

Monroe County Schools

Certified Evaluation Plan

Amy W. Thompson, Superintendent

Mission

“Building Futures by Serving Students”

Vision

The Monroe County School district will provide a rigorous and relevant education tailored to the unique needs of every student in our schools as demonstrated through continuous gains toward proficiency. As a result, our students will develop into productive, responsible citizens able to contribute to and compete in the 21st century global economy.

INTRODUCTION

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:

- Promote the continuation of professional competence
- 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. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the Kentucky State Board of Education.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee.

The Superintendent will be evaluated annually by the local school board.

ASSURANCES
CERTIFIED EVALUATION PLAN

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

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

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

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

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Certified School Personnel Evaluation Plan

Monroe County Schools
309 Emberton Street
Tompkinsville, KY 42167

Superintendent: Amy Thompson

Evaluation Contact Person: Mike Gee

50/50 Committee

Administrators

Christie Biggerstaff
Jeff Blythe
Jon Clemmons
Mike Gee
Heather Gerald
Tommy Gerald
Max Petett
Jamie Stanford
Kathy Taylor
Amy Thompson

Teachers

Teresa Anderson
Tishia Bartley
Brad Crowe
Sue Graves
Dana Hammer
Jogena Jones
Brandi Plumlee
Ellen Tandy
Joni Turner
Kela Wright

Appeals Committee

Kevin Cloyd	Board Appointed Administrator
Terri Collins	Panel Member
Rhonda Tracy	Panel Member

Roles and Definitions

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. B(4)
4. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
5. **Evaluated:** District/School personnel that are being evaluated.
6. **Observation:** documentation and feedback on a teacher's professional practices and observable behaviors.
7. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
8. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
9. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
10. **Ratings:** teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.
11. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

Overall Timelines for CEP 17-18

1. Evaluation Orientation	Before the 30 th day of work	Orientation form must be completed APP A
2. Self Reflection	Before the 30 th day of work	Completed in EDS CIITS
3. Growth Plan	Before the 60 th day of work	GP form completed APP B
4. Eval Pre Observation #1	During First Semester PRIOR to Observation #1	Pre Ob form sent to Evaluator App C Electronic Option
5. Formative Observation	During First Semester	Formative Evaluation Form completed App D
6. Observation Conference	Within 5 days of the observation	Signatures on Formative Eval Form App D
7. Eval Pre Observation #2	During Second Semester before March 15 Prior to Observation #2	Pre Ob form sent to Evaluator
8. Formative Observation	During Second Semester before March 15.	Signatures completed on Formative Eval Form App D
9. PGP/Self Reflection	Ongoing and Before April 15	Review the PGP progress to inform the Summative Evaluation
10. Summative Evaluation	Before April 15	Complete the Summative Form with information gained from the Formative Evaluations, PGP, and Self Reflection
11. Superintendent Recommendation	Before April 20	Notify the Superintendent of recommendation for future employment

Basics at a Glance:

- All Teachers complete a Self Relection each year
- All Teachers complete a Professional Growth Plan each year
- Summative Evaluation Cycle:
 - Two Formative Evaluations and One Summative Evaluation (The two formative evaluations, PGP, and Self Reflection will be used to develop the Summative Evaluation.)

NON Tenured Teachers will complete a Summative Evaluation Cycle EACH YEAR.

Tenured Teachers will complete a Summative Evaluation Cycle every THREE Years

Professional Practice

Professional Growth Planning and Self-Reflection

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

Self Reflection is to be completed in EDS in CIITS.

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

Required for all Teachers

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning on approved paperwork.

TIMELINE FOR SELF/REFLECTION/PGP

Within the First 30 Days of School	Teachers will complete self reflection on his/her current growth needs based on data and identifies an area of focus. To be completed in EDS in CIITS
Within the first 60 Days of School	Collaborates with his/her administrator, develops growth plan goal(s) and action steps
Throughout the School Year	Implementation/Reflection on progress and impact of the plan on his/her professional practice.
Throughout the School Year	Modifies plan as appropriate.
Throughout the School Year	Continued implementation and ongoing reflection as appropriate.
By April 15	Summative reflection on the degree of goal attainment and implications for next steps.

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

Conditions: Summative Reflection will be part of the Summative Evaluation or the Formative Review whichever is applicable for the given year.

Observation

The observation process is one source of evidence to determine teacher effectiveness conducted by the supervisor for each certified teacher. Supervisor observations will use approved observation forms. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice and will be used to determine a summative rating.

Observation Model

Required for all Teachers

The observation model must fulfill the following minimum criteria:

- There will be a minimum of 2 formative observations conducted by the supervisor during the summative cycle.
- Observations will be documented on the approved observation forms. Formative evaluations will be used to inform the summative evaluation.
- Nontenured teachers will be on a summative cycle each year.
- Tenured teachers will be on a summative cycle every three years.

Observation Conferencing

Required for all Teachers

Observers will adhere to the following observation conferencing requirements

- Conduct observation conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- The administrator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on observations and evaluations, while formal post conferences will be completed in person.
- Observations will be announced.
- Pre Conference will be completed prior to the observation and will consist of an evaluator review of the lesson plan and any other notices and/or information submitted electronically by the teacher.
- Post Conference will be conducted within 5 working days of the observation. Formative observation conferences may be conducted electronically but may also be face to face per Teacher and/or Evaluator request. Summative conferences will be conducted face to face.

Observation Schedule

Required for all Teachers

- Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- Timeline for when observations must be completed

STEPS	PROCESS	TIMELINE
Step 1	ORIENTATION: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of the first month of reporting for employment for the school year.	First 30 work days of reporting for employment.
Step 2	PRE-OBSERVATION CONFERENCE (TEACHER): This will be completed PRIOR to the observation and will consist of an evaluator review of the lesson plan and any other notices and/or information submitted electronically by the teacher.	Prior to the observation.
Step 3-1	Observations for Teachers:	First Semester Observations completed by before January 1. Second Semester observation completed by March 15.
Step 4	INDIVIDUAL PROFESSIONAL GROWTH PLAN-An individual professional growth plan shall be developed jointly by evaluator and evaluate. Growth plans shall be reviewed and modified periodically referencing the school improvement plan. Three year cycle teachers who are not being evaluated during the current year develop/revise growth plans each year following the established timeline.	On-going
Step 5	SUMMATIVE EVALUATION: Evaluator completes evaluation summary	April 15
Step 6	SUPERINTENDENT RECOMMENDATION: Evaluator recommends re-employment/termination to superintendent	April 20

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

Below is a chart to show how we will get everyone on a three year cycle since all teachers were on a one year cycle up to this point.

Required for All Evaluators

Evaluators must have successfully completed the evaluation requirements of the state. This can be met by completing the training provided by KASA.

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains.

Required for all Teachers

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

Identify other sources of evidence that can be used to support educator practice

- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance

CRITERIA FOR DETERMINING A TEACHER’S PROFESSIONAL PRACTICE RATING

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

Appeals

APPEALS PROCESS

If a certified employee is displeased with the results of the summative evaluation, he/she may appeal the summative evaluation as specified in the Appeals Panel Local District Policy.

An appeal can be made to the State Evaluation Panel as described in 704.KAR 3:345 Section 9.

GRIEVANCE PROCEDURE

This policy is designed to provide employees with an opportunity to present their work-related complaints through a grievance procedure. An appropriate dispute is an employee's expressed dissatisfaction concerning an interpretation or application of a work-related policy or procedure that directly affects the employee filing the grievance.

The grievance procedure is the exclusive remedy for employees with appropriate complaints. As used in this policy, the term "timely fashion" means five (5) working days unless extended by the Superintendent.

The grievance procedure has a maximum of three (3) steps, unless the complaint involves a matter which can be appealed to the Board as described herein below, but disputes may be resolved at any step in the process. Disputes will be processed until the employee is satisfied, does not file an appeal in a timely fashion, or exhausts the right to appeal under this policy. The decision becomes final whenever an employee does not file an appeal in a timely fashion or when a decision is made in the final step and the right of appeal no longer exists under this policy.

Employees who feel they have an appropriate dispute should proceed as follows:

A. Step 1 - File a complaint within five (5) working days of the occurrence on which the complaint is based on a written form provided for this purpose with the employee's Designated Administrator. If the dispute involves the Designated Administrator, then the employee may proceed directly to Step 2. The Designated Administrator will investigate the complaint, attempt to resolve it, and if unresolved, provide a written decision to the employee within ten (10) calendar days of receipt of the complaint.

B. Step 2 - Appeal the decision to the Personnel Director if the employee is not satisfied with the Designated Administrator's decision, or file the initial complaint with the Personnel Director if Step 1 has been bypassed. This appeal or initial complaint filing must be made in a timely fashion using a written form provided for this purpose, and if an appeal, the initial complaint and the Designated Administrator's response to the initial complaint must be attached thereto. If an appeal, the Superintendent may request the Designated Administrator to provide a written response to the appeal. The Director will review the written documentation and may otherwise investigate the complaint and provide a written decision to the employee within ten (10) calendar days of receipt of the initial complaint.

C. Step 3 - Appeal the decision to the Superintendent, if the employee is dissatisfied with the Personnel Director's decision, on a written form provided for this purpose, with all previous written documentation involving the complaint attached thereto. The Superintendent may request that the Assistant Personnel Director submit a written response to the appeal. The Superintendent will review the documentation and may otherwise investigate the complaint, and provide a written decision to the employee within twenty (20) calendar days of receipt of the appeal, which decision will be final unless an appeal can be made to the Board under Step 4.

D. Step 4 - The Board will not consider any appeal of any work-related complaint concerning personnel actions unless the issue of the complaint concerns constitutional, statutory, regulatory or policy application. If the appeal is a proper subject for consideration by the Board and the employee is not satisfied with the decision of the Superintendent, the employee may appeal the decision of the

Superintendent to the Board in a timely fashion using a written form provided for this purpose, with all previous written documentation involving the complaint attached thereto. The Board will review the documentation and may otherwise investigate the complaint and provide a written decision within thirty (30) calendar days which decision will be final.

The Superintendent and/or the Board may refuse to consider any complaint or appeal, which the Superintendent or the Board determines, is not a proper subject for dispute resolution under this policy.

The complaint filed by an employee must include the name of the employee, the position of the employee, the date of the occurrence on which the complaint is based, the date the complaint was filed with the Designated Administrator, the particular board policy or procedure upon which the complaint is based, including, but not limited to, the text of the policy or procedure, the identifying number of the policy or procedure, the publication in which the policy or procedure is located, i.e., policies of the Monroe County Board of Education, Personnel Policies for Certified Staff, etc. and a detailed description of the events, occurrences, actions or inactions upon which the complaint is based, including, but not limited to names, dates, persons involved, and description of events.

**GRIEVANCE PROCEDURE INITIATION
FORM #1**

Instructions: This form is to be used by any employee filing a grievance under the provisions of Monroe County Board of Education's Policy. It should be noted by the employee completing this form that it is essential that it be completed in its entirety with all requested information listed. If you have questions regarding this form or the grievance process, contact your immediate supervisor or the Superintendent Designee.

Name Job Title

Home Address Building(s) Assignment

Immediate Supervisor

Explanation of Grievance: It is essential that the following information be provided in detail concerning the circumstances that resulted in the filing of this grievance. Information must include:

- Date of occurrence on which grievance is based.
- The particular board policy or procedure upon which the grievance is based including, but not limited to, the complete text of the policy, the identifying number of the policy or procedure, and the publication in which the policy or procedure is located. (Use additional sheet and attach if necessary.)
- A detailed description of the events, occurrences, actions or inaction upon which the grievance is based including, but not limited to names, dates, persons involved and a description of events. (Use additional sheet and attach if necessary.)

Requested Results: What results are you seeking from the filing of this grievance?

Immediate Supervisor or Superintendent Response:

(Use additional sheet and attach if necessary)

Signature of Person Filing Grievance Date

Signature of Supervisor Receiving Grievance Date Filed

**GRIEVANCE APPEAL
FORM #2**

Instructions: This form is to be used if the initial grievance filed has not been satisfactorily resolved by the immediate supervisor or the Superintendent Designee. This form should be used for Step 2 or 3. It is essential that all requested information be included. You should attach all previous forms and communications related to Grievance Initiation - Form #1. (Use additional sheet and attach if necessary.) If you have questions regarding this form or the grievance process, contact your immediate supervisor or the Superintendent Designee.

Name Job Title

Home Address Building(s) Assignment

Immediate Supervisor

Basis for Appeal: State specifically and in detail the basis for this appeal paying particular attention to those policies or procedures that were identified by you on Grievance Form #1. You should include in your appeal the basis for your belief that the interpretation in resolving Form #1 disregarded an act or acts that are in violations of Board approved policies and/or procedures.

Response: (To be completed by designated administrator. Use additional sheet and attach if necessary.)

Signature of Person Filing Appeal Date

Signature of Supervisor Receiving Appeal Date Filed

**POLICY STATEMENT LOCAL APPEALS PANEL
AS REQUIRED BY KRS 156.101 (11)
AND 704 KAR 3:345 (3)**

INTRODUCTION

The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel which shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

704 KAR 3:345 Section 9 reads as follows:

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

LENGTH OF TERM

The beginning date shall be July 1 and the ending date shall be June 30. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

ELECTION OF APPEALS PANEL MEMBERS

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 2001 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

PROCEDURES FOR APPEAL AND TIMELINES

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 calendar days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be required to sign a prepared form which states that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well. The opportunity to review all documentation submitted by both parties will be given reasonably in advance.

The evaluator will receive a copy of all evaluatee documentation reasonably in advance of the hearing. The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days from date of receipt of appeal to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The appealing employee has the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims are not sufficient. The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

Certified Personnel
Evaluation Appeal Form
INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the chairman of the panel within fifteen (15) calendar days of the receipt of your summative evaluation.

Date summative evaluation was received by you: _____

Date appeal received by panel _____

Employee's Name _____

Home Address _____

Title _____

Job Location _____

Grade/Department _____

Certified Evaluation Plan: School and District Administrators

The vision for this plan is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

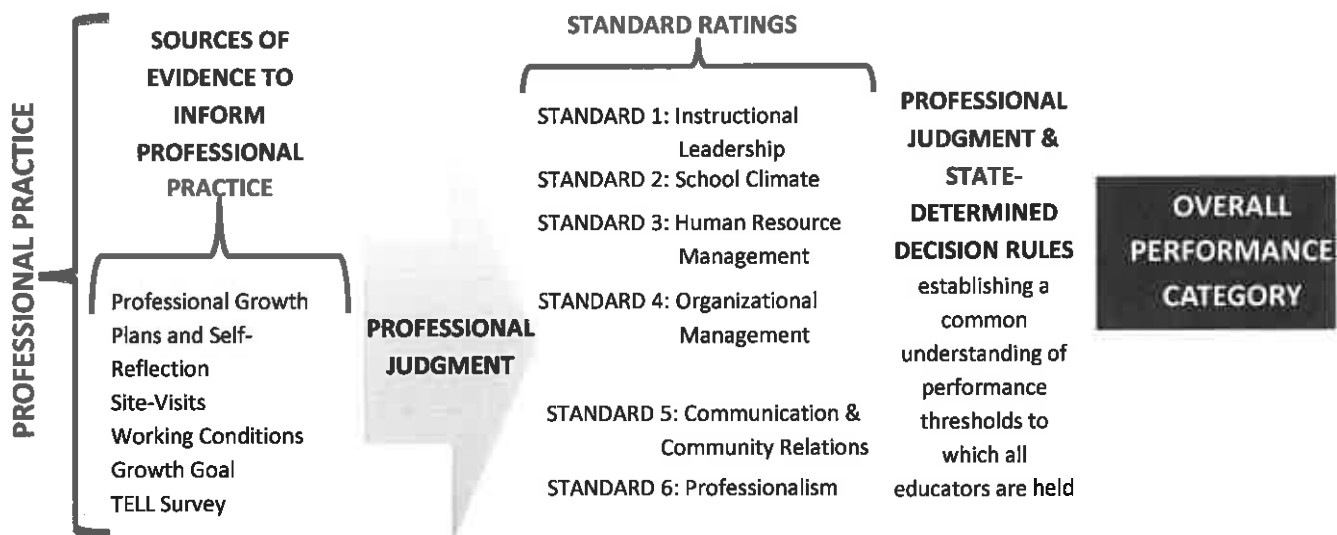
Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluated:** District/School personnel that are being evaluated.
5. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
6. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
7. **Performance Levels-General** descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
8. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
9. **Performance Standards-Guiding** standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
10. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
11. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
12. **Surveys:** Tools used to provide information to principals about perception of job performance.
13. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
14. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.

Overview and Summative Model

The following graphic outlines the summative model for administrators:

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



Principal Performance Standards

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

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

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

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits
 - Working Conditions Goal (Based on TELL KY)
 - State and Local Student Growth Goal data

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

- ➔ Other Measures of Student Learning
- ➔ Products of Practice

Professional Practice

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

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

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

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

An individual growth plan will be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.

The summative evaluation for administrators will be completed by June 15.

A copy of the summative evaluation report will be given to the administrator.

The summative evaluation report will be placed in the administrator’s file in the Central Office. Information will be housed in the Educator Development Suite of CIITS.

Required for all Administrators

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

Before finishing 30 work days.	Superintendent reviews expectations of PPGES
Before finishing 60 work days.	Develop Student Growth Goal, and Professional Growth Goal/Plan APP B
October	Superintendent Conducts a Site Visit
By January 15	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
March	Completion of TELL or VAL-ED Survey
By April 1	Superintendent conducts a Site Visit
By April 15	Conference with principal/assistant principal to review their Student Growth Goal, and Professional Growth Goal as well as modify any strategies.

- *Additional Conferences may be held as deemed necessary to monitor PGP process.
- *All dates are tentative based on the adjustment of the school calendar.

Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals Appendix F (Administrators)

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

Required for all Principals

- Supt will conducted at least two site visits each year. (Formal site-visits are not required for the assistant principal.)

Site Visits

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

During the follow-up conference with the principal, the superintendent will review all Principal Performance Standards and give feedback about each standard.

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

Conferencing:

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

1. Beginning of the Year Conference
 - Purpose of the Meeting
 - Discuss reflections of data
 - Discuss and come to agreement on the Student Growth Goal and Action Plan
 - Discuss reflections of the Principal Performance Standards
 - Discuss and come to agreement on the Professional Growth Goal and Action Plan
 - Questions/Concerns/Comments
 - Set tentative date for Mid-Year Review
2. Mid-Year (Conference)
 - Purpose of Meeting
 - Discuss first observation/site visit and provide feedback
 - Share progress toward Student Growth Goal
 - Discuss documentation of each standard-determine if any other documentation is needed
 - Questions/Concerns/Comments
 - Set tentative date for End of Year Review

3. End of Year Review (Conference)

- Purpose of Meeting
- Discuss second observation/site visit and provide feedback
- Share progress toward Student Growth Goal
- Share progress toward Professional Growth Goal
- Discuss progress of each standard-determine if any other documentation is needed
- Discuss overall rating based on Professional Practice and Student Growth
- Questions/Concerns/Comments

Required for all Principals

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

WORKING CONDITIONS GOAL(S)

<p>Number of Working Conditions Goals</p>	<p>Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED surveys, school level documentation, etc. The Goal will be recorded on the district <i>Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template (in the appendix)</i>. The principal, in collaboration with the superintendent/designee, will review the results from the TELL Kentucky Survey.</p> <ol style="list-style-type: none"> 1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results. 2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. 3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years. 4. A rubric will be completed, by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary.
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	<p>5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.</p> <p>6. Ongoing reflection and modification of the strategies when needed.</p>
<p>Working Condition Goals Rubric The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale.</p>	<p>Exemplary: Above Accomplished</p> <p>Accomplished: + or - 10% of goal</p> <p>Developing: below Accomplished to -20% of goal</p> <p>Ineffective: below developing</p>
<p>Mid-Point Review</p>	<p>During mid-year review, principals can choose for one of the following:</p> <ul style="list-style-type: none"> ❖ Engage staff in informal conversations that provide feedback on the progress of meeting the WCG. ❖ Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG. ❖ Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG
<p>Additional Surveys or Evidence</p>	<p>Principals can choose to complete on-line surveys from Survey Monkey, paper/pencil surveys, etc. to measure growth in their WCG.</p>

Products of Practice/Other Sources of Evidence

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

Principals can choose from the following:

- All LISTED BELOW
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys

- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other

Monroe County Schools Certified Evaluation
Orientation Documentation

_____ Employee's Name

was given orientation to the Monroe County Certified Personnel
Performance Evaluation for Teachers and Administrators for the

_____ School Year which was conducted by

_____ (Person Providing Training)

on _____, 20__

at _____ (Location).

Employee Signature and Date

(This form is to filed in the employee's evaluation file at the work
location.)

Monroe County School District
Individual Professional Growth Plan

Name _____ School Year _____

Worksite _____

Complete this process for each growth area which is evidenced by self-reflection. Use multiple sheets if necessary.

Growth Area for Domain: 1 2 3 4

List any specific ELEMENTS of this component that you are targeting: _____

List activities, professional development, training, research, etc. that will be used for meeting this goal:

- 1.
- 2.
- 3.

What is your current knowledge level: Ineffective Developing Accomplished Exemplary

Evaluatee's Comments:

Evaluator's Comments:

Approval

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Annual Review:

Achieved this goal as written Revising the goal for next year's PGP

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Monroe County School District
Pre-Observation Conference Form: Optional

Evaluatee _____ Evaluator _____

Date _____

- A. Lesson Objectives/purpose:

- B. Teaching Strategies to be used:

- C. What have you and your student done prior to this class which led up to this lesson?

- D. How will you assess the learning that takes place?
 - a. Formative measure:

 - b. Summative measure:

- E. Are there any specific teaching strategies that you would like monitored? If so, list them:

- F. Comment her on any special circumstances as they relate to the observation.

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Please attach additional information as necessary

The information above can be send to the observer via electronic means if satisfactory with evaluator and evaluatee.

FORMATIVE EVALUATION FOR EDUCATORS Tenured _____ Non-Tenured _____

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

Evaluatee _____ Grade/Content Area _____
 School _____ Position _____

DATES:

Pre-Observation Report _____ Formative Evaluation _____

Post Formative Conference _____

TEACHER STANDARDS

1. Planning & Preparation	I	D	A	E
2. Classroom Environment	I	D	A	E
3. Instruction	I	D	A	E
4. Professional Responsibilities	I	D	A	E

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Appeals shall be made to the Director of Personnel within ten (10) work days of receipt of this evaluation as described in the *Certified Evaluation Handbook*.

I understand that signing this form indicates that I have met with the principal/evaluator and have received a copy of this form and attachments, if applicable.

 Evaluatee's Signature and Date

 Evaluator's Signature and Date

White Copy-School

Yellow Copy-Central Office

Pink Copy-Evaluatee

**Monroe County School District
CERTIFIED FORMATIVE EVALUATION INSTRUMENT OPTIONAL Expanded Form**

OPTIONAL FORMATIVE EVALUATION FORM Tenured_____ Non-Tenured_____

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

Evaluatee _____ Grade/Content Area _____
 School _____ Position _____

DATES:
 Pre-Observation Report _____ Formative Evaluation _____
 Post Formative Conference _____

DOMAIN 1- PLANNING AND PREPARATION	RATING
1a: DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY	I D A E N/A
1b: DEMONSTRATING KNOWLEDGE OF STUDENTS	I D A E N/A
1c: SETTING INSTRUCTIONAL OUTCOMES	I D A E N/A
1d: DEMONSTRATING KNOWLEDGE OF RESOURCES	I D A E N/A
1e: DESIGNING COHERENT INSTRUCTION	I D A E N/A
1f: DESIGNING STUDENT ASSESSMENTS	I D A E N/A
DOMAIN 2- THE CLASSROOM ENVIRONMENT	RATING
2a: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT	I D A E N/A

Monroe County School District
CERTIFIED FORMATIVE EVALUATION INSTRUMENT OPTIONAL Expanded Form

2b: ESTABLISHING A CULTURE OF LEARNING	I D A E N/A
2c: MANAGING CLASSROOM PROCEDURES	I D A E N/A
2d: MANAGING STUDENT BEHAVIOR	I D A E N/A
2e: ORGANIZING PHYSICAL SPACE	I D A E N/A
DOMAIN 3- INSTRUCTION	RATING
3a: COMMUNICATING WITH STUDENTS	I D A E N/A
3b: USING QUESTIONING AND DISCUSSION TECHNIQUES	I D A E N/A
3c: ENGAGING STUDENTS IN LEARNING	I D A E N/A
3d: USING ASSESSMENT IN INSTRUCTION	I D A E N/A
3e: DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS	I D A E N/A

Monroe County School District
CERTIFIED FORMATIVE EVALUATION INSTRUMENT OPTIONAL Expanded Form

DOMAIN 4- PROFESSIONAL RESPONSIBILITIES	RATING
4a: REFLECTING ON TEACHING	I D A E N/A
4b: MAINTAINING ACCURATE RECORDS	I D A E N/A
4c: COMMUNICATING WITH FAMILIES	I D A E N/A
4d: PARTICIPATING IN PROFESSIONAL COMMUNITY	I D A E N/A
4e: GROWING AND DEVELOPING PROFESSIONALLY	I D A E N/A
4f: SHOWING PROFESSIONALISM	I D A E N/A

_____ Evaluatee requests additional observation

 Evaluatee's Signature and Date

 Evaluator's Signature and Date

Rating Meaning:

I: Ineffective

D: Developing

A: Accomplished

E: Exemplary

SUMMATIVE EVALUATION FOR EDUCATORS Tenured_____ Non-Tenured_____

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

Evaluatee _____ Grade/Content Area _____
 School _____ Position _____

DATES:

Pre-Observation Report _____ Formative Evaluation _____
 Post Formative Conference _____ Summative Evaluation _____
 Growth Plan Reviewed _____ Walkthroughs _____

TEACHER STANDARDS

1. Planning & Preparation A. Demonstrating Knowledge of Content & Pedagogy B. Demonstrating Knowledge of Students C. Selecting Instructional Outcomes D. Demonstrating Knowledge of Resources E. Designing Coherent Instruction F. Designing Student Assessment	I	D	A	E
2. Classroom Environment A. Creating an environment of Respect and Rapport B. Establishing a culture for learning C. Managing classroom procedures D. Managing student behavior E. Organizing physical space	I	D	A	E
3. Instruction A. Communicating with students B. Using Questioning and Discussion Techniques C. Engaging students in learning D. Using assessments in instruction E. Demonstrating flexibility and responsiveness	I	D	A	E
4. Professional Responsibilities A. Reflecting on teaching B. Maintaining accurate records C. Communicating with families D. Participating in a professional community E. Growing and developing professionally F. Demonstrating Professionalism	I	D	A	E
Summative Evaluation Rating	I	D	A	E

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Appeals shall be made to the Director of Personnel within ten (10) work days of receipt of this evaluation as described in the *Certified Evaluation Handbook*.

I understand that signing this form indicates that I have met with the principal/evaluator and have received a copy of this form and attachments, if applicable.

 Evaluatee's Signature and Date

 Evaluator's Signature and Date

White Copy-School

Yellow Copy-Central Office

Pink Copy-Evaluatee