YES NO

STANDARD 4: Enables Students to Become Effective Information Users
 YES NO

STANDARD 5: Manages Student Behavior YES NO

STANDARD 6: Communicates Effectively YES NO

STANDARD 7: Exhibits Professionalism YES NO

STANDARD 8: Meets Job Expectations/Descriptions YES NO

STANDARD 9: Demonstrates Implementation of Technology YES NO

Individual Growth Plan (standards for focus) Standard # _____

This observation was discussed in a conference between the evaluator and evaluatee on

I have read and discussed this data collection form and received a copy.

Evaluatee **Evaluator**

Comments (may be continued on back)

FORMATIVE EVALUATION INSTRUMENT

Guidance Counselor

Tenured
 Non-Tenured

Employee: _____ Date: _____

Work Site: _____ Class/Activity _____

Pre-Obs. Conf YES NO

STANDARD 1: Program Management, Research and Evaluation YES NO

STANDARD 2: Development Guidance Curriculum YES NO

STANDARD 3: Individual/Small Group Counseling YES NO

STANDARD 4: Consultation/Collaboration YES NO

STANDARD 5: Coordination YES NO

STANDARD 6: Assessment YES NO

STANDARD 7: Adheres to Professional Standard YES NO

STANDARD 8: Demonstrates Professional Leadership YES NO

STANDARD 9: Engages in Professional Development YES NO

STANDARD 10: Technology YES NO

Individual Growth Plan (standards for focus) Standard # _____

This observation was discussed in a conference between the evaluator and evaluatee on _____

I have read and discussed this data collection form and received a copy.

Evaluatee **Evaluator**

Comments (may be continued on back)

ROCKCASTLE COUNTY SUMMATIVE EVALUATION FOR MEDIA SPECIALISTS

Tenured

Non-Tenured

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

Evaluatee _____	Grade/Content Area _____
Evaluatee's Position _____	Work Site _____
Evaluator _____	Date(s) of Observation(s) _____
Evaluator's Position _____	Date(s) of Conference(s) _____

Ratings:	Meets Standard	*Does Not Meet Teacher Standard
-----------------	----------------	------------------------------------

Standard

- | | | |
|---|--------------------------|--------------------------|
| 1. Demonstrates Proficiency in Management and Administration of the Library Media | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provides Exemplary Resources Through Collection Development | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provides Effective Library Media Services | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Enables Students to Become Effective Information Users | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Manages Student Behavior | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Communicates Effectively | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Exhibits Professionalism | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Meets Job Expectations/Descriptions | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Demonstrates Implementation of Technology | <input type="checkbox"/> | <input type="checkbox"/> |

Overall Performance: _____ _____

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____	_____
Signature	Date

Evaluator: _____	_____
Signature	Date

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

Employment Recommendation to Central Office:

- Meets media specialist standards for re-employment
- Does not meet media specialist standards for re-employment

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

Failure to meet any standard may be considered grounds for dismissal

Employment Recommendation to Central Office:

- Meets school counselor standards for re-employment
- Does not meet school counselor standards for re-employment

*Any rating in the “does not meet standards” column requires the development of an Individual Corrective Action Plan.
Failure to meet any standard may be considered grounds for dismissal

ROCKCASTLE COUNTY SUMMATIVE EVALUATION FOR BUILDING ADMINISTRATORS

Tenured
 Non-Tenured

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

Evaluatee _____ Evaluatee's Position _____
 Evaluator _____ Evaluator's Position _____
 School _____

	Meets Standard	*Does Not Meet Principal Standard
PRINCIPAL PERFORMANCE STANDARDS		
Standard 1: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: School Climate	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Human Resources Management	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Organizational Management	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Communication and Community Relations	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>

Overall Performance: _____ _____

Evaluatee's Comments:

Evaluator's Comments:

I have read and discussed this data and received a copy.

Evaluatee: _____
Signature

Date

Evaluator: _____
Signature

Date

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

Employment Recommendation to Central Office:

- Meets principal standards for re-employment
- Does not meet principal standards for re-employment

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

Failure to meet any standard may be considered grounds for dismissal

CODE OF ETHICS

704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

<u>To Students</u>	<u>To Parents</u>	<u>To Education Profession</u>
<ul style="list-style-type: none"> ▪ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator. ▪ Shall respect the constitutional rights of all students. ▪ Shall take reasonable measures to protect the health, safety, and emotional well-being of students. ▪ Shall not use professional relationships or authority with students for personal advantage. ▪ Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. ▪ Shall not knowingly make false or political malicious statements about students or colleagues. ▪ Shall refrain from subjecting students to embarrassment or disparagement. ▪ Shall not engage in any sexually related behavior with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault. 	<ul style="list-style-type: none"> ▪ Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student. ▪ Shall endeavor to understand the community cultures and diverse home environments of students. ▪ Shall not knowingly distort or misrepresent facts concerning educational issues. ▪ Shall distinguish between personal views and the views of the employing educational agency. ▪ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. ▪ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan activities. ▪ Shall not accept gratuities, gifts, or favors that might impair professional judgment, and shall not offer any of these to obtain special advantage. 	<ul style="list-style-type: none"> ▪ Shall exemplify behaviors that maintain the dignity and integrity of the profession. ▪ Shall accord just and equitable treatment to all members. ▪ Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law. ▪ Shall not use coercive means or give special treatment in order to influence professional decisions. ▪ Shall apply for, accept, offer, or assign a position of responsibility only on the basis of professional preparation and legal qualifications. ▪ Shall not knowingly falsify or misrepresent records of facts to the educator's own qualifications or those of other professionals.