SIMPSON COUNTY SCHOOLS

"A Great Place to Learn, Where Kids Matter Most"

Professional Growth & Evaluation of

Certified Personnel Plan

April 2023

Professional Growth and Evaluation of Certified Personnel Plan
Committee Members

J'Nora Anderson	Franklin Elementary School Principal
Chesley Craine	Franklin Elementary Counselor
Michael Barnum	Simpson Elementary School Principal
Laura Halcomb	Simpson Elementary School Teacher
Joyce Pais	Lincoln Elementary School Principal
Angela Vaughn	Lincoln Elementary School Teacher
Jaxon Grover	Franklin-Simpson Middle School Principal
Sara Tucker	Franklin-Simpson Middle School Teacher
Michael Wix	Franklin-Simpson High School Principal
Jason Phillips	Franklin-Simpson High School Teacher
Shelina Smith	Chief Academic Officer
Tim Schlosser	Superintendent
Sam Evans	Career and Technical Education Teacher
Allie Meador	Career & Technical Education Teacher

District Contact Person:

Shelina Smith
Chief Academic Officer
Simpson County Board of Education
P.O. Box 467
Franklin, KY 4215-0467
(270) 586-8877

Professional Growth and Effectiveness System – Certified Teacher

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. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice.
    b. Principals who are rated ineffective in professional practice.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **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.
12. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
13. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
16. **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.
17. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
18. **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.
19. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, 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.

20. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

21. **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.

22. **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.

23. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

24. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).

25. **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.

26. **Working Conditions Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the measures 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 measures of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure. The Specialist Frameworks for Other Professionals are designed for the unique responsibilities of these specialists. Each framework consists of research-based sets of components of practice that are consistent with the Kentucky Framework for Teaching.

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

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

Required Sources of Evidence
- Professional Growth Planning and Self-Reflection
- Observation
- Other Measures of Student Learning
- Products of Practice
- Other Sources (e.g., surveys)

All components and sources of evidence related supporting an educator's professional practice will be completed and recorded in the state developed or district approved electronic platform. The Chief Academic Officer will be responsible for the monitoring of the evaluation training and implementation of the Professional Growth Effectiveness System. The plan will be explained to and discussed with all certified personnel no later than the end of the first 30 calendar days of employment.

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 (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.

Procedures Required

- The CEP will be reviewed with all certified personnel below the level of superintendent within the first 30 calendar days of reporting for employment.
- 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 the state developed or district approved electronic platform.
- Self-reflection process will be completed by October 1st of each year. (Late Hires will complete within 30 calendar days of hire date.)
- Professional Growth Plans will be submitted to supervisors via the state developed or district approved electronic platform such as GoogleDocs/OneDrive/DropBox by October 31st each year. (Late Hires will complete within 30 calendar days of hire date.)
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by November 30th each year. (Feedback to Late Hires will be given 30 calendar days after submission of Professional Growth Plan.)
- All Professional Growth Goals will align to the district and school goals.
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process will submit the Professional Growth Plan via the state developed or district approved electronic platform. Employees on a directed Professional Growth Plan will develop a plan under the direction of the primary evaluator.

Observation

The observation process is one source of evidence to determine teacher effectiveness for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The observation can be used to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

- One full observation in the summative cycle for tenured teachers. A minimum of 2 observations for non-tenured teachers in the summative cycle.
- Other professionals' observations can be a site visit.
- Full observations should be the full length of a class or full lesson being observed.
- All observations must be documented in the state developed or district approved electronic platform.
- The supervisor may choose to do longer and/or additional observations.
- If the evalutee disagrees with the overall rating of a measure, he or she may provide a written rebuttal and/or request additional observations. However the rating will remain the same from the original observation.
- At the conclusion of the Evaluation Cycle, the CEP ensures that evaluatee has the opportunity to submit a written statement in response to the summative rating and that the response is included in the official personnel record.
- All observations will be documented on approved forms to become part of the official personnel file.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements
- Pre-observation conferences are required prior to the full observations.
- Pre-observations conferences may be conducted in person or submitted electronically.
- Pre-observation conferences will be documented using the district approved form.
- All observations will include a post observation conference to be conducted within five (5) working days using the district approved form. Forms must be completed and submitted electronically within 10 working days from the observation date.
- Post observation conferences for full observations will be conducted in person.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness Data. The summative evaluation must be completed by May 1 with personnel recommendations to be made by May 15 of the school year.

Observation Schedule

- Observations may begin after the evaluation training takes place within the first 30 calendar days of reporting for employment.
- A minimum of one observation will be conducted of teachers or other professionals who report after the 60th day of the instructional calendar.
- Timeline for when observations must be completed:
    - Observation window begins 30 days after the start of school
    - First Observation must be completed by December 15th
    - Second Observation must be completed by April 15th
- Observation windows may be altered by the Chief Academic Officer if needed due to inclement weather.
- All required observations must be completed by April 15th of a school year.
- Teachers on a one-year cycle will have two (2) observations completed in one (1) year.
- Teachers on a three-year growth plan cycle will have one (1) observation with a summative conference during the third year of the cycle.
- A summative conference shall occur at the end of the summative year.

Observer Certification/Calibration

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training and testing provided by KDE or approved provider. Personnel evaluation system training- minimum of six (6) hours annually of EILA-approved training.

To ensure consistency of observations, evaluators will complete a calibration training annually so that observers continue to develop a deep understanding of how the four measures of the Kentucky Framework for Teaching (FfT) are applied in observation. The annual calibration training will be provided by the district to ensure rating accuracy among all certified evaluators. This may include videos from various sources.

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidence to support assessment of their own professional practice.
This evidence should yield information related to the teacher's practice within the measures.

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

Additional sources of evidence provided in support of educator practice may include but not limited to the following list:

☐ team-developed curriculum units
☐ lesson plans
☐ communication logs
☐ timely, targeted feedback from mini or informal observations
☐ student data records
☐ student work
☐ student formative and/or summative course evaluations/feedback
☐ minutes from PLCs
☐ teacher reflections and/or self-reflections
☐ teacher interviews
☐ teacher committee or team contributions
☐ parent engagement surveys
☐ records of student and/or teacher attendance
☐ video lessons
☐ engagement in professional organizations
☐ action research
☐ other evidence provided by teacher in support of standards

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

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 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 measure at the culmination of an educator's cycle.
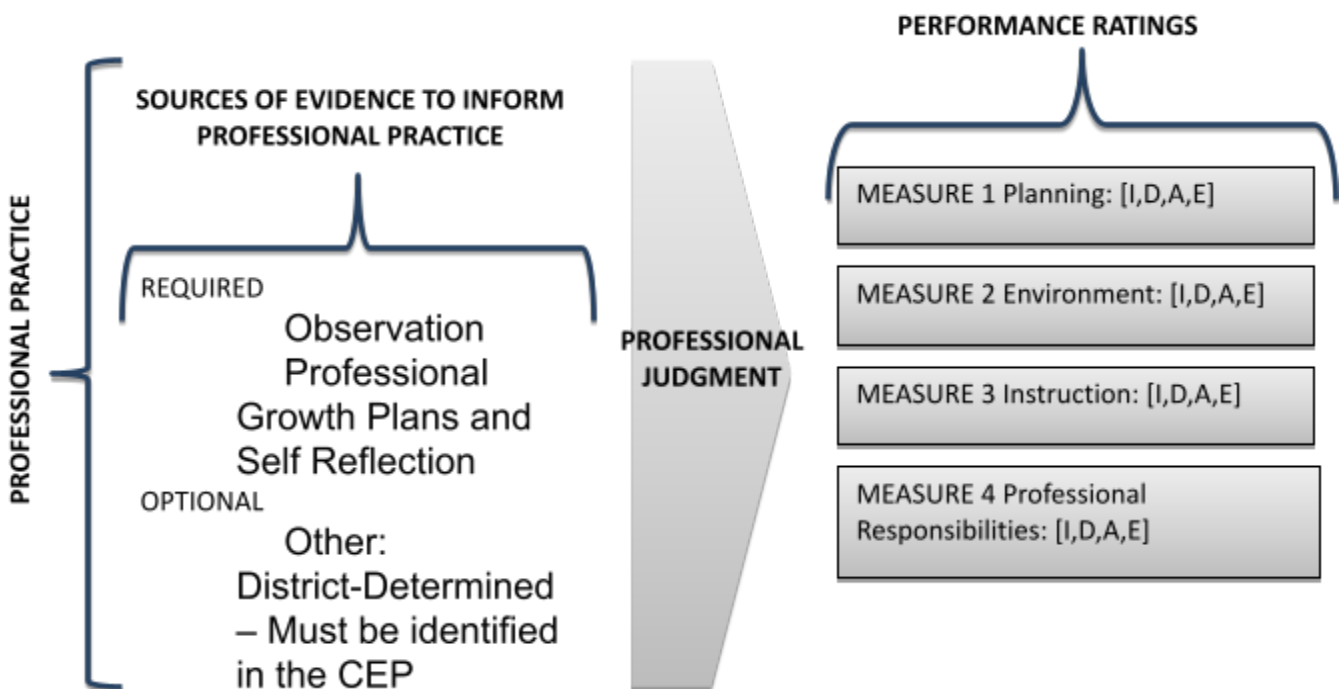
- Provide a summative rating for each measure based on evidence.
- All ratings must be recorded electronically in the district approved platform.

Determining the Overall Performance Category

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

1. Determine the individual measure ratings through the use of sources of evidence and professional judgment.
2. Apply District Decisions Rules for determining an educator's Overall Performance Category.

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY	
IF...	THEN...
Measures 2 AND 3 are rated INEFFECTIVE	Overall Performance Category shall be INEFFECTIVE
Measures 2 AND 3 are rated INEFFECTIVE	Overall Performance Category shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Overall Performance Category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Overall Performance Category shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Overall Performance Category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Overall Performance Category shall be EXEMPLARY

● Must be Accomplished in MEASURES 2 or 3 to receive an Accomplished rating. If the evalutee disagrees with the overall rating of a measure, he or she may provide a written response to be placed in the personnel file.

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 will be determined using the chart below.

	PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS		
ACCOMPLISHED : EXEMPLARY	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** Goal set by teacher with evaluator input One goal must focus on low student growth outcome Formative review annually	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** 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.	
DEVELOPING	**ONE-YEAR CYCLE DIRECTED GROWTH PLAN** Goal(s) Determined by Evaluator Goals focus on professional practice and student growth Plan activities designed by evaluator with teacher input Summative review annually	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** Goal(s) set by teacher with evaluator input; one must address professional practice or student growth. Formative review annually.	**THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN** Goal(s) set by educator with evaluator input Formative review annually
INEFFECTIVE	**UP TO 12-MONTH IMPROVEMENT PLAN** Goal(s) determined by evaluator Focus on low performance area Summative at end of plan	**ONE YEAR DIRECTED GROWTH PLAN** Goal determined by evaluator Goals focused on low performance/outcome area Plan activities designed by evaluator with educator input Formative review at midpoint Summative at end of plan	

(RATING)

- Student Growth Rating will not be used to inform personnel decisions or affect the overall performance rating.

Improvement Plans/Corrective Action Plans (Based on the Chart Above)

A corrective action plan may be written at any time during the school year, but must be written when an evaluatee falls into the "Up to 12-month improvement plan" box in the chart on page 12. No more than 3 or 4 specific areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans and/or improvement plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action/improvement plans will be documented on the district approved form.

After a conference with the evaluatee, the evaluator will send a copy of the plan to the Director of Human Resources. The Director will be responsible for informing the Superintendent of all persons on a Corrective Action/Improvement Plan.

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 EPSB certified 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. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.

3. **Evaluatee:** District/School personnel is being evaluated

4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidence that reflect student, educator, and school/district data, produced in consultation with the evaluator.

5. **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

6. **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.

7. **IMPACT:** 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.

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

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

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: Professional Standards for Educational Leaders.

Professional Standards for Educational Leaders

The standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. The standards of establishing a Mission, Vision and Core Value System; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations Management, and School Improvement reflect the qualities and values of leadership work that are integral to students success. Included in the Professional Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The 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 10 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 (See Appendix D)
- Professional Growth Planning and Self-Reflection
- Site-Visits
- Val-Ed 360°or other climate/culture survey
- Working Conditions Goal (Based on IMPACT)

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)

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.

Procedures Required:

- 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.
- Self-reflection process will be completed by August 1st of each year (Late Hires will complete within 30 calendar days of hire date.)
- Professional Growth Plans will be submitted to the supervisor by August 1st of each year (Late Hires will complete within 30 calendar days of hire date.)
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by September 1st each year (Feedback will be given to Late Hires within 30 calendar days of submission).
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process will submit the Professional Growth Plan. Employees on a directed Professional Growth Plan will develop a plan under the direction of the primary evaluator.

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

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.

Guidelines for Visits

- Conducted at least twice each year. *(Formal site-visits are not required for the assistant principal.)*
- One (1) site visit to occur before December 31st and second one to occur before May 1st.
- Site visits will be documented.
- It is the expectation that the Principal follows up with the Superintendent or designee after each site visit to follow up on the completion of tasks.
- Late hires will be required to complete at least 1 site visit.
- Site visit forms will be used to determine next steps and ensure follow-up.

Val-Ed 360° or climate/culture survey- completed for principals – not completed for assistant principals

The VAL-ED 360° or climate/culture 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 Val-Ed 360° or other climate/culture survey. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

Required:

- Conducted at least once every two years in the school year that the IMPACT survey is not administered.
- The District Point of Contact for overseeing and administering Val-Ed 360° or climate/culture survey will be the Chief Academic Officer.
- The Point of Contact will ensure all teachers and appropriate staff are provided training on the completion of Val-Ed 360° or the climate/culture survey.
- The Point of Contact will ensure that all survey letters are distributed prior to or at the beginning of the administration window.
- The Val-Ed 360° or climate/culture survey will be administered in the first two (2) months and last two (2) of the school year that the IMPACT survey is not administered. Late hires will have the survey administered within the first 60 instructional days of their hire date. If the principal is not in place for at least 60 instructional days, the survey will not be administered.
- The Val-Ed 360° or climate/culture survey results will be available to the supervisor and principal for discussion prior to the mid-year and summative review.
- The Superintendent will ensure the results will be used to inform principal growth and help determine the ratings for the Professional Standards for Educational Leaders. The Professional Growth Plan may be adjusted by the principal depending on the discussion of the survey results.
- The Superintendent will ensure that the climate/culture results will only be available to those identified to review the results. The Superintendent, Chief Academic Officer, and principals will have access to the Val-Ed 360° or climate/culture results.

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent IMPACT 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.

Required:

- One (1) Working Conditions Goal will be developed following the completion of the IMPACT Survey.
- This will be a 2-year goal inherited by the Assistant Principal as well.
- No additional surveys or evidence will be used to inform the Working Conditions Goal.
- A mid-point review will be conducted on the Working Conditions Goal during a site visit.
- The goal will be reviewed at the summative conference at the end of the year.
- The principal and Superintendent will work together to determine a Working Conditions Goal and establish expected growth.

Products of Products of Practice/Other Sources of Evidence

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

Sources of evidence provided in support of administrator practice may include but not limited to the following list:

- ☐ 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 evidence provided by the principal in support of standards

Determining the Overall Performance Category

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

Rating Overall Professional Practice

- Use decision rules to determine an overall rating. Each of the four performance measures will be rated a performance level rating using professional judgement and considering all evidence.
- Record ratings in the district developed technology platform by May 1st of each year.
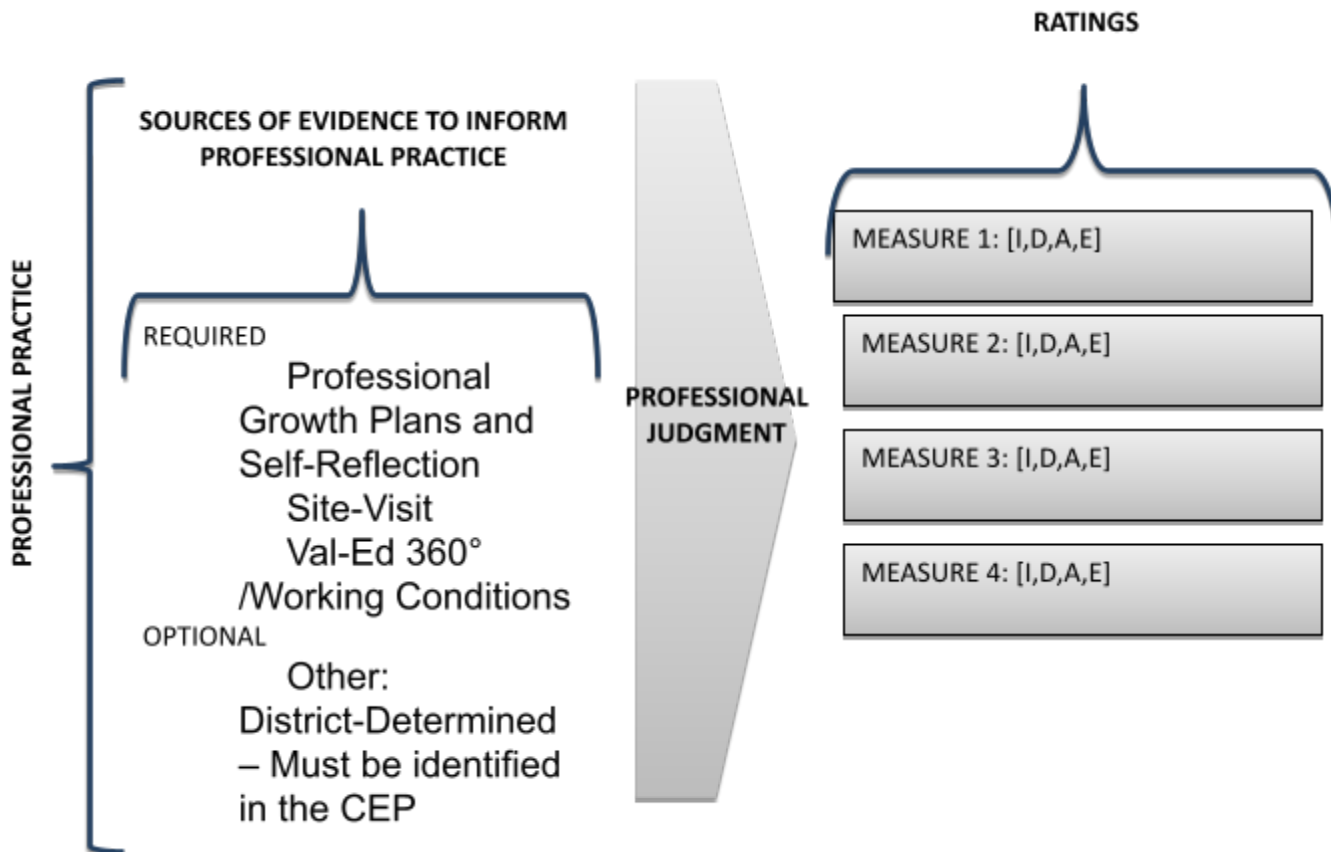
Overall Performance Category Decision Rules

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

1. Determine the individual measure ratings. Each of the four performance measures will be rated a performance level rating using professional judgement and considering all evidence.

2. Apply District Decisions Rules for determining an educator's Overall Performance Category. All four performance measures must be rated.

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY	
IF…	THEN…
Measures 2 AND 3 are rated INEFFECTIVE	Overall Performance Category shall be INEFFECTIVE
Measures 2 AND 3 are rated INEFFECTIVE	Overall Performance Category shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Overall Performance Category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Overall Performance Category shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Overall Performance Category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Overall Performance Category shall be EXEMPLARY

Principal PGES Cycle

The following chart shows the required components for principals and assistant principals over the two year process. **All principals and assistant principals will be evaluated every year.**

Two Year Cycle of the PPGES

End-of-Year Review with Superintendent

Review Accountability and ASSIST Goal Results & Set PGP/Working Conditions 2-year Goal

Administering a Summative Climate and Culture Survey

Administering a Formative Climate and Culture Survey

Year 1

Site-Visit by Superintendent

Site-Visit by Superintendent

Mid-Year Review with Superintendent

Summer

End-of-Year Review with Superintendent

Review Accountability and ASSIST Goal Results & Set PGP & Update Working Conditions 2-year Goal

Administer Impact Survey

Year 2

Site-Visit by Superintendent

Site-Visit by Superintendent

Mid-Year Review with Superintendent

Other Professional Effectiveness and Growth System

Other school professionals will be evaluated based upon the new Other Professional Effectiveness System Framework which is aligned to the four performance measures. All four performance measures will be rated to determine an overall summative rating. Included in this process will be the completion of the new Professional Growth Plan, Self-Reflection, and the Observation Model to follow the same timeline as the Teacher Professional Growth and Effectiveness System.

District Certified Personnel

Central Office Administrators will use the original plan based on the District Personnel Standards for Simpson County Schools. These standards are aligned to the four performance measures. The four performance measures will be rated to determine an overall performance category.

Procedures Required:

- All district administrators will participate in self-reflection and professional growth planning each year.
- All district administrators will participate in self-reflection and professional growth planning each year.
- Self-reflection process will be completed by August 1st of each year (Late Hires will complete within 30 calendar days of hire date.)
- Professional Growth Plans will be submitted to the supervisor by August 1st of each year (Late Hires will complete within 30 calendar days of hire date.)
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by September 1st each year (Feedback will be given to Late Hires within 30 calendar days of submission).
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process will submit the Professional Growth Plan. District administrators on a directed Professional Growth Plan will develop a plan under the direction of the primary evaluator.
- One site visit or mid-year review/conference will occur before January 31st.
- The required sources of evidence will be the Professional Growth Plan, Self-reflection, and Site visit or Mid-year review/conference.

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

1. Determine the individual measure ratings. Each of the four performance measures will be rated a performance level rating using professional judgement and considering all evidence.

2. Apply District Decisions Rules for determining an educator's Overall Performance Category. All four performance measures must be rated.
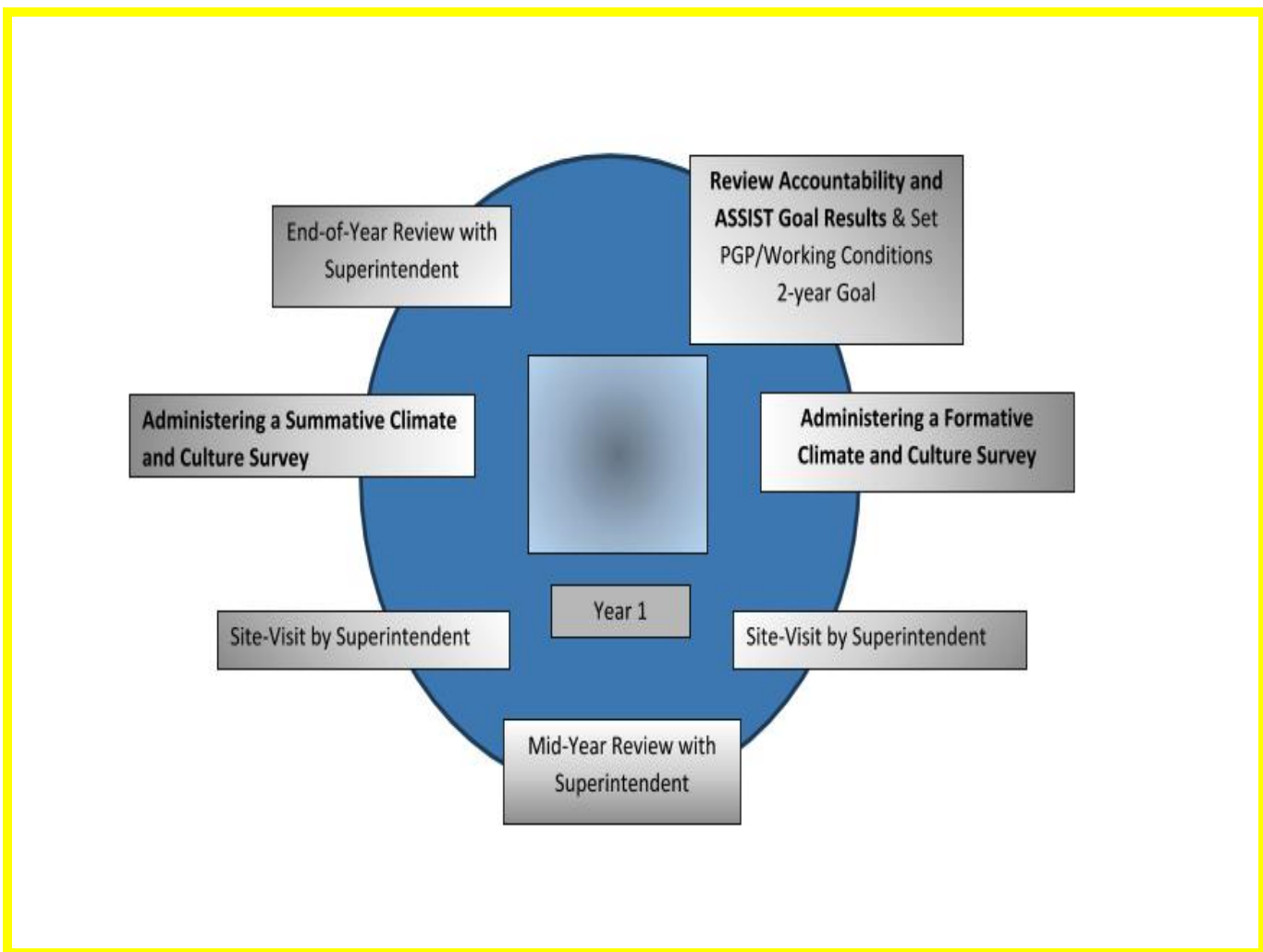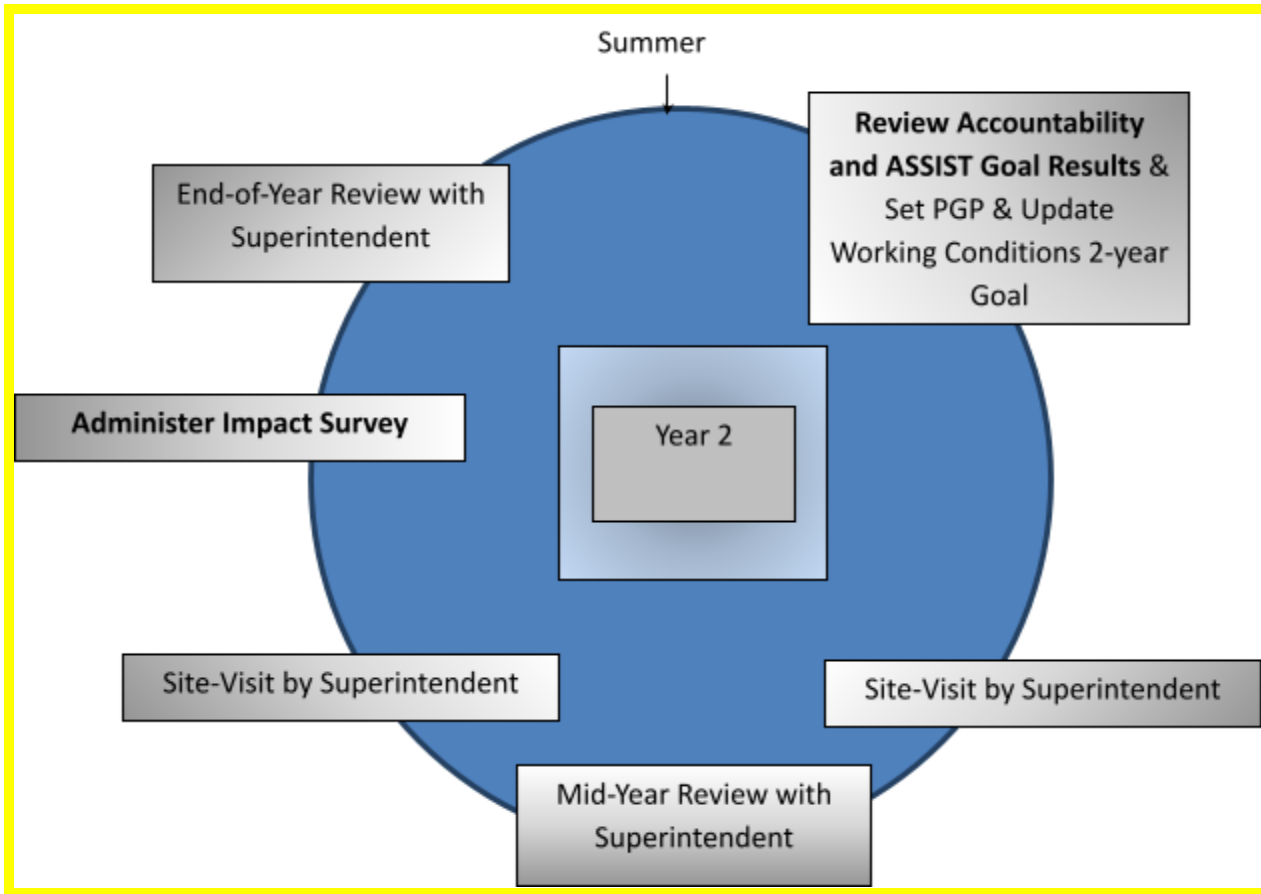
MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY	
IF...	THEN...
Measures 2 AND 3 are rated INEFFECTIVE	Overall Performance Category shall be INEFFECTIVE
Measures 2 AND 3 are rated INEFFECTIVE	Overall Performance Category shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Overall Performance Category shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Overall Performance Category shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Overall Performance Category shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Overall Performance Category shall be EXEMPLARY

		Performance Measures			
Role Group	Performance Criteria	Planning	Environment	Instruction	Professionalism
Teacher:	Kentucky Framework for Teaching	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities

Other Professionals:	The Kentucky Framework for Teaching-Specialists Frameworks	Domain 1 Planning and Preparation	Domain 2 Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal:	Professional Standards for Educational Leaders	Standard 1 Mission, Vision and Core Values Standard 6 Professional Capacity of School Personnel Standard 9 Operations and Management	Standard 3 Equity and Cultural Responsiveness Standard 8 Meaningful Engagement of Families and Community Standard 10 School Improvement	Standard 4 Curriculum, Instruction and Assessment	Standard 2 Ethics and Professional Norms Standard 5 Community of Care and Support for Students Standard 7 Professional Community for Teachers and Staff
Curriculum, Instruction and Assessment Specialists:	Simpson County District Certified Personnel Standards	Standard 1: Vision	Standard 2: Culture	Standard 3: Curriculum	Standard 4: Collaboration Standard 5: Integrity Standard 6: Professional Responsibilities
District Certified Personnel:	District Administrators Observation Form	Standard 1: Facility Usage and Resources Standard 2: Organizational Resources Standard 3: Management	Standard 4: Collaboration	Standard 7: Technology Usage	Standard 5: Integrity, Fairness, Ethics Standard 6: Political/Economic/Legal Standard 8: Professional Responsibility

Simpson County District Administrators Evaluation Matrix

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8
Chief Academic Officer	X	X	X	X	X	X	X	X
Chief Financial Officer	X	X	X	X	X	X	X	X
Instructional Supervisor		X	X	X	X	X	X	X
Director of Specialized Programs	X	X	X	X	X	X	X	X
Director of Operations	X	X	X		X			X
Director of Human Resources		X	X		X			X
Director of Technology	X		X	X	X	X	X	
School Psychologist		X		X	X	X		X
Director Pupil Personnel	X	X	X	X	X	X	X	X
Director Food Services	X	X	X	X	X	X		X

Appeals Process

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

The appeals process is designed to assist communication when any certified employee believes that he/she was not fairly evaluated on the summative evaluation.

An appeals panel shall be established, and all members and alternates shall serve for one (1) year from July 1 to Jun 30. Two members of the panel shall be elected by and from the certified employees of the district. Two alternates shall also be elected by and from the certified employees to serve in the event an elected member cannot serve. The Board of Education shall appoint one (1) certified employee and one alternate employee to the panel. Members may be re-appointed or re-elected. The chairperson of the panel shall be the certified employee appointed by the Board of Education. No panel member shall serve on any appeals panel on which he/she was the evaluator.

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

When a certified employee believes that he/she was not fairly evaluated on the summative evaluation, it is the responsibility of the evaluatee to initiate the process:

1. The employee must sign and submit Form SC-23 to the Superintendent within five (5) working days of the receipt of the summative evaluation. Specific reason(s) for the appeal must be stated. The employee has the right to the presence of a chosen representative during the appeals process.
2. The appeals panel shall review the appeal no later than five (5) working days after the receipt of the employee's appeal Form SC-23.

3. The employee has the burden of proof. The evaluator may respond to any statements made by the evaluatee and may present written records which support the summative evaluation.
4. The panel may hold necessary meetings such as:
    a. Meetings to review the complaint and investigate to determine if a hearing should be granted.
    b. Hearing the complaint.
    c. Meeting to develop a recommendation concerning the complaint.
    d. Meeting with the Superintendent to issue the recommendation.
5. The panel shall issue a recommendation to the district Superintendent within fifteen (15) working days from the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board of Education.
6. The Superintendent shall receive the panel's recommendation and shall take such action as recommended by the panel. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appendix A:

Simpson County Schools   Principal PGES   Site Visit Form

Principal: _____   School/Site: _____

Date of Visit: _____

Standard	Comments
1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	
2. Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	
3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	

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4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	
5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	
6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	
7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	
8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	
9. Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	
10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	

Overall Comments from Site Visit:

Next Steps:

_____   _____

Superintendent Signature   Date

_____   _____

Principal Signature   Date

PRE-OBSERVATION DOCUMENT

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

Pre Conference (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?	

POST-OBSERVATION DOCUMENT

Teacher	
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?	

_____   _____   _____   _____
Teacher's Signature*   Date   Observer's/Evaluator's Signature   Date

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

SUMMATIVE EVALUATION

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

Evaluator's Summative Observation Rating:

Measure 1: Planning and Preparation	Rating:			
Measure Rating	I	D	A	E
COMMENTS				

Measure 2: The Classroom Environment	Rating:			
Measure Rating	I	D	A	E
COMMENTS				

Measure 3: Instruction	Rating:			
Measure Rating	I	D	A	E
COMMENTS				

Measure 4: Professional Responsibilities	Rating:

Measure Rating	I	D	A	E

COMMENTS

OVERALL PROFESSIONAL PRACTICE RATING	I	D	A	E

_____   _____   _____   _____
Teacher's Signature*   Date   Observer's/Evaluator's Signature   Date

*Denotes sharing of results, not necessarily agreement with the summative rating. Appeals shall be made to the Director of Personnel within ten (10) work days of receipt of this evaluation as described in the *Certified Evaluation Handbook.*

Determining the Overall Professional Practice

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Measures 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Measures 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Accomplished or Exemplary	THREE YEAR SELF-DIRECTED CYCLE ● Goal set by educator with evaluator input ● Plan activities are teacher directed and implemented with colleagues ● Formative review annually ● Summative occurs at the end of year 3
Developing	THREE YEAR SELF-DIRECTED CYCLE ● Goals set by educator with evaluator input that must address two areas in developing rated measures. ● Plan activities designed by educator with evaluator input. ● Formative review annually.
Ineffective	ONE YEAR DIRECTED GROWTH PLAN ● Goals determined by the evaluator ● Goals focused on areas in ineffective rated measures. ● Plan activities designed by evaluator with educator input. ● Formative review at mid-point ● Summative at end of plan.

OPGES PRE-OBSERVATION and/or SITE VISIT DOCUMENT

Teacher	
School	
Professional Role	
Observer	
Date of Conference	

Pre Conference (Planning Conference)

Questions for Discussion:	Notes:
Please indicate **OBSERVATION** or **SITE VISIT**.	
Which measure(s) will be the focus of your observation and/or site visit?	
How does the activity being observed or discussed fit into your role as an educational professional?	
Briefly describe the students you serve and how your work impacts student learning.	
OBSERVATION ONLY: 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?	
OBSERVATION ONLY: What are your learning targets for this lesson? How will you know whether or not students have achieved the learning targets?	
SITE VISIT ONLY: Are there any documents or artifacts that we will be reviewing during the site visit? Please briefly list and/or describe the artifacts and tell how the documents relate to the components of your Framework.	
Is there anything that you would like me to specifically observe or focus on during the observation/site visit?	

OPGES POST-OBSERVATION and/or SITE VISIT DOCUMENT

Employee Name	
School	
Professional Role	
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?	

Guidance Counselor Observation Tool

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

Guidance Counselor: Click here to enter text.   **School:**   Click here to enter text.

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Component:	Rating:				Evidence:
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	

4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	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	

Curriculum, Instruction and Assessment Evaluation Form

Directions:
Highlight a
evidence
each

To be completed by the Chief Academic Officer.
rating for each component and then match
from your observation notes to explain the rating for
component.

X_____

Name:
Evaluator:

Teacher

_____

_____

X_____

Observer

Work Location:_____   School Year: _____

Date:_____

Ratings:

Ineffective (I)	Developing (D)	Accomplished (A)	Exemplary (E)

Standard 1: Vision	Rating:				Evidence:
Collaboratively develop and implement a shared vision and mission.	I	D	A	E	
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.	I	D	A	E	
Create and implement plans to achieve goals.	I	D	A	E	
Promote continuous and sustainable improvement.	I	D	A	E	
Monitor and evaluate progress and revise plans.	I	D	A	E	

Standard: Culture	Rating:				Evidence:
Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	I	D	A	E	
Create a comprehensive, rigorous, and coherent curricular program.	I	D	A	E	
Create a personalized and motivating learning environment for students.	I	D	A	E	
Develop assessment and accountability systems to monitor student progress.	I	D	A	E	

Develop the instructional and leadership capacity of staff.	**I**	**D**	**A**	**E**	
Maximize time spent on quality instruction.	**I**	**D**	**A**	**E**	
Monitor and evaluate the impact of the instructional program.	**I**	**D**	**A**	**E**	

Standard: Curriculum, Instruction and Assessment	**Rating:**				**Evidence:**
Assists teachers with GT services/program offerings for students.	**I**	**D**	**A**	**E**	
Effectively assists with the Response to Intervention services and assists teachers with effective implementation of interventions/progress monitoring.	**I**	**D**	**A**	**E**	
Effectively coordinates school-wide assessment program.	**I**	**D**	**A**	**E**	
Delivers direct training to teachers on district and school level instructional needs based on CDIP and CSIP plans.	**I**	**D**	**A**	**E**	
Provides follow up and technical					

	Rating				Evidence
assistance/consultation to teachers with emphasis on developmentally appropriate classroom practices.	**I**	**D**	**A**	**E**	
Assists in curriculum and instructional alignments and implementation.	**I**	**D**	**A**	**E**	
Assists classroom teachers in implementing new teaching strategies and with formative, summative, assessment strategies and data review.	**I**	**D**	**A**	**E**	

Standard: Collaboration	**Rating:**				**Evidence:**
Collect and analyze data and information pertinent to the educational environment.	**I**	**D**	**A**	**E**	
Promote understanding, appreciation and use of the community's diverse cultural, social, and intellectual resources.	**I**	**D**	**A**	**E**	
Build and sustain positive relationship with families and caregivers.	**I**	**D**	**A**	**E**	
Build and sustain productive relationships with community partners.	**I**	**D**	**A**	**E**	

Standard: Integrity, Fairness, Ethics	**Rating:**				**Evidence:**
Ensure a system of accountability for every student's academic and	**I**	**D**	**A**	**E**	

social success.					
Model principles of self-awareness, reflective practice, transparency, and ethical behavior.	**I**	**D**	**A**	**E**	
Safeguard the values of democracy, equity and diversity.	**I**	**D**	**A**	**E**	
Consider and evaluate the potential moral and legal consequence of decision-making.	**I**	**D**	**A**	**E**	
Promote social justice and ensure that individual students needs informal aspects of schooling.	**I**	**D**	**A**	**E**	

Standard: Professional Responsibility	Rating:				Evidence:
Follows peer channels to address issues and problems.	**I**	**D**	**A**	**E**	
Meets assigned time frames as stipulated.	**I**	**D**	**A**	**E**	
Serves on various school/district committees.	**I**	**D**	**A**	**E**	
Follows school/district/BOE policies and procedures.	**I**	**D**	**A**	**E**	
Performs other duties and responsibilities consistent with job expectations.	**I**	**D**	**A**	**E**	
Adheres to the state Professional Code of Ethics.	**I**	**D**	**A**	**E**	

Demonstrates punctuality and good attendance.	**I**	**D**	**A**	**E**	
Builds positive interpersonal relationships with students, staff and parents, and others.	**I**	**D**	**A**	**E**	

Simpson County School CIA Summative Evaluation Form

CIA Specialist:		Location:	School Year:
Evaluator:			Date:

CIA Standards:	Ineffective (I)	Developing (D)	Accomplished (A)	Exemplary (E)
Standard 1: Vision				
Standard 2: Culture				
Standard 3: Curriculum, Instruction and Assessment				
Standard 4: Collaboration				
Standard 5: Integrity, Fairness, Ethics				
Standard:6 Professional Responsibility				

CIA Specialist Comments:

Evaluator Comments:

CIA Specialist Signature:_____   **Date:** _____
   ____Agree with this summative evaluation   _____Disagree with this summative evaluation

Evaluator Signature: _____   **Date:** _____

Library/Media Specialist Observation Tool

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

Text boxes expand to accommodate multiple evidence examples.

Library Media Specialist: Click here to enter text.   **School:**   Click here to enter text.

Evaluator: Click here to enter text.   **Date:** Click here to enter text.

Component:	Rating:				Evidence:
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	

X _____

Teacher

X _____

Observer

Simpson County Schools District Administrators Observation Form

Name: _____ Evaluator: _____

Work Location:_____School Year: _____ Date:_____

Standard 1: Facility Usage and Resources	Rating:				Evidence:
Uses federal, district, state, and/or school council policies/guidelines (and staff input) when,	I	D	A	E	
Collaborates with staff to develop safe practices for curricular/extra curricular activities.	I	D	A	E	
Promotes a clean, healthy environment by providing personnel and students with plans/practices to follow.	I	D	A	E	
Maintains and supervises schedules of duties, including appropriate timeframes, for all assigned certified/classified personnel.	I	D	A	E	

Maintains and supervises budgets for all organization functions/activities by involving appropriate personnel.	I	D	A	E	
Maintains a recordkeeping system for operational and organizational functions/activities that is effective/efficient and in compliance with local, state and/or federal regulations/policies.	I	D	A	E	
Utilizes technologies when developing/organizing/revising plans, schedules, procedures and record keeping.	I	D	A	E	
Develops personal schedules of duties, including appropriate timeframes, throughout the calendar year.	I	D	A	E	
Provides opportunities that encourage collaboration among others in the use of resources.	I	D	A	E	

Standard: 2 Organizational Resources	Rating:				Evidence:
Follows school council/district procedures to assure the proper implementation of operational and organizational plans/schedules.	I	D	A	E	
Maintains a fiscal recordkeeping process that is accurate, current for all organizational functions.	I	D	A	E	
Monitors activities and procedures used by certified/classified staff to maintain a clean, healthy, and safe environment.	I	D	A	E	
Evaluates (with appropriate staff and/or school council) effectiveness of operational/organizational plans and procedures.	I	D	A	E	
Solicits input from others when developing and revising operational organizational plans and procedures.	I	D	A	E	
Evaluates/monitors/revisies schedules and duties of classified personnel, certified personnel, and self to meet the needs of students and to improve instruction as established by the district.	I	D	A	E	

Assists staff in prioritizing assignments/responsibilities.	I	D	A	E	
Negotiates (with appropriate staff) realistic timeframe(s) for completion of assignments/duties.	I	D	A	E	
Maintains accurate and thorough district/school records (staff and student punctuality, attendance, performance)	I	D	A	E	
Monitors programs, facilities and operations and recommends improvements.	I	D	A	E	
Implements policies set by school council/district.	I	D	A	E	

Standard:3 Management	Rating:				Evidence:
Listens to others, showing an interest in and sensitivity to their ideas, answers and opinions.	I	D	A	E	
Speaks so others can understand using correct grammar and pronunciations.	I	D	A	E	
Communicates in a way that is timely, effective, and clear.	I	D	A	E	
Provides open lines of communication with each other.	I	D	A	E	
Employs conflict resolution procedures.	I	D	A	E	
Shares student expectations and progress with others.	I	D	A	E	
Selects appropriate media sources/technologies to publicize students' achievements, personnel achievements, school/district activities.	I	D	A	E	

Conducts meetings and conveys essential information in a timely manner.	I	D	A	E	
Solicits input from community members, students, colleagues, etc. about organizational space.	I	D	A	E	
Acts and reacts in a positive, constructive, and mutually respective manner when dealing with others.	I	D	A	E	
Communicates expectations for the organization and staff in compliance with school council or district policy.	I	D	A	E	
Demonstrates trustworthiness in all communications.	I	D	A	E	
Represents the school/district in the community.	I	D	A	E	

Standard: 4 Collaboration	Rating:				Evidence:
Prepares/coordinates the development of curriculum, projects, reports, goals and plans that reflect district/state and school council goals and objectives.	I	D	A	E	
Analyzes and shares the results of student progress toward meeting academic expectations/district or school council goals.	I	D	A	E	
Promotes and assists in implementing instructional activities to increase student performance/achievement.	I	D	A	E	
Implements district evaluation/professional growth plan for instructional/organizational improvements.	I	D	A	E	
Incorporates a system of regular curriculum analysis and works with the school council or district to make revisions base upon assessments and student, teacher, parents, and	I	D	A	E	

community needs/input.					
Coordinates the implementation of instructional strategies and practices that accommodates the needs of all students.	I	D	A	E	
Coordinates with others (students, teachers, school administrators, parents and others) to support the delivery of a performance-based curriculum with "real life" applications.	I	D	A	E	
Models effective teaching and leadership techniques when conducting meetings/presentations.	I	D	A	E	
Provides direction for and assistance with curriculum integration activities/curriculum alignment.	I	D	A	E	
Applies school counselor district disciplinary policies and procedures in a fair, common, consistent and constructive manner.	I	D	A	E	
Involves others (parents, community members, and students) in all aspects of curriculum changes/improvement/ implementation.	I	D	A	E	
Facilities the development of school vision/mission/goals.	I	D	A	E	
Facilities the development of school improvement plans/consolidated plans.	I	D	A	E	
Collaborates with employers, community resources, parents, and post secondary school personnel to provide a system of successful transition to work, to post secondary education, or to the military.	I	D	A	E	

Standard: 5 Integrity, Fairness, Ethics	Rating:				Evidence:
Upholds and models Kentucky Schools Code of Ethics.	I	D	A	E	

Uses a variety of sources to evaluate self and to identify needs/managerial improvement.	**I**	**D**	**A**	**E**	
Develops/Reviews a personal growth plan congruent with schools/district.	**I**	**D**	**A**	**E**	
Reviews professional development growth plan annually and revises plan as needs/goals change or as an evaluation warrant.	**I**	**D**	**A**	**E**	
Participates in focused professional development activities (continuing education/workshops/seminar/etc.)	**I**	**D**	**A**	**E**	
Is aware of current research/theories/practices in educational administration for instructional improvement purposes.	**I**	**D**	**A**	**E**	
Shares educational material, information, ideas with colleagues.	**I**	**D**	**A**	**E**	
Strives to improve leadership, administration, instruction on a consistent basis.	**I**	**D**	**A**	**E**	
Maintains appropriate confidentiality regarding students' behavior and performance, employee evaluation, professional growth plans, etc.	**I**	**D**	**A**	**E**	
Supports staff in identifying needs, scheduling time, and securing resources for professional growth activities.	**I**	**D**	**A**	**E**	
Maintains certification/ requirements for personnel evaluator and effective instructional leadership program.	**I**	**D**	**A**	**E**	
Demonstrates a respect for people of all groups (gender, race, religion, etc.)	**I**	**D**	**A**	**E**	

Standard: 6 Political/Economic/Legal	Rating:				Evidence:
Implements/follows district policies and procedures.	I	D	A	E	
Adheres to district expectations/criteria outlined in job description of assigned duties.	I	D	A	E	
Serves as an active participant on school/district committees/councils.	I	D	A	E	
Prepares agenda and materials for both regularly scheduled and other necessary meetings.	I	D	A	E	
Prepares reports in an organized and timely manner as stipulated by district/state policies.	I	D	A	E	
Maintains regular/punctual attendance.	I	D	A	E	
Recommends instructional facility changes as needed.	I	D	A	E	
Performs other assignments consistent with contract/job expectations.	I	D	A	E	

Standard: 7 Implementation of Technology	Rating:				Evidence:
Operates a multimedia computer and peripherals to install and use a variety of software.	I	D	A	E	
Uses terminology related to computers and technology appropriately in written and verbal communication.	I	D	A	E	

Demonstrates knowledge of the use of technology in business, industry and society.	**I**	**D**	**A**	**E**
Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections/installations.	**I**	**D**	**A**	**E**
Creates multimedia presentations using scanners, digital cameras, and video cameras.	**I**	**D**	**A**	**E**
Uses the computer to do word processing, create database and spreadsheet, access electronic mail and the Internet, make presentations, and use other merging technologies to enhance professional productivity and support instruction.	**I**	**D**	**A**	**E**
Requests and uses appropriate assistive and adaptive devices for students with special needs.	**I**	**D**	**A**	**E**
Designs lessons that use technology to address diverse student needs and learning styles.	**I**	**D**	**A**	**E**
Practices equitable and legal use of computers and technology in professional activities.	**I**	**D**	**A**	**E**
Facilitates the lifelong learning of self and others through the use of technology.	**I**	**D**	**A**	**E**
Explores, uses, and evaluates technology resources (software, applications, related documentation, etc.)	**I**	**D**	**A**	**E**
Applies research-based instructional practices that use computers and other technology.	**I**	**D**	**A**	**E**
Uses computers and other technology for individual, small group, and large group learning activities.	**I**	**D**	**A**	**E**
Uses technology to support multiple assessments of student learning.	**I**	**D**	**A**	**E**

Instructs and supervises students in the ethical and legal use of technology.	I	D	A	E	

Standard 8: Professional Responsibility	Rating:				Evidence:
Follows proper channels to address issues and problems.	I	D	A	E	
Meets assigned time frames as stipulated.	I	D	A	E	
Serves on various school/district committees.	I	D	A	E	
Follows school/district BOE policies and procedures.	I	D	A	E	
Performs other duties and responsibilities consistent with job expectations.	I	D	A	E	
Adheres to the state Professional Code of Ethics.	I	D	A	E	
Demonstrates punctuality and good attendance for all duties.	I	D	A	E	
Builds positive interpersonal relationships with students, educational staff, parents, and other community members.	I	D	A	E	

Simpson County School District Administrators Summative Evaluation Form

Administrator:		Location:	School Year:
Evaluator:			Date:

Administrator Standards:	Ineffective (I)	Developing (D)	Accomplished (A)	Exemplary (E)
Standard 1: Facility Usage and Resources				
Standard: 2 Organizational Resources				
Standard: 3 Management				
Standard: 4 Collaboration				
Standard: 5 Integrity, Fairness, Ethics				
Standard: 6 Political/Economic/Legal				
Standard: 7 Implementation of Technology				
Standard 8: Professional Responsibility				

District Administrator Comments:

Evaluator Comments:

District Administrator Signature:_____ **Date:** _____
____Agree with this summative evaluation   _____Disagree with this summative evaluation

Evaluator Signature: _____   **Date:** _____

SIMPSON COUNTY SCHOOLS
HOME OF THE FRANKLIN-SIMPSON WILDCATS

Administrator Name:	

School:	
Evaluator:	
Date of Site Visits:	
Date of Summative Conference:	

Professional Standards for Educational Leaders	Rating				Evidence
1. MISSION, VISION, AND CORE VALUES Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
2. ETHICS AND PROFESSIONAL NORMS Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	
3. EQUITY AND CULTURAL RESPONSIVENESS Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
4. CURRICULUM, INSTRUCTION, AND ASSESSMENT Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	
5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E	
6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	I	D	A	E	
7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E	
8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	
9. OPERATIONS AND MANAGEMENT Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E	
10. SCHOOL IMPROVEMENT Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E	
Professional Growth Plan Review:					

Evaluator (please check appropriate line):

_____Administrator meets standards for reemployment.

_____Administrator does not meet standard for reemployment.

*This evaluation is not the sole factor taken into consideration in determining continued employment.

Evaluate (please check appropriate line):

_____I agree with this summative evaluation.

_____I disagree with this summative evaluation.

Simpson County Schools
Individual Corrective Action/Improvement Plan

Name:	Title:	Work Site:	Date:

Professional Practice Measure	Growth Objective/Goal(s) (Describe the desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (Include support personnel)	Target Dates

Attach more pages if necessary

Evaluatee's Comments:

Individual Corrective Action Plan Developed:	Status : ____Achieved ____Revised ____Continued
Evaluates Signature Date	Evaluates Signature Date

Progress Review Meetings

Date:	Comments
1.	1.
2.	2.
3.	3.

Enrichment ( ) Corrective ( ) SIMPSON COUNTY SCHOOLS OFFER EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES
 SIMPSON COUNTY SCHOOLS
CENTRAL OFFICE ADMINISTRATOR GROWTH PLAN
For
Employee name _____ School Year _____
Development date _____ Work Location _____
Standard chosen for growth (circle one): 1 2 3 4 5 6 7 8
What evidence do I have which tells me this standard needs improvement?
Growth Objective/Goal: What exactly do I want to accomplish through this growth? (Be sure your goal is specific, measurable, attainable, realistic and timely.)
Prof. Growth Stage: ( ) Awareness/Orientation ( ) Preparation/Application
( ) Implementation/Management ( ) Refinement/Impact
Procedures and Activities: What exactly do I plan to do to attain this growth?
Completion Target Date: When do I plan to reach this goal? _____

Standard chosen for growth (circle one): 1 2 3 4 5 6 7 8
What evidence do I have which tells me this standard needs improvement?
Growth Objective/Goal: What exactly do I want to accomplish through this growth? (Be sure your goal is specific, measurable, attainable, realistic and timely.)
Prof. Growth Stage: ( ) Awareness/Orientation ( ) Preparation/Application
( ) Implementation/Management ( ) Refinement/Impact
Procedures and Activities: What exactly do I plan to do to attain this growth?
Completion Target Date: When do I plan to reach this goal? _____
Evaluatee's Comments:
_____

_____Evaluator's Comments:
_____
_____
_____ _____ _____ _____
(Evaluatee's Signature) (Date) (Evaluator's Signature) (Date)

Annual Review: ___ Achieved ___ Revised ___ Continued

_____ _____ _____ _____
(Evaluatee's Signature) (Date) (Evaluator's Signature) (Date) Professional Growth Plan Directions with C. O. Administrator Standards SIMPSON COUNTY SCHOOLS OFFER EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES

Instructions for Completing the Individual Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor completing the evaluation within thirty days of employment (new employees) or after the summative evaluation conference (returning employees). Supervisors are also encouraged to check with employees during the year to assess mid-term progress toward goals.

1. Alignment with School Improvement Initiatives - The professional growth plan should align with the Comprehensive District and/or School Improvement Plan or other evaluation data. Determine the reason for or the identified need for developing the plan.

2. Standards - Choose one of the appropriate standards.

3. Performance Criteria - Identify performance criteria. Performance Criteria are listed under each standard on the formative evaluation form.

4. Growth Objective(s) Goal(s) - Identify the specific goal(s) or objective(s) you plan to develop. It is appropriate to review your evaluation for any identified professional growth needs. The goal(s) should be **SMART**.

Strategic, **M**easurable, **A**ligned to student learning needs, **R**esults driven, and **T**ime Significant

Examples:

1. By the end of the first quarter, I will be able to show how the results of two formative assessments enabled me to adjust instruction so that my students achieved at higher levels.

2. In each unit plan that I develop, I will incorporate the use of the interactive board at least once as a formative assessment tool and at least once as a tool to extend classroom learning.

5. Present Professional Development Stage - Select one which matches your personal stage of growth:

Orientation/Awareness - Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.

Preparation/Application - Practitioners develop the skills and processes to begin program implementation.

Implementation/Management - Practitioners learn to master the required tasks for implementation of the program in their workplace.

Refinement/Impact - Practitioners vary the use of practices to achieve maximum impact on student achievement.

6. Date Plan is Developed

7. Date Plan is Reviewed and/or Completed

==

Choose appropriate standards for growth from personal self-reflection or summative evaluation conference.

STANDARD 1 – Organizes Use of Facility/Resources

STANDARD 2 – Manage Use of Facility/Resources

STANDARD 3 – Management

STANDARD 4 – Collaboration

STANDARD 5 – Integrity, Fairness, Ethics

STANDARD 6 – Political, Economic, Legal

STANDARD 7 – Demonstrates Implementation of Technology

STANDARD 8 – Exhibits Professional Responsibility