

# FULTON COUNTY SCHOOLS Certified Personnel Evaluation Plan



## **Mission Statement:**

In partnership with and in service to our community, the Fulton County Board of Education provides leadership, acquires and allocates resources that enable all students to achieve a productive life through quality education.

## **Vision Statement:**

Proficiency, Positive Relationships, and Pilot Pride

## **Motto:**

Pilots are ANCHOR STRONG!

## **Theme: GRATITUDE**

Aaron Collins, Superintendent

# **Fulton County School's 2019-2020 Certified Evaluation Plan**

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## **Fulton County Schools Certified Personnel Evaluation Plan**

As required by 704 KAR 3:345, **Fulton County School District** has established an evaluation committee consisting of equal numbers of teachers and administrators to develop evaluation procedures and forms for certified positions below the level of the district superintendent. (The superintendent's evaluation process is developed and adopted by the local board of education.) This committee makes recommendations about the district evaluation plan and presents those recommendations to the local board for its consideration and approval. The 50/50 committee was composed of the following administrators and teachers:

### **Administrators:**

PaTrice Chambers, Chair, Assistant Superintendent, Designated Contact Person

Sondra Gibbs, Principal, Fulton County Elementary

Brian Hood, Principal, Fulton County Middle School

Ellen Murphy, Principal, Fulton County High School

### **Teachers**

Wendy Stewart, Teacher, Fulton County Elementary

Jennifer Dillon, Teacher, Fulton County Middle School

Kari McConnell, Teacher, Fulton County High School

Jodi Kirk, Speech Language Pathologist

### **Summative Evaluation Appeals Panel**

PaTrice Chambers, Chair

### **Alternate Chair:**

Aaron Collins

### **Teachers**

Jodi Kirk

Kari McConnell

### **Alternate Teachers:**

Brenna Ray

Amy Webber

**Fulton County Board of Education** affirms that no person shall on the basis of sex, race, religion, creed, color, national origin, citizenship status, or handicap, be excluded from participation in, or be subjected to, discrimination under any educational program or activity under its auspices.

The district contact person responsible for the monitoring, training, and implementation of the evaluation plan is

PaTrice T. Chambers. PaTrice Chambers may be reached by email at [patrice.chambers@fulton.kyschools.us](mailto:patrice.chambers@fulton.kyschools.us) or at the Central Office at (270) 236-3923, ext. 5002.

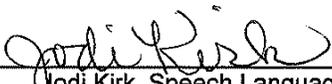
The Fulton County Board of Education acted upon the 50/50 Committee's proposal of the procedural changes to Fulton County School District certified evaluation plan as presented at the board meeting on June 20, 2019 by being presented with this plan and determining construction of certified evaluation plan for the 2019-2020 school year.

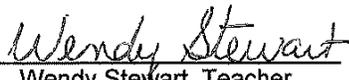
**COMMITTEE STATEMENT**

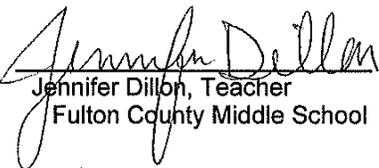
**As members of the Fulton County School's Certified Evaluation 50/50 Committee, we have reviewed this document to ensure the continued success of student achievement with administrators and educators working together.**

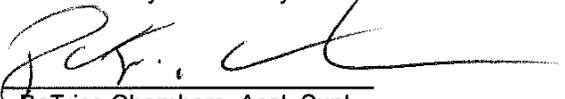
  
Sondra Gibbs, Principal  
Fulton County Elementary School

  
Ellen Murphy, Principal  
Fulton County High School

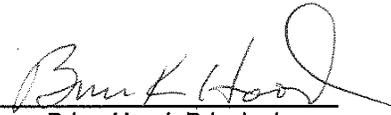
  
Jodi Kirk, Speech Language Therapist  
Fulton County Schools

  
Wendy Stewart, Teacher  
Fulton County Elementary School

  
Jennifer Dillon, Teacher  
Fulton County Middle School

  
PaTrice Chambers, Asst. Supt.  
Fulton County Board Office

  
Kari McConnell, Teacher  
Fulton County High School

  
Brian Hood, Principal  
Fulton County Middle School

The 50/50 committee below reviewed and revised the Certified Evaluation Plan for the 2019-2020 school year.

**ASSURANCES**  
**CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN**

*The Fulton County Schools hereby assures the Commissioner of Education that:*

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

**Administrators:**

PaTrice Chambers, Chair, Assistant Superintendent, Designated Contact Person

Sondra Gibbs, Principal, Fulton County Elementary

Brian Hood, Principal, Fulton County Middle School

Ellen Murphy, Principal, Fulton County High School

**Teachers**

Wendy Stewart, Teacher, Fulton County Elementary/Middle School

Jennifer Dillon, Teacher, Fulton County Middle School

Kari McConnell, Teacher, Fulton County High School

Jodi Kirk, Speech Language Pathologist

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

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

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

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

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

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

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

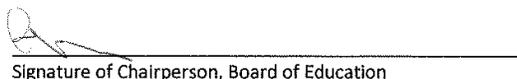
The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 20, 2019. (704 KAR 3:370)



Signature of District Superintendent

6-20-19  
Date



Signature of Chairperson, Board of Education

6-20-19  
Date

**Certified personnel in the Commonwealth:**

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

**(a) To Students:**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. 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;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**(b) To Parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

**8. (c) To the Education Profession:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.
7. **Section 2.** Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585.

## ***Fulton County Schools Certified Evaluation Plan Teachers and Other Professionals***

### **EVALUATION**

Evaluation is a means of improving the educational productivity in the Fulton County Schools. The evaluation process is used to determine the effectiveness of an employees' performance, while providing encouragement and support for continued professional growth. The evaluation process shall include, but not be limited to: observations by a peer/evaluator, measures of student voice, a professional growth plan, self- reflection, as various means of gathering information. Evaluation is a method by which the stakeholders of Fulton County can be assured of measures of accountability and the growth of effectiveness of school employees. A common language and understanding of effective teaching is the foundation of this system. The Framework for Teaching, which is based on the work of Charlotte Danielson, includes the 4 criteria for each performance measure. These are Planning, Environment, Instruction and Professionalism. The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Provide a measure of performance accountability to citizens
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities.

The principal or designee is primarily responsible for evaluating teachers. Additionally, the immediate supervisor is designated as the primary evaluator. Evaluators shall be trained and tested, and shall be approved by the department upon completion of the required evaluation training techniques. (KRS 156.557). Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the 2019-2020 Certified Evaluation Plan. Annual evaluations with multiple observations are required for non-tenured certified personnel. Multiple observations will occur for tenured teachers when observation results yield an ineffective determination. Teachers should receive a **conference within five (5) working days of observation**. Teachers on a Corrective Action Plan will be evaluated yearly. A summative

evaluation conference shall be held at the end of the summative evaluation cycle. Summative evaluations for tenured teachers shall occur at least once every three years. (KRS.156.557) Administrators will receive summative evaluations annually by the superintendent or by the superintendent's designee following the requirements of the Certified Evaluation Plan.

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel **no later than the end of the first thirty (30) calendar days** of reporting for employment for each school year. (704 KAR 3:370) This shall occur prior to the implementation of the plan.

Evaluations will be documented on approved forms to become part of official personnel file. An opportunity for written response shall be included in the official personnel record. A copy of the evaluation will be provided to the evaluatee.

### **50/50 Committee**

A 50/50 committee composed of an equal number of district teachers and administrators developed the Fulton County System Certified Evaluation Plan. The Assistant Superintendent or Superintendent Designee shall serve as a District Point of Contact responsible for monitoring evaluation training. All certified staff will be trained on the evaluation criteria and process within **30 calendar days of reporting for employment for each school year**. Evaluations shall be documented on approved forms and be placed in the official personnel file. A copy of the evaluation document shall be provided to the individual.

### **Roles and Definitions**

- **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
- **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 pursuant to 16 KAR Chapter 3.
- **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 pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
- **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 Title 16 KAR.
- **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 pursuant to 16 KAR Chapter 3. **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.

- **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.
- **Job Category:** means a group or class of certified school personnel positions with closely related functions.
- **Observation:** data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
- **Observer:** the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers for the purposes of evaluation and providing feedback.
- **Conference:** means a collaborative meeting involving the evaluator and the evaluatee for the purposes of: providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
- **Self-Reflection:** means 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.
- **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals Title 16 KAR Kentucky. Other Professionals may include: library media specialists, guidance counselors, speech language therapists, occupational therapists, psychologists, nurses, district administrators, and other certified personnel who are not teachers.
- **Observee:** the teacher being observed during an observation.
- **Peer Observer:** the trained certified peer who observes, and provides feedback to the evaluatee from the observation documentation
- **Peer observation:** observation and documentation by trained certified school below the level of principal or assistant principal
- **Corrective Action Plan:** a plan established to assist the employee when the evaluator identifies specific area(s) that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
- **Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.
- **Evaluatee:** A certified school personnel who is being evaluated

- **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. “The immediate supervisor of the certified school personnel member shall be designated as the primary evaluator.
- **Evaluation committee:** means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to).
- **Evaluator Certification:** the successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- **Formative evaluation:** defined by a continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee’s professional growth and performance.
- **Summative Evaluation:** defined by KRS 156.557(1)(d).
- **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
- **Sources of evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
- **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated).
- **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
- **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements and that uses clear and timely formative feedback to guide professional growth.
- **Certified Evaluation Plan:** The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. The evaluation process is used to determine the effectiveness of an employee’s performance, while providing encouragement and support for continuous professional growth and improved instruction.
- **Student Voice:** the state approved student perception survey that is administered each year to provide data on specific aspects of the classroom experience and of teaching practice
- **For additional definitions and roles see 704 KAR 3:370**

## Assignment of Primary Evaluator

The immediate supervisor will assign the primary evaluator for each certified staff member assigned to his/her location by September 1<sup>st</sup> of each year. Late hires, after September 1<sup>st</sup>, will have an evaluator assigned within the first 30 calendar days of employment

The following are responsible for the evaluation of certified personnel:

POSITION	EVALUATOR
Superintendent	Board of Education
Assistant Superintendent/DPP	Superintendent
Director of Special Education	Superintendent
Director of Operations	Superintendent
Principal	Superintendent/Designee
College & Career Coach)	Principal/Designee
Media Specialist/Librarian	Principal/Designee
Tenured Teachers	Principal/Designee
First Year & Non-Tenured Teachers	Principal/Designee.

The Librarian, Speech Pathologist, College & Career Coach, will be evaluated using the 2019-2020 Fulton County Certified Evaluation Plan. Other administrative personnel may be designated to assist with the evaluation process. For example, DOSE and Assistant Superintendent may be assigned this responsibility. Central Office Administrators will use the 2019-2020 Certified Evaluation Plan. The Superintendent will be evaluated using the Superintendent evaluation plan.

### ***Third Party Observer Process***

If requested by the teacher, observations may be conducted by another administrator who has completed the required certified evaluation training. . The selection process 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 (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

## **Evaluator Evaluation & Observer Training**

**TRAINING:** In order to evaluate teachers and other professionals, all evaluators are required to be trained in the initial certified evaluation training by KDE or the approved provider, as well as the district certified observation and evaluation training. Thereafter, Administrators serving as a primary evaluator must complete a minimum of six (6) hours annually of EILA-approved Evaluation training. Annual update observation/evaluation training is required. The district observation/evaluation training will use the district selected or state observation training platform. Evaluators shall be provided with district support, resources, and EILA-approved training. Evaluators shall meet the CEP requirements prior to conducting formative or summative evaluations. At the onset of each school year, the district shall conduct the training of designated personnel who will facilitate the evaluative process for employees under his/her jurisdiction. Training shall: (a) Include skill development in the use of the local evaluation process. (b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education; (c) be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and (d) be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

**Table 1: Observer/Evaluator Training**

<b>Evaluator Support</b>			
<b>Activity</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Timeline</b>
Successfully complete the state evaluator training	KDE or Other Approved Training	New Evaluator	Prior to evaluating teachers and other professionals
Study the Framework for Teaching (FtT)	Framework for Teaching (FtT)	New Evaluator	Within 30 calendar days of employment
District observation/evaluation 6 hr. minimum training	Observation Training Platform	Personnel Director All Observer/Evaluators	Prior to the start of school or within 30 calendar days of employment

### **Serving Dual Roles**

Educators serving dual roles shall be evaluated on the job role as determined by the evaluator.

### **Kentucky Teacher Intern Program (KTIP) when available**

Teacher interns shall follow the KTIP process. KTIP data shall be used to inform the district performance measure for the summative rating.

**The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals**

The Framework for Teaching and Specialist Framework is designed to support student achievement and professional practice through these measures:

**Framework for Teaching**

**Specialist Frameworks for Other Professionals**

Measure 1: Planning	Measure 1: Planning
Measure 2: Classroom Environment	Measure 2: Environment
Measure 3: Instruction	Measure 3: Instruction/Delivery of Service
Measure 4: Professional Responsibilities	Measure 4: 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 professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four measures of the framework. Performance is rated for each measure 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 measure.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one 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 ratings for the summative evaluation as follows: self-reflection, professional growth planning (PGP), and observation. Sources of evidence supporting an educator's professional practice shall be collected and documented by the evaluator. The district personnel file shall maintain the summative and PGP for evaluates in the summative year.

Evaluators must use the following categories of evidence in determining ratings for each measure:

**Required Sources of Evidence**

- Professional Growth Planning
- Self-Reflection
- Observations (Formative and/or summative component) *Standards specific to the professional that are aligned to Measures 1-4 will be used. See chart below*
- Peer observation may be used as a source of evidence ONLY if requested by the teacher or other professional and would be used to inform summative ratings

<b>Measure Definition for Each Role Group</b>				
	<b>Planning Measure 1</b>	<b>Environment Measure 2</b>	<b>Instruction Measure 3</b>	<b>Professionalism Measure 4</b>
<u>Teacher</u> <i>KY Framework for Teaching</i>	Domain 1	Domain 2	Domain 3	Domain 4
<u>Other Professional</u> <i>The KY Frameworks for Teaching-Specialists</i>	Domain 1	Domain 2	Domain 3	Domain 4
<u>Principal/Asst. Principal</u> <i>Principal Performance Standards</i>	Standard 3 Standard 4	Standard 2 Standard 5	Standard 1	Standard 6
<u>District Administrator</u> <i>Principal Supervisor Professional Standards 2015</i>	Standard 2 Standard 8	Standard 1 Standard 6	Standard 3 Standard 5	Standard 4 Standard 7

## **Products of Practice & Other Sources of Evidence may include:**

- Walk-throughs/feedback
- Program review evidence
- Curriculum units
- Lesson plans
- Communication logs
- 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
- Action research
- Engagement in professional organizations
- Formative and/or summative student test data
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Teacher feedback to students
- Community engagement
- Other sources of evidence agreed upon by the evaluatee & evaluator

All components and sources of evidence related supporting an educator's professional practice will be completed to inform the Overall Performance Category. All Summative ratings will be recorded on the district approved template. Fulton County Public School teachers, specialist and other professionals will be provided access to the Kentucky Framework for Teaching.

## SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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SOURCES OF EVIDENCE to Inform Professional Growth Professional Growth Growth Practice		FRAMEWORK for TEACHING (FFT)			
Professional Growth	Self- Reflection	Evaluator Observation	Component	Domain	
<b>Self-Reflection &amp; Professional Growth Plan</b>		<b>Evidence Pre- Conference</b>	1a -Knowledge of Content/Pedagogy	<b>Planning</b>	
			1b-Demonstrate Knowledge of Students		
			1c- Setting Instructional Outcomes		
			1d-Demonstrates Knowledge of Resources		
			1e-Designing Coherent Instruction		
			1f- Designing Student Assessment		
		<b>Observation</b>	2a-Creating Env. of Respect & Rapport	<b>Environment</b>	
			2b-Establish Culture of Learning		
			2c-Maintaining Classroom Procedures		
			2d-Managing Student Behavior		
			2e-Organizing Physical Space		
			3a-Communicating with Students		<b>Instruction</b>
			3b-Questioning & Discussion Techniques		
			3c-Engaging Students in Learning		
			3d-Using Assessment in Learning		
		3e-Demonstrating Flexibility & Responsiveness			
		<b>Evidence Pre/Post Conference Daily Practice</b>	4a-Reflecting on Teaching	<b>Professionalism</b>	
			4b-Maintaining Accurate Records		
			4c-Communicating with Families		
			4d-Participating in Profess. Learning Comm.		
			4e-Growing & Developing Professionally		
			4f-Showing Professionalism		

## **Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes for teachers and other professionals.

The teachers and other professionals shall:

- (1) Reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus aligned with the school/district improvement plans;
- (2) Collaborate with the primary evaluator to develop a professional growth plan and action steps;
- (3) Implement the plan;
- (4) Regularly reflect on the progress and impact of the plan on his or her professional practice;
- (5) Modify the plan as appropriate;
- (6) Continue implementation and ongoing reflection;
- (7) Conduct a summative reflection on the degree of goal attainment and the implications for steps; and
- (8) Complete and document the Self-Reflection and Professional Growth Plan.

The self-reflection provides the educator an opportunity to reflect on professional practices and set focused goals through the development of a Professional Growth Plan (PGP). The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student achievement. In collaboration with the evaluator, explicit goals are identified to drive the focus of professional growth activities, support, and on-going reflection. Teachers and other professionals shall participate in self-reflection and PGP each year, which serve as sources of evidence for the summative evaluation.

All teachers and other professionals shall reflect on current growth needs based on multiple sources of data and identify areas of focus aligned with the school/district improvement plans. Collaborate with the evaluator to develop a PGP; Implement the plan. Regularly reflect on the impact of the PGP making modifications as needed. Collaborate with the evaluator to conduct an annual summative reflection, the degree of goal attainment, and next steps; document the PGP's completion or continuation.

**Table 2. Self-Reflection**

<b>Self- Reflection Teachers &amp; Other Professional</b>			
<b>Activity Components</b>	<b>Timeline</b>	<b>Evaluatee Role Procedure/Documentation</b>	<b>Evaluator Role Monitoring</b>
Initial Self-Reflection	Annually by September 15 <sup>h</sup>	Complete Framework for Teaching for current level of practice	Monitor completion of Initial Self-Reflections
Ongoing Reflection	Post conference doc. or as needed on initial reflection document	Review make modifications as needed	Provide opportunity

Protocol for Late Hires:  
 Evaluatees hired after the first instructional day shall complete the Initial Self-Reflection within the timeline of the CEP or after 30 calendar days of employment and follow the iterative process.

**Table 3: Professional Growth Plan (PGP)**

<b>Professional Growth Plan for Teachers &amp; OP</b>			
<b>Activity Components</b>	<b>Timeline</b>	<b>Evaluatee Role Procedure/Documentation</b>	<b>Evaluator Role Monitoring</b>
PGP Development For Self-directed PGP Or Directed PGP	Annually Submit by <b>October 15<sup>th</sup></b>  Annually Approval by <b>October 31st</b>	<u>Step 1:</u> For Self-Directed PGP complete PGP document For Directed PGP collaborate with the evaluator  <u>Step 2:</u> Submit to primary evaluator for review & approval	<ul style="list-style-type: none"> <li>➤ Collaborate with evaluatee to monitor PGP development</li> <li>➤ Approve PGP</li> <li>➤ Print/Sign/Date or Upload in the district electronic platform</li> </ul>
PGP Mid-year Ongoing Reflection	During post-conference by <b>January 31<sup>st</sup> or as needed</b>	Review the PGP; make modifications as needed	<ul style="list-style-type: none"> <li>➤ Collaborate with evaluatee to monitor and provide feedback</li> </ul>
PGP End-of-Year Reflection	By <b>April 15<sup>th</sup></b> Summative Year  By <b>May 15<sup>th</sup></b> For Teachers <b>NOT</b> in Summative Year	Review the PGP for goal achievement or next step	<ul style="list-style-type: none"> <li>➤ Conference with evaluatee to determine the PGP status for:               <ul style="list-style-type: none"> <li>• Continuation</li> <li>• Revision</li> <li>• Completion</li> </ul> </li> <li>➤ Print/Sign/Date</li> <li>➤ In the summative year submit PGP to the district</li> </ul>

Procedures for Late Hires:  
 Evaluatees hired after the school year begins shall complete the PGP within 45 days of employment and follow the iterative process.

## Observation

The observation process is one source of evidence to determine educator effectiveness. The evaluator observation provides documentation and feedback to measure the effectiveness of professional practice. Observations may begin after the teacher/other professional (OP) has participated in evaluation training, which must occur within 30 calendar days of reporting for employment.

- ❖ Mini observations may be announced or unannounced; full observations must be announced.
- ❖ All observations (mini/full) shall be documented in the district electronic platform.
- ❖ In the summative year, signed and dated copies of the written summative evaluations and PGPs shall be placed in the employee’s personnel file at the district office.
- ❖ All observation documents must be provided to the employee through electronic access or hard copy.
- ❖ Employees shall have an opportunity to provide a written response to all evaluations which shall be placed in the employee’s personnel file.
- ❖ The required number of observations is the minimum requirement. Additional observation(s) may be conducted if deemed necessary by the primary evaluator

### Timeline for Late Hires

Employees hired after the first instructional day during the first semester shall complete all components of the observation schedule. Employees hired during the second semester shall receive, at a minimum, one full observation.

### Pre-conference for Observation(s)

A pre-conference is only required for announced mini observations or OP mini site-visits. The evaluator shall determine if the conference will be in person or electronic.

**Table 4: Observation Pre-conference**

Observation Pre-conference for Teachers & OP				
Observer	Observation Type	Resource	Timeline	Pre-Conference Format
Evaluator	Announced Mini And Full Observations	<ul style="list-style-type: none"> <li>➤ <i>Pre-observation Document</i></li> <li>➤ <i>Evidence Tool for Performance Measures: Planning &amp; Professionalism</i></li> <li>➤ <i>Teacher’s Lesson Plan &amp; Instructional Documents</i></li> </ul>	Prior to Observation	<u>Evaluator’s Choice:</u> <ul style="list-style-type: none"> <li>➤ In-person or by email</li> </ul>
	Unannounced Mini	N/A	N/A	N/A

## One-Year Summative Cycle

Non-tenured teachers and other professionals are on a one (1) year cycle for evaluation. Walk-through observations and other observations may be conducted to inform professional practice. Other evidence and professional judgement may be used to inform performance measures. Tenured teachers and other professionals on an Intensive Assistance Plan shall follow the one-year summative observation model.

**Table 5: One-Year Summative Cycle**

<b>One-Year Cycle Summative Observation Model for Teachers &amp; OP</b>				
<b>Observer</b>	<b>Observation Type</b>	<b>Observation Time</b>	<b>Documentation</b>	<b>Observation Timeline</b>
Evaluator	1 <sup>st</sup> Mini  *OP-Mini or Site Visit	Minimum 20 Minutes	District electronic platform or forms	First Semester
Evaluator	2 <sup>nd</sup> Mini  *OP-Mini or Site Visit	Minimum 20 Minutes	District electronic platform or forms	Prior To Full Observation
Evaluator	Full  *OP-Full or Site Visit	Full Class/Lesson	District electronic platform or forms	By April 15 <sup>th</sup>
<b>Summative Evaluation</b>				
The evaluator shall complete the Summative Evaluation annually in the district electronic platform or forms <u>by April 15<sup>th</sup></u> , and provide a signed and dated hard copy to the Director of Personnel for the employee's personnel file.				

## Three-Year Summative Cycle

Tenured teachers and other professionals on a three (3) year summative cycle are required to have a minimum of one full observation from the evaluator within the three (3) year cycle. Walk-through observations and other observations may be conducted to inform professional practice. Other evidence and professional judgement may be used to inform performance measures.

**Table 6: Three-Year Summative Cycle**

<b>Three-Year Cycle Summative Observation Model for Teachers &amp; OP</b>				
<b>Observer</b>	<b>Observation Type</b>	<b>Observation Time</b>	<b>Documentation</b>	<b>Observation Timeline</b>
Evaluator	Full *OP-Full or Site Visit	Full Class/Lesson	District electronic platform	April 15 <sup>th</sup> 3 <sup>rd</sup> Cycle Year
<p><b>Summative Evaluation Document</b></p> <p>The evaluator shall complete the Summative Evaluation document in the district electronic platform or district approved form by <b>May 1<sup>st</sup></b> on a 3-year cycle and provide a signed and <u><b>dated hard copy to the</b></u> Director of Personnel for the employee’s personnel file.</p>				

### **Performance Measures to Determine Ratings**

Four performance measures along with other evidence and professional judgement are used for each component within the domains of the Framework to determine a performance measure rating. The four performance measures are as follows:

**Table 7: Performance Ratings with Criteria Descriptions**

<b>Performance Ratings</b>	<b>Performance Rating Criteria Description</b>
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

### ***Post Conference for Observation(s) & Summative Evaluation***

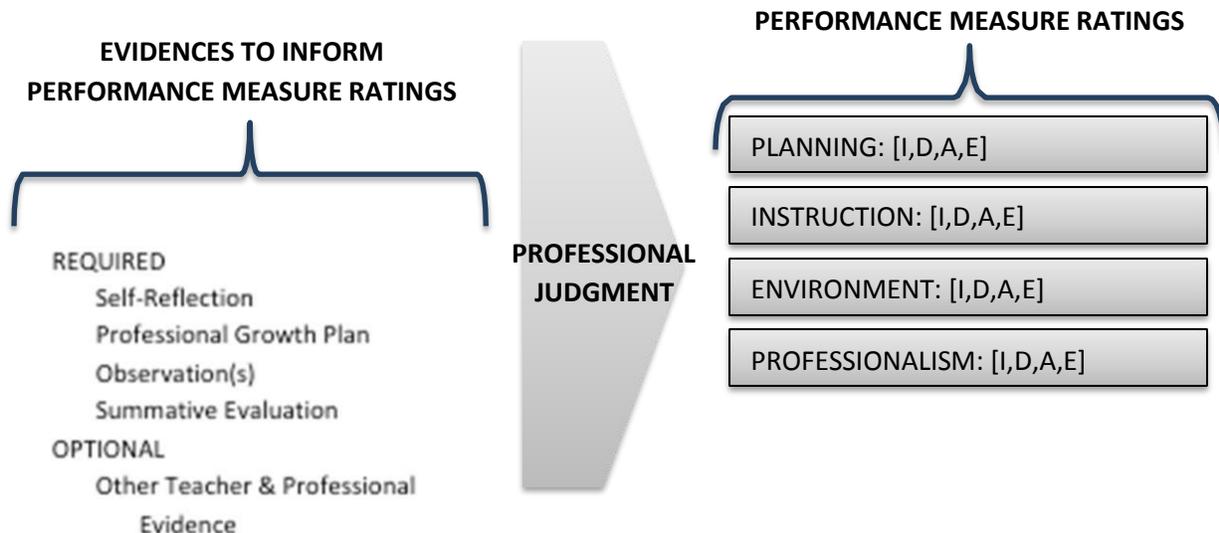
In preparation for the post conference for mini, full, and OP site visits, the evaluatee shall answer and submit the *Post Conference Document* reflective questions and *The Evidence Tool for Performance Measures: Planning & Professionalism* to the evaluator. The post conference shall be in person and must occur within five (5) working days following each observation/site visit. The evaluatee shall be provided access to the Post Conference Document.

**Table 8: Post Conference Resources & Timelines**

Resources	Post-conference Timeline
<ul style="list-style-type: none"> <li>➤ <i>Pre-observation Document for announced observations</i></li> <li>➤ <i>Teacher’s Lesson Plan</i></li> <li>➤ <i>Observation evidence</i></li> <li>➤ <i>KY Framework</i></li> <li>➤ <i>Evidence Tool for Performance Measures: Planning &amp; Professionalism</i></li> <li>➤ <i>Other evidence</i></li> <li>➤ <i>Post Conference Document</i></li> </ul>	5 Working Days of Observation
<ul style="list-style-type: none"> <li>➤ <i>Summative Document</i></li> </ul>	Non-tenured April 15 <sup>th</sup> Tenured May 1 <sup>st</sup>

**Determining the Rating for Summative Evaluation**

The Kentucky Framework for Teaching stands as the critical rubric for providing educators with concrete descriptions of practice associated with specific domains. The summative process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to Performance Measures of Planning, Environment, Instruction, and Professionalism for a summative rating.



## Summative Evaluation Process

- The summative evaluation conference and documentation shall be completed in the district electronic platform or district approved form by April 15<sup>th</sup> for one-year cycle process and by May 1<sup>st</sup> for three-year cycle process.
- The observation results from mini and full observations for teachers and observations or site visits for OPs and other evidence in the cycle will be reviewed to assign a Performance Rating for: Planning, Environment, Instruction, and Professionalism. Then, the *Criteria for Determining Performance Measure for a Summative Rating* will be applied to determine the summative rating.
- All evaluatees shall be provided a copy of the summative form through electronic access or a hard copy.
- A hard copy shall be signed and dated by both the evaluator and evaluatee and submitted to the district for the evaluatee’s personnel file.
- In addition to the appropriate KTIP forms, KTIP interns shall receive performance measures on the district’s summative evaluation document in the summative conference.

**Table 9: Performance Measure Criteria for a Summative Rating**

<i>Criteria for Determining Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment <u>and</u> Instruction are both rated <b>INEFFECTIVE</b>	The Summative Rating is <b>INEFFECTIVE</b> .
If Environment <u>or</u> Instruction is rated <b>INEFFECTIVE</b>	The Summative Rating is <b>DEVELOPING_or INEFFECTIVE</b>
If Planning <u>or</u> Professionalism is rated <b>INEFFECTIVE</b>	The Summative Rating shall not be <b>EXEMPLARY</b>
If two Performance Measures are rated developing and two are rated <b>ACCOMPLISHED</b>	The Summative Rating shall be only <b>ACCOMPLISHED</b> only if Environment or Instruction is rated <b>ACCOMPLISHED</b>
If two Performance Measures are rated <b>DEVELOPING</b> and two are rated <b>EXEMPLARY</b>	The Summative Rating shall be <b>ACCOMPLISHED</b> only if Environment or Instruction is rated <b>EXEMPLARY</b> .
If two Performance Measures are rated <b>ACCOMPLISHED</b> and two are rated <b>EXEMPLARY</b> .	The Summative Rating shall be <b>EXEMPLARY</b> only if Environment or Instruction is rated <b>EXEMPLARY</b> .

## **Professional Growth Plan Assistance & Intensive Assistance Plan**

The Professional Growth Plan for Assistance/Intensive Assistance will be implemented for all certified staff members that require such support for assistance and/or correction. See the Professional Growth Plan for Assistance/Intensive Assistance located in the Appendix.

### ***Appeals***

Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix. See pages 101-119

# **Fulton County Schools**

*Certified Evaluation*

*Plan For*

*Teachers*

**&**

*Other Professionals*

## TEACHER SELF-REFLECTION

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

## Library Media Specialist Self-Reflection

Teacher:					
Date:					
Component	Self-Assessment				Rationale
<b>1A</b> - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
<b>1B</b> - Demonstrating Knowledge of Students	I	D	A	E	
<b>1C</b> - Supporting Instructional Goals	I	D	A	E	
<b>1D</b> - Demonstrating Knowledge and Use of Resources	I	D	A	E	
<b>1E</b> - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
<b>1F</b> - Collaborating in the Design of Instructional Experiences	I	D	A	E	
<b>2A</b> - Creating an environment of respect and rapport	I	D	A	E	
<b>2B</b> - Establishing a Culture for Learning	I	D	A	E	
<b>2C</b> - Managing Library Procedures	I	D	A	E	
<b>2D</b> - Managing student behavior	I	D	A	E	
<b>2E</b> - Organizing physical space	I	D	A	E	
<b>3A</b> - Communicating Clearly and Accurately	I	D	A	E	
<b>3B</b> - Using Questioning and Research Techniques	I	D	A	E	
<b>3C</b> - Engaging Students in Learning	I	D	A	E	
<b>3D</b> - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
<b>3E</b> - Demonstrating Flexibility and Responsiveness	I	D	A	E	
<b>4A</b> - Reflecting on practice	I	D	A	E	
<b>4B</b> - Maintaining Accurate Records	I	D	A	E	
<b>4C</b> - Communicating with School Staff and Community	I	D	A	E	
<b>4D</b> - Participating in a professional community	I	D	A	E	
<b>4E</b> - Growing and Developing Professionally	I	D	A	E	
<b>4F</b> Collection Development and Maintenance	I	D	A	E	
<b>4G</b> - Managing the Library Budget	I	D	A	E	
<b>4H</b> - Managing Personnel	I	D	A	E	
<b>4I</b> - Professional ethics	I	D	A	E	

## School Counselor/Social Worker/College & Career Coach Self-Reflection

Teacher:					
Date:					
Component	Self-Assessment				Rationale
<b>1A</b> - Demonstrating knowledge of counseling theory and Techniques	I	D	A	E	
<b>1B</b> - Demonstrating knowledge of child and adolescent Development	I	D	A	E	
<b>1C</b> - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
<b>1D</b> - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
<b>1E</b> - Plan in the counseling program integrated with the regular school program	I	D	A	E	
<b>1F</b> - Developing a plan to evaluate the counseling program	I	D	A	E	
<b>2A</b> - Creating an environment of respect and rapport	I	D	A	E	
<b>2B</b> - Establishing a culture for productive communication	I	D	A	E	
<b>2C</b> - Managing routines and procedures	I	D	A	E	
<b>2D</b> - Establishing standards of conduct and contributing to the culture for student behavior throughout the School	I	D	A	E	
<b>2E</b> - Organizing physical space	I	D	A	E	
<b>3A</b> - Assessing student needs	I	D	A	E	
<b>3B</b> - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
<b>3C</b> - Using counseling techniques in individual and classroom programs	I	D	A	E	
<b>3D</b> - Brokering resources to meet needs	I	D	A	E	
<b>3E</b> - Demonstrating Flexibility and Responsiveness	I	D	A	E	
<b>4A</b> - Reflecting on practice	I	D	A	E	
<b>4B</b> - Maintaining Accurate Records	I	D	A	E	
<b>4C</b> - Communicating with School Staff and Community	I	D	A	E	
<b>4D</b> - Participating in a professional community	I	D	A	E	
<b>4E</b> - Growing and Developing Professionally	I	D	A	E	
<b>4F</b> Collection Development and Maintenance	I	D	A	E	

## Therapeutic Specialist Self-Reflection (SLP, OT, PT)

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

## Teachers & Other Professional Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my instruction that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	<b><u>Summative Growth Cycle:</u></b> <ul style="list-style-type: none"> <li>┆ Tenured- 3 year Self Directed</li> <li>┆ Tenured- 1 year Directed</li> <li>┆ Tenured- Up to 12 months</li> <li>┆ Non-Tenured- 1 year Cycle</li> <li>┆ Non-Tenured- Less Than One year Cycle</li> </ul>	<b><u>Domain/Component or Standard Addressed</u></b>
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### Action Plan

**Action Plan:**  
What is my plan of action to advance my professional growth?

**Support and Resources:**  
What Resources/Support do I need to achieve my goal?

### Professional Growth Goal:

**Connection:**  
 Self-Reflection   
 Observations   
 Framework for Teaching   
 CSIP/CDIP

<b>Teacher Signature:</b>	<b>Date:</b>
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<b>Administrator Signature:</b>	<b>Date:</b>
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### On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

Date Mid-Review	Status of Professional Growth Goal:		
	<input type="checkbox"/> Not Started <input type="checkbox"/> On Target <input type="checkbox"/> Completed		

### Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

<b>Teacher Signature:</b>	<b>Date:</b>
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<b>Administrator Signature:</b>	<b>Date:</b>
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# Fulton County Mid-Year Review (Teachers & OP)

Name: \_\_\_\_\_

You must complete your mid-year review and turn in to your immediate supervisor/designee.

## 1. PGP Goal/Plan and professional responsibilities

Not Started    On Target    Completed

a. What actions have you taken to meet your PGP Goal?

b. How have you implemented your activity into practice?

c. How has the implementation impacted your class and/or practice?

d. What support do you need from administration?

## 2. After reviewing the communications from pre and post conference and formal observations from the first semester, please answer the following questions:

a. What area in the Professional Growth and Effectiveness System do you need to grow the most?

b. What area is the biggest strength for you?

c. What professional practices have had the most influence on your ability to support your students to achieve growth?

## Teacher Pre-Observation Document for Scheduled Observations

**Directions:** The teacher shall complete the *Pre-observation Document & Performance Measures: Planning & Preparation Evidence Tool* for scheduled observations prior to the pre-conference. For electronic pre-conference, email the documents to the evaluator.

<b>Evaluatee</b>	<b>Grade Level/Subject(s)</b>	<b>School</b>	
<b>Evaluator</b>	<b>Pre-Conference Date</b>	<b>Observation Date</b>	
<b>Pre-Conference Type:</b> <input type="checkbox"/> <b>Pre-Conference In person</b> <input type="checkbox"/> <b>Pre-Conference Electronic</b>			
<b>Observation Type Check One:</b>	Mini #1	Mini #2	Full
<b>Kentucky Framework for Teaching Domain 1: Planning</b>			
1	What are the learning targets and standard(s) for this lesson? (Component 1C)		
2	What instructional materials/resources will be use? (Attach sample materials) (Component 1D)		
3	What information, specific to your students' backgrounds, skills, and interests should be given consideration? (Component 1B)		
4	What challenges do students typically experience in this area, and how have you provided for these challenges? (Component 1A)		
6	How will you determine if students have mastered the learning target and what will you do for those who do not? (Component 1F)		
7	Are there specific teaching behaviors you would like monitored?		
8	Complete the <i>Evidence Tool for Performance Measures: Planning &amp; Professionalism</i> document and submit to the evaluator with this pre-conference document.		

\_\_\_\_\_  
**Teacher's Signature/Date**

\_\_\_\_\_  
**Evaluator's Signature/ Date**

## Other Professional Pre-Observation Document for Scheduled Observations & Site Visits

**Directions:** The OP shall complete the *Pre-observation Document & Performance Measures: Planning & Preparation Evidence Tool* for scheduled site visits prior to the pre-conference.

For electronic pre-conference, email the documents to the evaluator.

Other Professional	Position	School
Evaluator	Pre-Conference Date	Observation Date
Pre-Conference Type:	<input type="checkbox"/> Pre-Conference In person	<input type="checkbox"/> Pre-Conference Electronic
Observation Type Check One:	<input type="checkbox"/> Mini #1	<input type="checkbox"/> Mini #2 <input type="checkbox"/> Full

<b>Questions for Discussion:</b>	<b>Notes:</b>
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Identify the domain and describe how the activities/work performed relates to the Specialist Framework for this position.	
What evidence will show that the objectives or targets for the work have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the schedule observation/site visit?	
Complete the <i>Evidence Tool for Performance Measures: Planning &amp; Professionalism</i> document and submit to the evaluator with this pre-conference document.	

\_\_\_\_\_  
**Other Professional's Signature/Date**

\_\_\_\_\_  
**Evaluator's Signature/ Date**

## Teacher Full Observation Document

<b>Teacher</b>	<b>Evaluator</b>	<b>School</b>
<b>Grade Level/Subject(s)</b>		<b>Observation Date</b>

*Indicate the rating for each Performance Measure*

Domain 1: Planning	Ratings:	I	D	A	E
1A Knowledge of Content and Pedagogy					
1B Demonstrating Knowledge of Students					
1C Setting Instructional Outcomes					
1D Demonstrating Knowledge of Resources					
1E Designing Coherent Instruction					
1F Designing Student Assessment					
<b>Comments:</b>					

Domain 2: Environment	Ratings:	I	D	A	E
2A Creating an Environment of Respect and Rapport					
2B Establishing a Culture for Learning					
2C managing Classroom Procedures					
2D Managing Student Behavior					
2E Organizing Physical Space					
<b>Comments:</b>					

Domain 3: Instruction	Ratings:	I	D	A	E
3A Communicating with Students					
3B Using Questioning and Discussion Techniques					
3C Engaging Students in Learning					
3D Using Assessment in Instruction					
3E Demonstrating Flexibility and Responsiveness					
<b>Comments:</b>					

<b>Domain 4: Professionalism</b>	<b>Ratings:</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
4A Reflecting on Teaching					
4B Maintaining Accurate Records					
4C Communicating with Families					
4D Participating in the Professional Community					
4E Showing Professionalism					
Comments:					

Comments
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**Evaluator's Signature:** \_\_\_\_\_

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

**Teacher's Signature:** \_\_\_\_\_

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

## Teacher Mini Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)	Check Mini #1 <input type="checkbox"/> Mini #2 <input type="checkbox"/>	Observation Date

*Indicate the rating for each Performance Measure*

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

Comments

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

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

**Teacher's Signature:** \_\_\_\_\_

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

## Other Professionals Full Observation & Full Site Visit Document

<b>Other Professional</b>	<b>Evaluator</b>	<b>School</b>
<b>Position</b>		<b>Observation Date</b>

*Indicate the rating for each Performance Measure*

Domain 1: Planning	Ratings:	I	D	A	E
1A Demonstrating knowledge of current trends in specialty area and professional Development					
1B Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program					
1C Establishing goals for the instructional support program appropriate to the setting and the teachers served					
1D Demonstrating knowledge of resources both within and beyond the school and District					
1E Planning the instructional support program integrated with the overall school Program					
1F Developing a plan to evaluate the instructional support program					
<b>Comments:</b>					

Domain 2: The Environment	Ratings:	I	D	A	E
2A Creating an environment of trust and respect					
2B Establishing a culture for ongoing instructional improvement					
2C Establishing clear procedures for teachers to gain access to the instructional Support					
2D Establishing and maintaining norms of behavior for professional interactions					
2E Organizing physical space for workshops or training					
<b>Comments:</b>					

Domain 3: Instruction	Ratings:	I	D	A	E
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					
3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
<b>Comments:</b>					

<b>Domain 4: Professionalism</b>	<b>Ratings</b>	<b>I</b>	<b>D</b>	<b>A</b>	<b>E</b>
4A Reflecting on practice					
4B Preparing and submitting budgets and reports					
4C Coordinating work with other instructional specialist					
4D Participating in professional development					
4E Showing professionalism including integrity and confidentiality					
<b>Comments:</b>					

<b>Comments</b>
-----------------

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

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

**Other Professional's Signature:** \_\_\_\_\_

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

## Other Professionals Mini Observation or Site Visit Document

<b>Other Professional</b>	<b>Evaluator</b>	<b>School</b>
<b>Position</b>	Check Mini #1 <input type="checkbox"/> Mini #2 <input type="checkbox"/>	<b>Observation Date</b>

*Indicate the rating for each Performance Measure*

Domain 2: The Environment	Ratings:	I	D	A	E
2A Creating an environment of trust and respect					
2B Establishing a culture for ongoing instructional improvement					
2C Establishing clear procedures for teachers to gain access to the instructional Support					
2D Establishing and maintaining norms of behavior for professional interactions					
2E Organizing physical space for workshops or training					
<b>Comments:</b>					

Domain 3: Instruction	Ratings:	I	D	A	E
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					
3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
<b>Comments:</b>					

<b>Comments</b>
-----------------

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

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

**Other Professional's Signature:** \_\_\_\_\_

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

# Post-Conference Document for Teachers & Other Professionals

## Mini and Full Observations/Site Visit

**Directions:** The teacher shall complete the self-reflection questions (1-3) after each observation in preparation for the post-conference and send to the evaluator prior to the post conference. The teacher shall be provided access to this document at the post conference.

<b>Teacher</b>	<b>Grade Level/Subject(s)</b>	<b>School</b>	
<b>Evaluator</b>	<b>Observation Date</b>	<b>Post-Conference Date</b>	
<b>Check Observation Type:</b>	Mini #1	Mini #2	Full
<b>Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4</b>			
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)		
2	Did the students learn what I intended? How do I know?  (Components 1F and 4A)		
3	If teaching this lesson again, is there anything that I would differently? What/Why?  (Component 4A)		

*The evaluator shall provide a rating for each Performance Measure which is informed from the observation, the Performance Measure Evidence Tool, and other sources of evidence.*

Performance Measures	Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

**Professional Growth Plan Review Comments**

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**Comments:**

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# SUMMATIVE RATING for TEACHERS

Teacher's Name: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_ School: \_\_\_\_\_

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

Step 1: Assign the Summative Rating for each Performance Measure below.

Performance Measures	Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the following criteria to the Performance Measures above to determine the Summative Rating

<i>Determining Performance Measure for an Summative Rating</i>	
IF	THEN
If Environment and Instruction are both rated <b>INEFFECTIVE</b>	The Summative Rating is <b>INEFFECTIVE</b> .
If Environment or Instruction is rated <b>INEFFECTIVE</b>	The Summative Rating is <b>DEVELOPING</b> or <b>INEFFECTIVE</b>
If Planning or Professionalism is rated <b>INEFFECTIVE</b>	The Summative Rating shall not be <b>EXEMPLARY</b> .
If two Performance Measures are rated <b>DEVELOPING</b> and two are rated <b>ACCOMPLISHED</b>	The Summative Rating shall be <b>ACCOMPLISHED</b> <u>only</u> if Environment or Instruction is rated <b>ACCOMPLISHED</b> .
If two Performance Measures are rated <b>DEVELOPING</b> and two are rated <b>EXEMPLARY</b>	The Summative Rating shall be <b>ACCOMPLISHED</b> only if Environment or Instruction is rated <b>EXEMPLARY</b> .
If two Performance Measures are rated <b>ACCOMPLISHED</b> and two are rated <b>EXEMPLARY</b> .	The Summative Rating shall be <b>EXEMPLARY</b> only if Environment or Instruction are rated <b>EXEMPLARY</b>

Step 3: Assign the Summative Rating

Summative Performance Measure	Ineffective	Developing	Accomplished	Exemplary

\_\_\_\_\_ Check to verify that the Professional Growth Plan was reviewed and updated

**Evaluator Comments:**

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

**Teacher Comments:**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SUMMATIVE RATING for OTHER PROFESSIONALS

Other Professional's Name: \_\_\_\_\_ Position: \_\_\_\_\_ School: \_\_\_\_\_

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

Step 1: Assign the Summative Rating for each Performance Measure below.

Performance Measures	Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the following criteria to the Performance Ratings above to determine the Summative Rating

<i>Criteria for Determining Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment and Instruction are both rated INEFFECTIVE	The Summative Rating is INEFFECTIVE.
If Environment or Instruction is rated INEFFECTIVE	The Summative Rating is DEVELOPING OR INEFFECTIVE
If Planning or Professionalism is rated INEFFECTIVE	The Summative Rating shall not be EXEMPLARY
If two Performance Measures are rated DEVELOPING and two are rated <u>ACCOMPLISHED</u>	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated ACCOMPLISHED.
If two Performance Measures are rated DEVELOPING and two are rated <u>EXEMPLARY</u>	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated EXEMPLARY.
If two Performance Measures are rated ACCOMPLISHED and two are rated EXEMPLARY.	The Summative Rating shall be EXEMPLARY only if Environment or Instruction are rated EXEMPLARY.

Step 3: Assign the Summative Rating

<i>Summative Performance Measure</i>	Ineffective	Developing	Accomplished	Exemplary

\_\_\_\_\_ Check to verify that the Professional Growth Plan was reviewed and updated

**Evaluator Comments:**

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

**Other Professional Comments:**

Other Professional's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Professional Growth Plan for Assistance

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the evaluatee must identify corrective action goals and objectives: procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

**1. Standard Number**

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or “does not meet” rating assigned.

**2. Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level.)

**O** = Orientation/Awareness

**A** = Preparation/Application

**I** = Implementation/Management

**R** = Refinement/Impact

**3. Growth Objective(s) Goals**

Growth objectives and goals must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

**4. Procedures and Activities for Achieving Goal(s) and Objective(s)**

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

**5. Appraisal Method and Target Date**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

**6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee.**

## Professional Growth Plan for Assistance

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
-----------------	-------------	-----------	---------------------

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
<b>GROWTH OBJECTIVES/ DESIRED OUTCOMES</b>		
<b>PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES</b>	<b>TARGETED DATE</b>	
<b>Employee's Comments</b>		
<b>Supervisor's Comments</b>		
<p><b>Implementation</b> <i>*I understand that in the event this Assistance Growth plan is deemed unsuccessful by my evaluator an Intensive Assistance Professional Growth Plan will be implemented with the help of an assistance team as explained in the district certified evaluation plan.</i></p> <p><b>Employee's Signature:</b> _____ <b>Date:</b> _____</p> <p><b>Supervisor's Signature:</b> _____ <b>Date:</b> _____</p>		

*The following PGP Review record shall be used as needed to record evidence of the progress.*

PGP for Assistance Review			
<p><b>Progress Notes:</b></p>			
<b>Check Status:</b>	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

## Professional Growth Plan for Intensive Assistance

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The assistance team and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

### 1. Assistance Team

After a conference with the employer, the evaluator will indicate the desire to bring in an assistance team. The team will provide support and feedback to the employee through classroom observations, conferences and assistance team meetings. The evaluator, employee, and team members will meet to discuss the assistance process and develop the Intensive Assistance Plan.

### 2. Development of Intensive Assistance Plan

- a. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.
- b. *Select the stage of professional development* that best reflects the evaluatee’s level.
  - O** = Orientation/Awareness
  - A** = Preparation/Application
  - I** = Implementation/Management
  - R** = Refinement/Impact
- c. *Growth objectives and goals* must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).
- d. *Procedures and Activities* for Achieving Goal(s) and Objective(s)  
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
- e. *Appraisal Method and Target Date*  
List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.
- f. *Documentation* of all reviews, corrective actions, and evaluator’s assistance must be completed in summary format with recommendations. (forms attached)

### 1. Evaluation of Progress

If, in the judgment of the evaluator, the employee makes progress with the team’s assistance, the summative evaluation is completed and the summative conference occurs. The employee is then placed back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard even with the help of an assistance team, the evaluator must take the necessary steps toward the termination of said employee.)

**The purpose of the INTENSIVE ASSISTANCE PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the district’s last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.**

## INTENSIVE ASSISTANCE PLAN RECORD

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
<b>1<sup>st</sup> Meeting of Assistance Team</b>				
<i>Members in attendance initial here</i>				
<b>2<sup>nd</sup> Meeting of Assistance Team</b>				
<i>Members in attendance initial here:</i>				
<b>3<sup>rd</sup> Meeting of Assistance Team</b>				
<i>Members in attendance initial here:</i>				
<b>4<sup>th</sup> Meeting of Assistance Team</b>				
<i>Members in attendance initial here:</i>				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				
Signatures:				
Employee/Date: _____				
Evaluator/Date: _____				
Assistance Team Members: _____				
<p>* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.</p>				

## Professional Growth Plan for Intensive Assistance

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
INTENSIVE TEAM MEMBER NAMES:			

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
<b>GROWTH OBJECTIVES/ DESIRED OUTCOMES</b>		
<b>PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES</b>		<b>TARGETED DATE</b>
<b>Employee's Comments</b>		
<b>Supervisor's Comments</b>		
<b>Implementation:</b> <i>I understand that in the event this Intensive Assistance Growth Plan is deemed unsuccessful (as outlined in the district evaluation handbook) continued employment with the Fulton County School District will/may be affected.</i>		
Employee's Signature: _____		Date: _____
Supervisor's Signature: _____		Date: _____

*Reviews shall occur as often as necessary*

<b>Assistance Team Meeting Date:</b>	<b>Employee Signature/Date:</b>	<b>Intensive Team Members Signature's/Date :</b>	
<b>Progress Notes:</b>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>

<b>Assistance Team Meeting Date:</b>	<b>Employee Signature/Date:</b>	<b>Intensive Team Members Signature's/Date:</b>	
<b>Progress Notes:</b>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>

<b>Assistance Team Meeting Date:</b>	<b>Employee Signature/Date:</b>	<b>Intensive Team Members Signature's/Date:</b>	
<b>Progress Notes:</b>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>

\* Intensive Assistance Observation Process will correspond with KTIP format when available. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.

**FULTON COUNTY'S**  
**CERTIFIED EVALUATION PLAN**  
**FOR**

**Principals/Assistant Principals**

**District Administrators**

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## ***Roles and Definitions***

1. **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 the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
3. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
4. **Certified School Personnel:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
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. **Evaluation committee:** means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** The successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.
13. **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.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by EPSB pursuant to Title 16 KAR.
15. **Peer observation:** The observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.

16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).
17. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified plan. Ratings include exemplary, accomplished, developing, and ineffective.
19. **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
20. **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 Title 16 KAR.
21. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
22. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
23. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

**For Additional Definitions and Roles, please see 704KAR 3:370.**

## ***Evaluation Training***

All employees shall be trained within 30 calendars days for reporting for work on the District's Certified Evaluation Plan. Observer evaluators shall be trained in the district's observation platform as part of their Certified Evaluation Plan training. Evaluators shall be provided with district support, resources, and EILA-approved training credit. Evaluators shall meet the state and district CEP evaluation training requirements prior to conducting evaluations.

## **Timeline for Late Hires**

Employees under this section of the evaluation system hired after the first instructional day shall complete all components of the evaluation process.

**Self-Reflection & Professional Growth Plan  
for Principals, Assistant Principals,  
District Administrators**

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The PGP will connect information from multiple sources including site-visit conferences for principals, day-to-day operation for district administrators/coordinators, 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. The principal, assistant principals, district administrators/coordinators shall complete the *Professional Growth Plan* for collaboration and approval by the assigned evaluator.

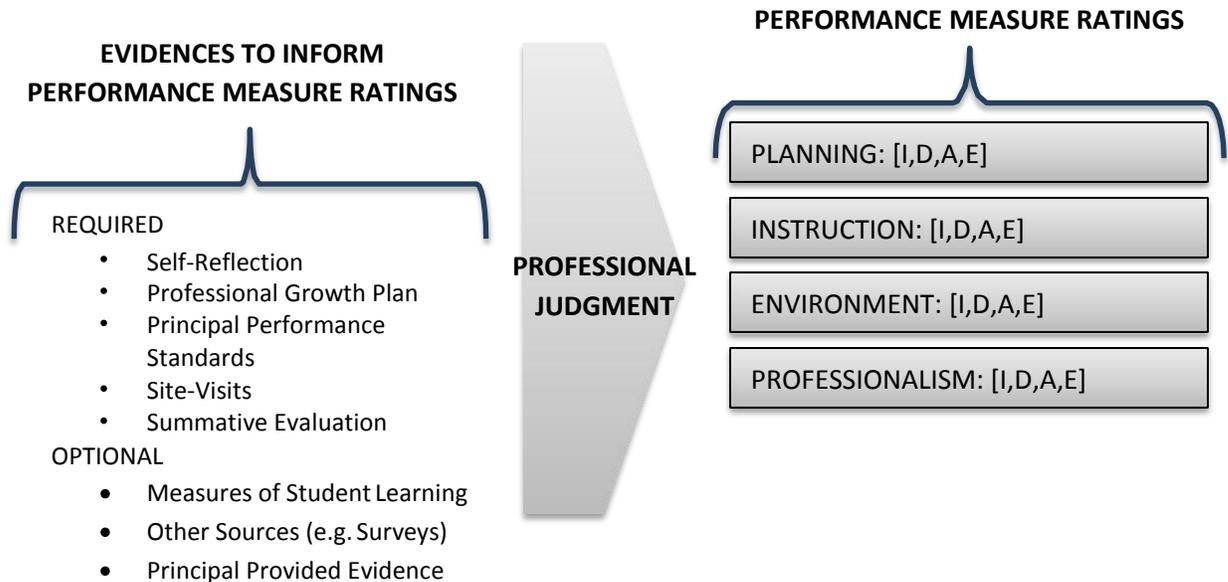
**TABLE 1: Self-Reflection/PGP Timelines**

<b>Directions:</b> Use the <i>Self Reflection &amp; Professional Growth Plan for Enrichment</i> documents for Principals/Assistant Principals or District Certified Administrators/Coordinators	
By September 15 <sup>th</sup>	Complete the Self-Reflection & PGP
By September 30 <sup>th</sup>	Develop the draft PGP
Review of PGP Evidence Documentation/Artifacts	During site visits for principals; as needed
By April 15 <sup>th</sup>	Final PGP Evidence Documentation/Artifacts
Timelines may be adjusted based on any adjustment of the calendar year and release of state assessment data.	
<b><u>Protocol for Late Hires:</u></b> Principals and assistant principals hired after the first instructional day shall complete the PGP within 45 days of employment.	

# ***Principal & Assistant Principal***

## ***Summative Evaluation Components***

The following graphic outlines the summative model for principals and assistant principal's sources of evidence and performance standards ratings aligned with Performance Measures.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply professional judgment to determine the rating on Principal Performance Standards aligned with the Performance Measures of Planning, Environment, Instruction, and Professionalism. The professional judgment must be grounded in the Principal Performance Standards aligned with the Performance Measures, Site Visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how principals respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

## **Principal Performance Measures to Determine Ratings**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the Principal Standards aligned with the four Performance Measures below.

Included in the Principal Performance Standards are performance indicators that provide examples of observable, tangible behaviors for evidence of each standard. The Performance Standards and professional judgement provide the structure for feedback for continuous improvement on the Performance Measures. Individual principal goals target professional growth, thus supporting overall student achievement, and school improvement. The Principal Performance Standards aligns to the four Performance Measures in the chart below.

### **Table 2: Principal Performance Standards aligned to Performance Measures**

The Performance Measures and will be rated according to the four performance ratings in the chart below using evidence and professional judgments.

**Measure: Instruction**

**Sample Performance Indicators**

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

**The principal:**

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

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

**Measure: Environment**

**Performance Standard 2: School Climate**

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

**Sample Performance Indicators**

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

**The principal:**

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

<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished...</i>	<b>Accomplished</b> <i>is the expected level of performance.</i>	<b>Developing</b>	<b>Ineffective</b>
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	<b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

**Measure: Planning****Performance Standard 3: Human Resources Management**

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

**Sample Performance Indicators**

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

**The principal:**

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

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

**Measure: Planning****Performance Standard 4: Organizational Management**

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

**Sample Performance Indicators**

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

**The principal:**

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

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

**Measure: Environment**

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

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

**Sample Performance Indicators**

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

**The principal:**

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

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

**Measure: Professionalism****Performance Standard 6: Professionalism**

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

**Sample Performance Indicators**

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

**The principal:**

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

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

**Table 3: Performance Ratings with Criteria Descriptions**

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

## **Site-Visits for Principals**

Site visits allow the superintendent/designee insight into the principal’s practice in relation to the Principal Performance Standards aligned with the Performance Measures of: Planning, Environment, Instruction, and Professionalism. Site visits may begin after the principal has participated in evaluation training, which must occur within 30 calendar days of reporting for employment. One principal site visit shall occur annually. Additional site visits may be conducted. Since the assistant principal works daily under the direct supervision of the principal, formal site visits are not required for assistant principals.

**TABLE 4: SITE VISITS**

<b>Principal Site Visits</b>	
<b>Timeline</b>	<ul style="list-style-type: none"> <li>➤ Visit #1 first semester by January 31<sup>st</sup> for a minimum 1 hr.</li> <li>➤ <b>Additional Site Visits may be conducted as needed</b></li> </ul>
<b>Superintendent/Designee</b>	<ul style="list-style-type: none"> <li>➤ Review and record evidence from site visit aligned with the Principal Performance Standards/Performance Measures/Site Visit Document;</li> <li>➤ Superintendent discretion regarding the evidence documentation recording tool</li> <li>➤ Provide feedback during the site visit or within 15 working days of the site visit</li> </ul>
<b>Resource</b>	<ul style="list-style-type: none"> <li>➤ Reflecting Practice Document for Self-reflection &amp; PGP and Site Visit Document</li> <li>➤ Measures of student learning</li> <li>➤ Other evidence of practice (e.g., surveys/budgets)</li> </ul>
<p><u>Late Hire Protocol:</u> Principals hired after the first instructional day will receive all site visits; timelines may be adjusted.</p>	

## **Principal Process for the Summative Rating**

A summative conference shall occur annually, at the end of the evaluation cycle, to determine a summative rating for principals and assistant principals. Superintendents are responsible for determining the summative rating for principals and principals are responsible for determining ratings for the assistant principals. The process will consist of a review of the evidence provided at site visits and progression in the Principal Performance Standards are aligned with four Performance Measures to assign a summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 3) to determine the summative rating. Summative ratings for principals and assistant principals shall be completed by May 15<sup>th</sup> or no later than 90 calendar days before the first student attendance day, whichever comes first. The principal/assistant principal must be provided access to all evaluation documents (electronic or hardcopy). A hardcopy must be signed and dated by both parties and provided to the district office for the individual’s personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee’s personnel file.

## Self-Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

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

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

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

5E- <i>Conflict Resolution</i>	I	D	A	E	N/A	
5F- <i>Communication</i>	I	D	A	E	N/A	
5G- <i>Safety and security</i>	I	D	A	E	N/A	
5H- <i>Safety and security</i>	I	D	A	E	N/A	
<b>Standard 6: Collaborative Leadership</b>						
6A- <i>Vision and high expectations</i>	I	D	A	E	N/A	
6B- <i>Stakeholder/Community Involvement</i>	I	D	A	E	N/A	
6C- <i>Professional Learning/Stakeholder Involvement</i>	I	D	A	E	N/A	
6D- <i>Stakeholder Involvement</i>	I	D	A	E	N/A	
<b>Standard 7: Influential Leadership</b>						
7A- <i>Political Context</i>	I	D	A	E	N/A	
7B- <i>Legal/Ethical</i>	I	D	A	E	N/A	
7C- <i>Legal</i>	I	D	A	E	N/A	
7D- <i>Legal</i>	I	D	A	E	N/A	
7E- <i>Political Context; Stakeholder/Community Involvement</i>	I	D	A	E	N/A	

*Ineffective*

*D-Developing*

*A-Accomplished*

*E-Exemplary*

**Evaluatee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

# Principal's Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change/improve that will effectively impact my roles and responsibilities?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>		<i>School Year-</i> _____
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<b>Action Plan</b>
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<b>Action Plan:</b> What is my plan of action to advance my professional growth?
---

<b>Support and Resources:</b> What Resources/Support do I need to achieve my goal?
---

<b>Professional Growth Goal:</b>
----------------------------------

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<b>Connection:</b> <input type="checkbox"/> Self-Reflection <input type="checkbox"/> Impact Goal <input type="checkbox"/> Site Visits <input type="checkbox"/> Evaluation Standards/Domains <input type="checkbox"/> CSIP/CDIP <input type="checkbox"/> Job Responsibilities
---

<b>Teacher Signature</b>	<b>Date:</b>
<b>Administrator Signature:</b>	<b>Date:</b>

### On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

<b>Date Mid-Review</b>	<b>Status of Professional Growth Goal:</b>		
<i>*See mid-year review questions.</i>			

### Summative Reflection- Level of Attainment for Professional Growth Goal

<b>Date:</b>	<b>End of Year Reflection:</b>

<b>Teacher Signature</b>	<b>Date:</b>
<b>Administrator Signature:</b>	<b>Date:</b>

**Fulton County Principal/Assistant  
Principal's  
Mid-Year Review**

Name: \_\_\_\_\_

You must complete your mid-year review. Please answer the following questions for the superintendent or designee to review:

**1. PGP Goal/Plan and professional responsibilities**

Not Started    On Target    Completed

a. What actions have you taken to meet your PGP Goal?

b. How have you implemented your activity into practice?

c. How has the implementation impacted your school, teachers, and/or practice?

d. What support do you need from district administration?

**2. After reviewing the feedback from formal observations/worksite visits from the first semester, please answer the following questions:**

a. What area in the Principal Professional Growth and Effectiveness System do you need to grow the most?

b. What area is the biggest strength for you?

c. What professional practices have had the most influence on your ability to support your teachers to achieve growth?



## Fulton County Schools Principal Site Visit

### Post-Conference

**Process:** The Superintendent will receive by email the Principal's PGP, Reflective Practice and Student Growth documentation prior to the first site visit that will occur before January 31<sup>st</sup>. Within 5 day of the site visit, the Superintendent will have a post conference.

Principal	Site Visit Date:	School
Site Visit: <input type="checkbox"/> 1 <input type="checkbox"/> 2 optional	Pre-Site Visit Documentation Received Date:	Post-Conference Date:
Standards	Site Visit Discussion	
<b>1. Instructional Leadership</b> <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>		
<b>2. School Climate</b> <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>		
<b>3. Human Resource Management</b> <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>		
<b>4. Organizational Management</b> <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>		
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>		
<b>6. Professionalism</b> <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>		

\_\_\_\_\_  
 Superintendent Signature/Date

\_\_\_\_\_  
 Principal Signature/ Date

**SUMMATIVE EVALUATION PRINCIPAL & ASSISTANT PRINCIPAL**

Principal/Assistant Principal's Name: \_\_\_\_\_

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

School: \_\_\_\_\_

Step 1: Assign the Rating for each Performance Measure

Date: \_\_\_\_\_

Performance Measures	Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the following criteria to determine the Summative Rating Performance

Measure Criteria for a Summative Rating

<i>Criteria for Determining the Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment <u>and</u> Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u> .
If Environment <u>or</u> Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing</u> or <u>ineffective</u>
If Planning <u>or</u> Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u> .
If two Performance Measures are rated developing and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>accomplished</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>exemplary</u> .
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u> .	The Summative Rating shall be <u>exemplary</u> only if Environment or Instruction is rated <u>exemplary</u>

Step 3: Using the criteria in step 2 assign the Summative Rating

Summative Rating	Ineffective	Developing	Accomplished	Exemplary
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Evaluator's Comments \_\_\_\_\_

\_\_\_\_\_

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

Date: \_\_\_\_\_

Evaluatee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_

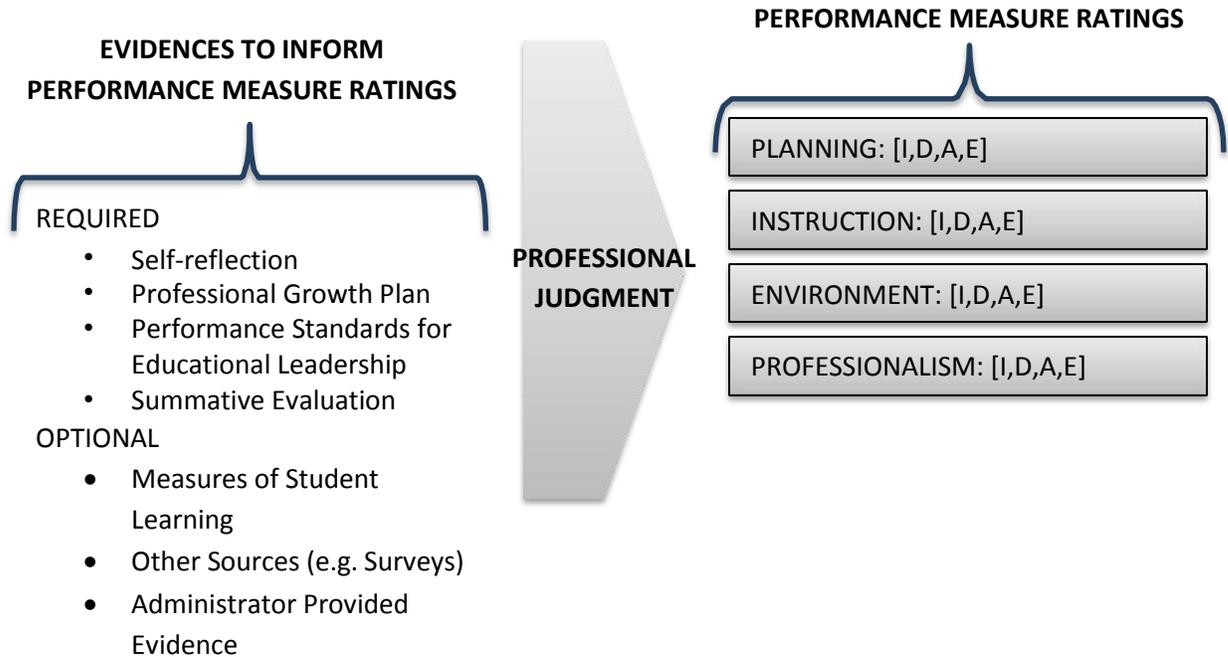
\_\_\_\_\_

**TABLE 5: Performance Measure Criteria for a Summative Rating**

<i>Criteria for Determining the Performance Measure for a Summative Rating</i>	
<b>IF</b>	<b>THEN</b>
<b>If Environment <u>and</u> Instruction are both rated INEFFECTIVE</b>	<b>The Summative Rating is INEFFECTIVE.</b>
<b>If Environment <u>or</u> Instruction is rated INEFFECTIVE</b>	<b>The Summative Rating is DEVELOPING or INEFFECTIVE</b>
<b>If Planning <u>or</u> Professionalism is rated INEFFECTIVE</b>	<b>The Summative Rating shall not be EXEMPLARY.</b>
<b>If two Performance Measures are rated developing and two are rated ACCOMPLISHED</b>	<b>The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated ACCOMPLISHED.</b>
<b>If two Performance Measures are rated <u>DEVELOPING</u> and two are rated EXEMPLARY</b>	<b>The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated EXEMPLARY.</b>
<b>If two Performance Measures are rated ACCOMPLISHED and two are rated EXEMPLARY.</b>	<b>The Summative Rating shall be EXEMPLARY only if Environment or Instruction is rated EXEMPLARY</b>

# District Administrator

## Summative Evaluation Components



A summative conference shall occur annually at the end of the evaluation cycle to determine a summative rating for district administrators and certified coordinators. The primary evaluator is assigned by the Superintendent within 30 calendar days after the start of school. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign a summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 4) to determine the summative rating. Summative ratings shall be completed by May 15<sup>th</sup> or no later than 90 calendar days before the first student attendance day, whichever comes first. The employee must be provided access to all evaluation documents (either electronic or hardcopy). A hardcopy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee's personnel file.

# District Administrators

## for Performance Measures to Determine Ratings

District certified personnel shall be evaluated annually utilizing the Professional Standards for Educational Leaders (PSEL), formerly known as the ISSLC Standards, aligned with the four Performance Measures: Planning, Environment, Instruction, and Professionalism, with professional judgement to determine a summative rating. Included in the PSEL Standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard. PSEL provides the structure for feedback for continuous improvement through individual goals supporting professional growth. The *Summative Evaluation Document for District Certified Administrators and Coordinators* document is the summative reporting form (see appendix). The Professional Standards for Educational Leaders aligns to the four Performance Measures in the chart below. The Performance Measures receive a performance rating for the summative rating.

**Table 6: PSEL aligned to Performance Measures**

Performance Measures	Planning	Environment	Instruction	Professionalism
Professional Standards for Educational Leaders (PSEL)	<p><b>Standard 6</b> Professional Capacity of School Personnel</p> <p><b>Standard 9</b> Operations and Management</p>	<p><b>Standard 3</b> Equity and Culturally Responsiveness</p> <p><b>Standard 5</b> Community of Care and Support for Students</p> <p><b>Standard 7</b> Professional Community for Teachers and Staff</p> <p><b>Standard 8</b> Meaningful Engagement of Families and Community</p>	<p><b>Standard 1</b> Mission, Vision, and Core Values</p> <p><b>Standard 4</b> Curriculum, Instruction and Assessment</p> <p><b>Standard 10</b> School Improvement</p>	<p><b>Standard 2</b> Ethics and Professional Norms</p>

The Performance Measures and will be rated according to the four performance ratings in the chart below using evidence and professional judgment..

**Table 7: Performance Ratings with Criteria Descriptions**

<b>Performance Ratings</b>	<b>Performance Rating Criteria Description</b>
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

**Table 8: Performance Measure Criteria for a Summative Rating**

<i>Criteria for Determining the Performance Measure for a Summative Rating</i>	
<b>IF</b>	<b>THEN</b>
<b>If Environment <u>and</u> Instruction are both rated INEFFECTIVE</b>	<b>The Summative Rating is INEFFECTIVE.</b>
<b>If Environment <u>or</u> Instruction is rated INEFFECTIVE</b>	<b>The Summative Rating is DEVELOPING or INEFFECTIVE</b>
<b>If Planning <u>or</u> Professionalism is rated INEFFECTIVE</b>	<b>The Summative Rating shall not be EXEMPLARY.</b>
<b>If two Performance Measures are rated DEVELOPING and two are rated ACCOMPLISHED</b>	<b>The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated ACCOMPLISHED.</b>
<b>If two Performance Measures are rated DEVELOPING and two are rated EXEMPLARY</b>	<b>The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated EXEMPLARY.</b>
<b>If two Performance Measures are rated ACCOMPLISHED and two are rated EXEMPLARY.</b>	<b>The Summative Rating shall be EXEMPLARY only if Environment or Instruction is rated EXEMPLARY</b>

## DISTRICT ADMINISTRATOR SELF-REFLECTION

Employee:						
Date:						
Standards/Indicators:	Self-Assessment:					Rationale:
<b>Standard 1: Strategic Leadership</b>						
1A- <i>Vision-Relationships</i>	I	D	A	E	N/A	
1B- <i>Vision-Monitor</i>	I	D	A	E	N/A	
1C- <i>Strategic Planning-Implementation</i>	I	D	A	E	N/A	
1D- <i>Strategic Planning (Monitoring/Evaluation)</i>	I	D	A	E	N/A	
1E- <i>Strategic Planning (Resourcing)</i>	I	D	A	E	N/A	
1F- <i>Policies</i>	I	D	A	E	N/A	
1G- <i>Strategic Planning (Goals)</i>	I	D	A	E	N/A	
<b>Standard 2: Instructional Leadership</b>						
2A - <i>Learning/Teaching Focus: High Expectations</i>	I	D	A	E	N/A	
2B - <i>Professional Learning</i>	I	D	A	E	N/A	
2C - <i>High Expectations</i>	I	D	A	E	N/A	
2D - <i>Strategic Planning (Goals)</i>	I	D	A	E	N/A	
2E - <i>Learning/High Expectations</i>	I	D	A	E	N/A	
2F- <i>Strategic Planning-Implementation</i>	I	D	A	E	N/A	
<b>Standard 3: Cultural Leadership</b>						
3A – <i>Stakeholder/Community Involvement</i>	I	D	A	E	N/A	
3B – <i>Stakeholder/Community Involvement</i>	I	D	A	E	N/A	
3C – <i>Vision/Beliefs</i>	I	D	A	E	N/A	
3D - <i>Stakeholder/Community Involvement</i>	I	D	A	E	N/A	
3E – <i>Celebrate/Acknowledge</i>	I	D	A	E	N/A	
3F- <i>Stakeholder/Community Involvement</i>	I	D	A	E	N/A	
3G- <i>Stakeholder/Community Involvement</i>	I	D	A	E	N/A	
3H- <i>Diversity</i>	I	D	A	E	N/A	
<b>Standard 4: Human Resources Management</b>						
4A - <i>Resourcing</i>	I	D	A	E	N/A	
4B - <i>Staffing</i>	I	D	A	E	N/A	
4C - <i>HR Functions</i>	I	D	A	E	N/A	
4D - <i>Culture/Environment</i>	I	D	A	E	N/A	
4E - <i>Professional Learning</i>	I	D	A	E	N/A	
4F - <i>Evaluation</i>	I	D	A	E	N/A	
<b>Standard 5: Managerial Leadership</b>						
5A- <i>Finance</i>	I	D	A	E	N/A	
5B- <i>Capital Planning</i>	I	D	A	E	N/A	
5C- <i>Resourcing</i>	I	D	A	E	N/A	
5D- <i>Effectiveness and Efficiency</i>	I	D	A	E	N/A	

# District Administrators Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change/improve that will effectively impact my roles and responsibilities?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>		<i>School Year-</i> _____
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<b>Action Plan</b>
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**Action Plan:**  
What is my plan of action to advance my professional growth?

**Support and Resources:**  
What Resources/Support do I need to achieve my goal?

<b>Professional Growth Goal:</b>
----------------------------------

**Connection:**  
 Self-Reflection   
  Impact Goal   
  Site Visits   
  Evaluation Standards/Domains   
  CSIP/CDIP   
  Job Responsibilities

<b>Employee Signature:</b>	<b>Date:</b>
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<b>Supervisor's Signature</b>	<b>Date:</b>
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### On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

<b>Date Mid-Review</b>	<b>Status of Professional Growth Goal:</b>	
<i>*See mid-year review questions.</i>		

### Summative Reflection- Level of Attainment for Professional Growth Goal

<b>Date:</b>	<b>End of Year Reflection:</b>

<b>Employee Signature</b>	<b>Date:</b>
<b>Administrator's Signature</b>	<b>Date:</b>

***Professional Growth Plan  
Assistance & Intensive Assistance***

The Professional Growth Plan for Assistance/Intensive Assistance will be implemented for all certified staff that requires such support for assistance and/or correction. See the Professional Growth Plan for Assistance and Intensive Assistance located in the Appendix

***Appeals***

Pursuant to KRS 156.557, certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix. See pages 101-119



## Fulton County School's District Site Visit Form

### Planning

#### Standard 1: Strategic Leadership

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

#### The Administrator:

- A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century.
- B. Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals
- C. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district.
- D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data.
- E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan.
- F. Facilitates the implementation of federal, state and local education policies
- G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data

#### Suggested Guiding Questions/Prompts:

- *How do you create a working relationship with the board of education and other stakeholders?*
- *How do you model or reinforce the culture and visions of the district with all involved (faculty, staff, administrators, and other stakeholders)?*
- *How have you contributed to the CDIP?*
- *What plans have you helped create and/or implement in the district that aligns to the vision, mission, and belief statement?*
- *How have you played a role in facilitating the implementations of federal, state, and local policies?*
- *How have you established high standards for academic goals?*
- *How do you ensure effective monitoring protocols and respond to progress data?*

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**Evidence requested by the evaluator or provided by the administrator:**

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**Evaluator's Feedback:**

## Instruction

### Standard 2: Instructional Leadership

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

#### The Administrator:

- A. Leads the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets.
- B. Models and applies learning for staff and students
- C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels.
- D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.
- E. Demonstrates awareness of all aspects of instructional programs
- F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology

#### Suggested Guiding Questions/Prompts:

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

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**Evidence requested by the evaluator or provided by the administrator:**

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**Evaluator's Feedback:**

## Environment

### Standard 3: Cultural Leadership

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

#### The Administrator:

- A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs
- B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century
- C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices
- D. Builds trust and promotes a sense of well-being between all stakeholders
- E. Routinely celebrates and acknowledges district successes as well as areas needing growth
- F. Supports and engages in the positive cultural traditions of the community
- G. Creates opportunities for staff involvement in the community and community involvement in the schools
- H. Creates an environment that values and promotes diversity

#### Suggested Guiding Questions/Prompts:

- *How do you communicate ideals and beliefs about teaching and learning?*
- *How have you helped in creating a unified school system?*
- *How have you helped build and promote a sense of well-being between all stakeholders?*
- *How have you supported or been engaged in the positive cultural traditions of the community?*
- *What are some ways you have created opportunities for the staff to be involved in the community and vice versa?*
- *How have you helped create an environment that values and promotes diversity?*

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**Evidence requested by the evaluator or provided by the administrator:**

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**Evaluator's Feedback:**

## Planning

### Standard 4: Human Resources Management

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

#### The Administrator:

- A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction
- B. Creates and monitors processes for educators to assume leadership and decision-making roles
- C. Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions
- D. Uses data to create and maintain a positive work environment
- E. Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs
- F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations

#### Suggested Guiding Questions/Prompts:

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

#### Evidence requested by the evaluator or provided by the administrator:

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#### Evaluator's Feedback:

## Planning

### Standard 5: Managerial Leadership

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

#### The Administrator:

- A. Prepares and oversees a budget that aligns resources with the district's vision and needs
- B. Identifies and plans for facility and technology needs
- C. Continually assesses programs and resource allocation
- D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology
- E. Builds consensus and resolves conflicts effectively
- F. Assures an effective system of districtwide communication
- G. Continually assesses the system in place that ensures the safety of students and staff
- H. Works with local and state agencies to develop and implement emergency plans

#### Suggested Guiding Questions/Prompts:

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

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**Evidence requested by the evaluator or provided by the administrator:**

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**Evaluator's Feedback:**

## **Environment**

### **Standard 6: Collaborative Leadership**

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

#### **The Administrator:**

- A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools
- B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success
- C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities
- D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school

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

- *Please give some examples of how you have developed collaborative partnerships with the greater community to support 21<sup>st</sup> century learning priorities of the district?*
- *Please explain how you have helped create or ensure systems that engage all stakeholders in a shared responsibility for achieving goals?*
- *How have you been proactive with partnerships with colleges, universities, and other organizations to provide effective professional development?*
- *How have you implemented proactive partnerships that help remove barriers ensuring all students have access to CCR courses in high school?*

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#### **Evidence requested by the evaluator or provided by the administrator:**

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#### **Evaluator's Feedback:**

**Professionalism**

**Standard 7: Influential Leadership**

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

**The Administrator:**

- A. Understands the political systems involving the district
- B. Defines, understands, and communicates the impact on proposed legislation
- C. Applies laws, policies and procedures fairly, wisely, and considerately
- D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities
- E. Accesses local, state and national political systems to provide input on critical educational issues

**Suggested Guiding Questions/Prompts:**

- *Give an example that demonstrates you understand the political systems involving the district.*
- *How have you had to define, understand, and communicate the impact on proposed legislation?*
- *Give an example of how you apply laws, policies, and procedures in a considerate and fair manner?*
- *How have you had to utilize legal system to protect the rights of students and staff to improve learning opportunities?*
- *Give a specific example of how you have accessed local, state, and national political systems to provide input on critical educational issues?*

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**Evidence requested by the evaluator or provided by the administrator:**

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**Evaluator’s Feedback:**

**Evaluatee’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Fulton County District Administrators Mid-Year Review

Name: \_\_\_\_\_

You must complete your mid-year review. Please answer the following questions.

### 1. PGP Goal/Plan and professional responsibilities

Not Started    On Target    Completed

a. What actions have you taken to meet your PGP Goal?

b. How have you implemented your activity into practice?

c. How has the implementation impacted your schools, teachers, and/or practice?

d. What support do you need?

### 2. After reviewing the feedback from formal observations/worksite visits from the first semester, please answer the following questions:

e. What area do you need to grow the most?

f. What area is the biggest strength for you?

g. What professional practices have had the most influence on your ability to support your principals and teachers to achieve growth?

## Summative Evaluation District Certified Administrators

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Location: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 1: Assign the Rating for each Performance Measure**

Performance Measures	Rating			
	Ineffective	Developing	Accomplished	Exemplary
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

**Step 2: Apply the following criteria to determine the Summative Rating**

**Performance Measure Criteria for a Summative Rating**

<i>Criteria for Determining the Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment <u>and</u> Instruction are both rated INEFFECTIVE	The Summative Rating is INEFFECTIVE.
If Environment <u>or</u> Instruction is rated INEFFECTIVE	The Summative Rating is DEVELOPING or INEFFECTIVE
If Planning <u>or</u> Professionalism is rated INEFFECTIVE	The Summative Rating shall not be EXEMPLARY.
If two Performance Measures are rated DEVELOPING and two are rated ACCOMPLISHED	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated ACCOMPLISHED.
If two Performance Measures are rated DEVELOPING and two are rated EXEMPLARY	The Summative Rating shall be ACCOMPLISHED only if Environment or Instruction is rated EXEMPLARY.
If two Performance Measures are rated ACCOMPLISHED and two are rated EXEMPLARY.	The Summative Rating shall be EXEMPLARY only if Environment or Instruction is rated EXEMPLARY.

**Step 3: Using the criteria in step 2 assign the Summative Rating**

<i>Summative Rating</i>	Ineffective	Developing	Accomplished	Exemplary
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Evaluator's Comments \_\_\_\_\_

\_\_\_\_\_

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

Evaluatee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

\_\_\_\_\_

**Principal**  
**District Certified Administrators & Coordinators**  
**Professional Growth Plan for Assistance**

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the evaluatee must identify corrective action goals and objectives: procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

**7. Standard Number**

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or “does not meet” rating assigned.

**8. Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level.)

**O** = Orientation/Awareness

**A** = Preparation/Application

**I** = Implementation/Management

**R** = Refinement/Impact

**9. Growth Objective(s) Goals**

Growth objectives and goals must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).

**10. Procedures and Activities for Achieving Goal(s) and Objective(s)**

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

**11. Appraisal Method and Target Date**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

**12. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee.**

## Professional Growth Plan for Assistance

<b>EMPLOYEE'S NAME</b>	<b>SCHOOL YEAR</b>	<b>WORK SITE</b>	<b>IMPLEMENTATION DATE</b>

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
<b>GROWTH OBJECTIVES/ DESIRED OUTCOMES</b>		
<b>PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES</b>	<b>TARGETED DATE</b>	
Employee's Comments		

Supervisor's Comments	
<p><b>Implementation</b> <i>*I understand that in the event this Assistance Growth Plan is deemed unsuccessful by my evaluator; an Intensive Assistance Professional Growth Plan will be implemented with the help of an assistance team as explained in the district Certified Evaluation Plan.</i></p> <p><b>Employee's Signature:</b> _____ <b>Date:</b> _____</p> <p><b>Supervisor's Signature:</b> _____ <b>Date:</b> _____</p>	

*The following PGP Review record shall be used as needed to record evidence of the progress.*

PGP for Assistance Review			
<p><b>Progress Notes:</b></p>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>
<p><b>Employee Signature:</b> _____</p> <p><b>Date:</b> _____</p>		<p><b>Supervisor Signature:</b> _____</p> <p><b>Date:</b> _____</p>	

<b>PGP for Assistance Review</b>			
<b>Progress Notes:</b>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

<b>PGP for Assistance Review</b>			
<b>Progress Notes:</b>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

<b>PGP for Assistance Review</b>			
<b>Progress Notes:</b>			

<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>
<b>Employee Signature:</b> _____		<b>Supervisor Signature:</b> _____	
<b>Date:</b> _____		<b>Date:</b> _____	

<b>PGP for Assistance Review</b>			
<b>Progress Notes:</b>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>
<b>Employee Signature:</b> _____		<b>Supervisor Signature:</b> _____	
<b>Date:</b> _____		<b>Date:</b> _____	

## Professional Growth Plan for Intensive Assistance

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The Intensive Assistance Team and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

### 3. Intensive Assistance Team

The evaluator conferences with the employee and indicates the desire to bring in an Intensive Assistance Team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Intensive Assistance Plan.

### 4. Development of Intensive Assistance Plan

- g. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.
- h. *Select the stage of professional development* that best reflects the evaluatee’s level.
  - O** = Orientation/Awareness
  - A** = Preparation/Application
  - I** = Implementation/Management
  - R** = Refinement/Impact
- i. *Growth objectives and goals* must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).
- j. *Procedures and Activities* for Achieving Goal(s) and Objective(s)  
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
- k. *Appraisal Method and Target Date*  
List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.
- l. *Documentation* of all reviews, corrective actions, and evaluator’s assistance must be completed in summary format with recommendations. (forms attached)

### 2. Evaluation of Progress

If, in the judgment of the evaluator, the employee makes progress with the team’s assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard with the help of an Intensive Assistance Team, the evaluator must take the necessary steps toward the termination of said employee.)

**The purpose of the INTENSIVE ASSISTANCE PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an Intensive Assistance Team is the district’s last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.**

## INTENSIVE ASSISTANCE PLAN Record

### Log of Activities

Employee: \_\_\_\_\_

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

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Intensive Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
1 <sup>st</sup> Meeting of Intensive Assistance Team				
<i>Members in attendance initial here</i>				
2 <sup>nd</sup> Meeting of Intensive Assistance Team				
<i>Members in attendance initial here:</i>				
3 <sup>rd</sup> Meeting of Intensive Assistance Team				
<i>Members in attendance initial here:</i>				
4 <sup>th</sup> Meeting of Assistance Team				
<i>Members in attendance initial here:</i>				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

**Signatures:**

**Employee/Date:** \_\_\_\_\_

**Evaluator/Date:** \_\_\_\_\_

**Assistance Team Members/Date:** \_\_\_\_\_

## Professional Growth Plan for *Intensive Assistance*

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
INTENSIVE TEAM MEMBER NAMES:			

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES		TARGETED DATE
Employee's Comments		
Supervisor's Comments		
<b>Implementation:</b> <i>I understand that in the event this intensive assistance growth plan is deemed unsuccessful (as outlined in the</i>		

*district evaluation handbook) continued employment with the Fulton County School District could be affected.*

**Employee's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***Reviews shall occur as often as necessary***

<b>Assistance Team Meeting Date:</b>	<b>Employee Signature/Date:</b>	<b>Intensive Team Members Signature's/Date :</b>	
<b>Progress Notes:</b>			
<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>

<b>Assistance Team Meeting Date:</b>	<b>Employee Signature/Date:</b>	<b>Intensive Team Members Signature's/Date:</b>	
<b>Progress Notes:</b>			

<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>

<b>Assistance Team Meeting Date:</b>	<b>Employee Signature/Date:</b>	<b>Intensive Team Members Signature's/Date:</b>

**Progress Notes:**

<b>Check Status:</b>	<b>PGP Achieved</b>	<b>PGP Revised</b>	<b>PGP Continued</b>
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\* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.

# FULTON COUNTY'S

CERTIFIED PERSONNEL-

## Appeals/Hearings

### PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

### APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may, within five (5) working days of the summative evaluation conference, appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (4) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (4) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.

5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

CERTIFIED PERSONNEL

03.18 AP.11  
(CONTINUED)

### Appeals/Hearings

#### HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:8/6/07

PERSONNEL

03.18 (CONTINUED)

### Evaluation

#### **APPEAL FORM**

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

#### **CONFLICTS OF INTERESTS**

No panel member shall serve on any appeal panel considering an appeal for which s/he 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.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

#### **BURDEN OF PROOF**

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written record which support the summative evaluation.

#### **HEARING**

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearing.

#### **PANEL DECISION**

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

**SUPERINTENDENT**

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

**REVISIONS**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

**REFERENCES:** <sup>1</sup>[KRS 156.557](#), [704 KAR 003:345](#)

[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**RELATED POLICIES:**

ADOPTED/AMENDED: 08/21/2006

<sup>2</sup>03.15, 02.14, 03.16

Order#: 3

**APPEALS PROCESS**

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

Any certified employee may, within ten working days of the summative evaluation conference, file an appeal with the district Appeals Panel utilizing the request form provided in the plan.

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 counsel 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, after which they will be dismissed, while the panel considers all information provided them.

The panel will have the right to question both the evaluatee and the evaluator.

A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendation must include one of the following:

- a. a new evaluation by an 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 State Board for Elementary and Secondary Education Appeals Panel.

## **APPEAL TO KENTUCKY BOARD OF EDUCATION**

A certified employee who feels that the Fulton County Certified Evaluation Process is not being properly implemented, as approved by the Kentucky Department of Education, shall have the opportunity to appeal to the Kentucky Board of Education's State Evaluation Appeals Panel. The appeal shall be made on procedural issues only, and shall be limited to the record of proceedings at the local level.

No later than thirty (30) days following action by the Fulton County Evaluation Appeals Panel, the evaluatee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals panel. The request shall contain a specific description of the complaint and grounds for appeal. The evaluatee shall file a brief written statement and other documents to be considered with both the Panel and the opposing party, at least twenty (20) days prior to the scheduled review. A decision of the appeals panel shall be rendered within fifteen (15) days following the review. Should a determination of noncompliance be the finding of the State Panel, the evaluation shall be rendered void, and the evaluatee shall have the right to be reevaluated.

## **APPEAL TO PANEL**

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

## **APPEAL FORM**

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

## **CONFLICTS OF INTERESTS**

No panel member shall serve on any appeal panel considering an appeal for which s/he 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.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

#### **BURDEN OF PROOF**

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

#### **HEARING**

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

#### **PANEL RECOMMENDATIONS**

The panel shall issue a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed.

#### **SUPERINTENDENT**

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as he/she deems appropriate or necessary. 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.

#### **REVISIONS**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

#### **REFERENCES:**

KRS 156.557, 704 KAR 003:345

OAG 92 135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:203.15, 03.16, 02.14

# APPEALS FORMS

## PRELIMINARY HEARING

Date: \_\_\_\_\_

Time: \_\_\_\_\_

### PURPOSE

The purpose of the preliminary hearing is to exchange documents and establish hearing procedures.

The following information will be provided to the Panel by the evaluatee and the evaluator at this time:

- Documentation to be presented at the hearing-- four (4) copies
- The name of their chosen representative / counsel (if any)--restricted to one (1)
- Witnesses to be called (if any)

The chairperson will explain the procedure for the hearing and any necessary timeline to be followed. The hearing is a personnel matter and closed to the public. Witnesses that are called will not be allowed to observe the hearing process other than during their testimony. The Board of Education shall provide legal counsel to the Panel, if requested



## Evaluation Appeal Form

**INSTRUCTIONS**

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

Employee's Name _____		
Home Address _____		
<b>Job Title</b> _____	<b>Building</b> _____	<b>Grade or Department</b> _____

What specifically do you object to or why do you feel you were not fairly evaluated? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

**Name of Evaluator** \_\_\_\_\_ **Date** \_\_\_\_\_

*I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.*

\_\_\_\_\_  
**Employee's Signature** \_\_\_\_\_  
**Date**

**RELATED PROCEDURES:**

03.18 AP.11, 03.18 AP.12

Reviewed/Revised: 7/31/2000

# **APPEALS PANEL HEARING PROCEDURES**

-CERTIFIED PERSONNEL-

03.18

## **Evaluation**

### **DEVELOPMENT OF SYSTEM**

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.<sup>1</sup>

### **PURPOSES**

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

### **NOTIFICATION**

Certified employees shall be trained in the evaluation plan and process within 30 calendar days of reporting for employment annually.

### **REVIEW**

All employees shall have an opportunity to review their evaluation and be provided an opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign-off on the evaluation instrument. All evaluations shall be maintained in the employee's evaluation file.<sup>2</sup>

### **APPEAL PANEL**

The District shall establish a panel to hear appeals from summative evaluations as required by law.<sup>1</sup>

### **ELECTION**

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

### **TERMS**

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

### **CHAIRPERSON/VICE CHAIRPERSON**

The chairperson and vice chairperson of the panel shall be the certified employee appointed by the Board of Education.

### **APPEAL TO PANEL**

Any certified employee who does not believe they were fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

**-CERTIFIED PERSONNEL-****Appeals/Hearings****PURPOSE**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

**APPEALS**

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may, within five (5) working days of the summative evaluation conference, appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either party involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.

6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

**Appeals/Hearings****HEARINGS**

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:8/6/07

## Evaluation

### **APPEAL FORM**

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

### **CONFLICTS OF INTERESTS**

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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.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

### **BURDEN OF PROOF**

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

### **HEARING**

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearing.

### **PANEL DECISION**

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

### **SUPERINTENDENT**

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

### **REVISIONS**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

**REFERENCES:** <sup>1</sup>[KRS 156.557, 704 KAR 003:345](#)

[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**RELATED POLICIES:**

ADOPTED/AMENDED: 08/21/2006

<sup>2</sup>03.15, 02.14, 03.16

Order#: 3