2020

Certified Personnel Evaluation Plan

2020-2021

**Grant County Schools
820 Arnie Risen Blvd.
Williamstown, Kentucky   41097**

Signature of District Superintendent _____ Date 4-16-2020

Signature of Chairperson, Board of Education _____ Date 4/16/2020

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Matt Morgan, Superintendent

Jennifer Wright,
District Evaluation Plan Contact
Monitoring evaluation training and implementing the Professional Growth and Effectiveness System.

Evaluation Committee Members

Rebecca Boden **Director of Elementary, District Office**	**Shelly Bowen** **Teacher, CMZ**
Heather Clay **Assistant Superintendent, District Office**	**Patrick Butcher** **Teacher, GCHS**
Jason Frilling, **Principal, GCMS**	**Sara Cardin** **Teacher, DRE**
Angela Little **Curriculum Specialist, DRE**	**Lauren Davis** **Teacher, GCHS**
Nancy Livingood **Principal, CMZ**	**Jennifer Dunn** **Teacher, MCE**
Jamie Kellam **Director of Secondary, District Office**	**Kristie Howard** **Teacher, GCHS**
Jamie Kinmon **Principal, SES**	**Maggy Livingood** **Teacher, CMZ**
Clay Mattingly **Principal, GCHS**	**Kelli Hollenkamp** **Teacher, GCMS**
Todd Moody **Principal, MCE**	**Cindy Rash** **Teacher, GCMS**
Bobbie Jo Pelfrey **Principal, DRE**	**Ashley Rose** **Teacher, SES**

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.

Non-tenured teachers, Specialists, and Central Office Administrators will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the Certified Evaluation Plan.
- The immediate supervisor of the evaluatee shall be designated as the primary evaluator.

Evaluators shall be trained.
- All new evaluators of certified personnel will complete initial certified evaluation training and testing provided by the Kentucky Department of Education or an approved provider.
- All evaluators of certified personnel will complete a minimum of six (6) hours of personnel evaluation system EILA approved training on an annual basis.
- All evaluators will receive training, support, and/or resources in the following areas as defined by KRS 156.557 and 704 KAR 3:370
    - Effective observation and conferencing techniques
    - Providing clear and timely feedback
    - Establishing and assisting with a professional growth plan
    - Summative decision techniques
    - Ensuring consistent and reliable ratings

Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the Principal Evaluation system.

The Superintendent will be evaluated annually by the local school board.
Evaluations will be documented on approved forms to become part of official personnel file.

ASSURANCES
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on (Date) ___4/16/2020___ (704 KAR 3:370)

Signature of District Superintendent _____ Date ___4-16-2020___

Signature of Chairperson, Board of Education _____ Date ___4/16/2020___

District Certified Personnel Evaluation System

Roles and Definitions

1. **Accomplished:** consistently meets expectations for effective performance
2. **Appeals:** A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
3. **Artifact**: a product of a certified school personnel's work that demonstrates knowledge and skills.
4. **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 Educational Professional Measures Board pursuant to 16 KAR 3:050.
5. **Certified Administrator:** 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 Educational Professional Standards Board pursuant to 16 KAR 3:050.
6. **Certified School Personnel**: a certified 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 EPSB.
7. **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.
8. **Developing**: inconsistently meets expectations for effective performance
9. **Documentation:** Artifacts created in the day-to -day world of running a school that can provide evidence of meeting the performance measure.
10. **Evaluator:** the immediate supervisor/designee of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
11. **Evaluatee:** the certified school personnel who is being evaluated
12. **Evidence**: documents or demonstrations that indicate proof of a particular descriptor.
13. **Exemplary**: consistently exceed expectations for effective performance
14. **Formative Evaluation**: is defined by KRS 156.557(1)(a).
15. **Full Formal Observation**: An observation that is conducted during a full class period.
16. **Individual Corrective Action Plan:** A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as "Ineffective."
17. **Ineffective:** consistently fails to meet expectations for effective performance
18. **Job Category:** A group or class of certified school personnel positions with closely related functions.
19. **KTIP:** Kentucky Teacher Internship Program
20. **Mini Observation**: An observation that takes place during a partial class period.
21. **Non-Tenured Teacher**: a teacher on a "limited contract." A "limited contract" shall mean a contract for the employment of a teacher for a term of one (1) year only or for that portion of the school year that remains at the time of employment.
22. **Observation:** a data collection process conducted by a certified observer for the purpose of evaluation and may include notes and professional judgments made during one (1) or more classroom or worksite visits of any duration, may include examination of artifacts, and may be conducted in person or through video.
23. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
24. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
25. **Post-Conference**: A meeting between the evaluator and the certified personnel employee (evaluatee) to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment of a professional growth plan.

26. **Pre-Conference**: A meeting between the evaluator and the certified personnel (evaluatee) to discuss the upcoming scheduled observation.
27. **Preschool Teacher**: A certified school personnel who holds a certificate required by 16 KAR 2:040 and who meets the preschool lead teacher qualifications required by 704 KAR 3:410, Section 7.
28. **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 Educational Professional Standards Board pursuant to 16 KAR 3:050.
29. **Professional Growth**: increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
30. **Professional Growth Plan**: an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance measures and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and the school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
31. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
32. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
33. **Self-Reflection:** 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
34. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance measures.
35. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
36. **Specialists:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
37. **Summative Evaluation:** is defined by KRS 156.557(1)(d). All evidences used to determine an overall performance (summative) rating for certified personnel must be included in the documentation of the summative evaluation.
38. **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 teacher certificate under 16 KAR 2:010 or 16 KAR 2:020.
39. **Tenured Teacher**: A teacher who is on a "continuing contract," shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.

Section 1 - TEACHER

System Components

There are neither numbers nor percentages that dictate ratings on performance measures and overall performance category for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgement based on this evidence when evaluating an educator. The role of evidence and professional judgment in the determination of ratings on performance measures and an overall rating is paramount in this process.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the performance measures of Planning, Environment, Instruction, and Professionalism**.** The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four performance measures of the framework. They are:

- Planning
- Environment
- Instruction
- Professionalism

Performance will be rated for each component according to four performance levels:

- 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 exceed expectations for effective performance

The summative rating is established by combining the ratings for each of the 4 performance measures. The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one performance 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.

The immediate supervisor shall be designated as the primary evaluator. Evaluators must use the following categories of evidence in determining overall ratings:

> **Required Sources of Evidence**
> - Professional Growth Planning and Self-Reflection
> - Observation

These required evidences will be used to inform a rating for each performance measure: Planning, Environment, Instruction, and Professionalism. The summative rating is established by combining the ratings for each of the 4 performance measures.

All components and sources of evidence related to supporting an educator's professional practice will be completed and recorded in the district approved platform.

<u>Training for all evaluators will include:</u>

- All new evaluators of certified personnel will complete initial certified evaluation training and testing provided by the Kentucky Department of Education or an approved provider.
- All evaluators of certified personnel will complete a minimum of six (6) hours of personnel evaluation system EILA approved training on an annual basis.
- All evaluators will receive training, support, and/or resources in the following areas as defined by KRS 156.557 and 704 KAR 3:370
    - Effective observation and conferencing techniques
    - Providing clear and timely feedback
    - Establishing and assisting with a professional growth plan
    - Summative decision techniques
    - Ensuring consistent and reliable ratings
- All evaluators must meet certified evaluation plan requirements prior to conducting a formative or summative evaluation.

Teacher Evaluation System – Evaluation Timeline	
Evaluation Activity	**Teacher Timeline**
Explanation and Review of Certified Evaluation Process with Administration and Staff.	• No later than the first thirty (30) calendar days of reporting for employment for each school year
Self-Reflection and Professional Growth Plan – **PGP's shall be aligned with school/district improvement plans**	• All teachers reflect on his/her current growth needs • **By October 15**th – All teachers complete the self-reflection process and, in collaboration with the primary evaluator, create a professional growth plan to be approved annually by primary evaluator.
First Observation Window **September 1 – January 31**	• Observations may begin after the evaluation training takes place within the first month of employment. • All non-tenured teachers and tenured teachers on their summative year will have a full formal observation. • The primary evaluator will conduct one formal observation with all tenured teachers who are not on their summative year within the first or second window. • KTIP guidelines will be followed
Second Observation Window **January 1 – April 30**	• All non-tenured teachers and tenured teachers on their summative year will have a full formal observation. • The primary evaluator will conduct one formal observation with all tenured teachers who are not on their summative year within the first or second window. • KTIP guidelines will be followed
(Non-Tenured and Teachers on Summative Year) Summative Self-Reflection Professional Growth Plan Review	• Completed by the Summative Conference
Summative Evaluation Completed	• **On or before April 30**th
Summative Evaluation Appeal	• Within five (5) working days of the summative conference
Summative Evaluations to District Contact Person	• **On or before May 1**st
(Teachers NOT in summative year) Professional Growth Plan Review	• Completed by **May 31**st
Corrective Action Plan	• As needed throughout the process

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 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.

The Professional Growth Plans align with school and district improvement plans.

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.

- In the event of a late hire and to ensure consistency with the evaluation process, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- **Teachers shall complete the self-reflection and Professional Growth Plan on or before October 15th of the school year and shall be reviewed annually.**
- Professional Growth Plans shall be aligned with school/district improvement plans.
- **The summative self-reflection and final review of the professional growth plan will be completed at a teacher's summative conference or by May 31st if the teacher is not in their summative year.**

Observation

- The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice.
- All observations must be documented using district forms.
- Observations for tenured teachers:
  - Tenured teachers in year 1 or 2 of their summative cycle shall have one observation.
  - Tenured teachers in year 3 of their summative cycle shall have two observations, one during each observation window.
  - Multiple observations for **tenured teachers shall occur** when observation results yield an **ineffective** determination.
- Observations for non-tenured teachers shall occur every year.
- In the event of a late hire or teacher leave:
  - The primary evaluator will consult with the district evaluation plan contact to determine the observation schedule to comply with regulation.
  - In the event of an extended leave (60 consecutive days or more), the observation process may be reduced, however, the primary evaluator must conduct one (1) full formal observation.

- If the observation process cannot be completed (1 full formal observation), due to extenuating circumstances, the evaluation process for the evaluatee will be suspended to the following year.
- In the event that the evaluator cannot complete their obligation to the evaluation process, the evaluator will consult with the district evaluation plan contact to determine next steps and possible use of additional trained personnel to observe and provide information to the evaluator.

All full formal observations must be announced.

Observations will be documented on approved forms to become part of the official personnel file.

A copy of the evaluation is provided to the evaluatee.

The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file. A complete observation cycle includes:

- A minimum of two (2) full observations conducted by the supervisor

Grant County Observation Schedule				
Windows	**Tenured** (Summative Year, or Professional Practice Rating warrants Summative)	**Non-Tenured** Annual evaluations with multiple observations are required for non-tenured certified personnel.	**KTIP**	**Tenured** (Not Summative Year)
September 1 – January 31 (Observations may begin after the evaluation training takes place within the first thirty 30 calendar days of employment.)	Full formal Observation by Administrator	Full formal Observation by Administrator	Follow guidelines determined by the Kentucky Teacher Internship Program	Observation
January 1 – April 30	Full formal Observation by Administrator	Full formal Observation by Administrator		

Observation Conferencing Guidelines
Teachers and observers will adhere to the following observation conferencing requirements:
- Pre-Conferences for announced observations **must be conducted at least two (2) working days prior to the observation** and may be completed through written electronic correspondence and/or in person. Evaluators will communicate with the evaluatee the method in which to complete the pre-conference.
- All observations MUST complete a face to face post conference **within five (5) working days** of the observation.

Summative Requirements:
- Summative evaluations will be documented on the district's Summative Rating Sheet.
- **Summative evaluations will be sent to the district evaluation plan contact by May 1st of each year.**
- Summative evaluations will be documented in writing and placed in the professional's personnel file.
- All evidences used to determine an overall performance (summative) rating must be included in the documentation of the summative evaluation. Observations are evidences that inform the evaluation.
- The summative evaluation conference shall be held at the end of the summative evaluation. **This conference shall be face to face and completed by April 30**.
- The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.
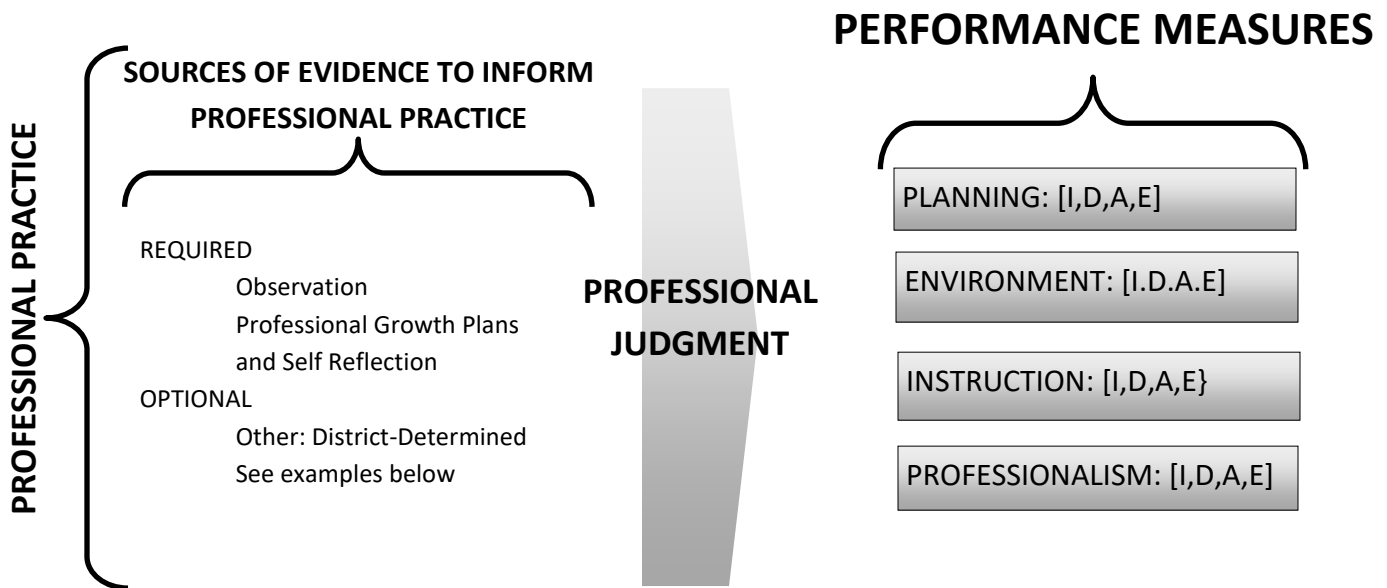
Determining the Overall Performance Category

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

Rating Professional Practice

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

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

PERFORMANCE MEASURES

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED
Observation
Professional Growth Plans
and Self Reflection
OPTIONAL
Other: District-Determined
See examples below

PROFESSIONAL JUDGMENT

PLANNING: [I,D,A,E]

ENVIRONMENT: [I.D.A.E]

INSTRUCTION: [I,D,A,E}

PROFESSIONALISM: [I,D,A,E]

✓ Evaluators will provide a performance level rating for each **performance measure** based on evidence and professional judgment.

✓ 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 performance measures.   The following **are examples of other sources of evidence** that can be used to support educator practice.

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

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S SUMMATIVE RATING	
Performance Measures 2 (Environment) and 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

- **Summative evaluations will be documented on the district's Summative Rating Sheet.**
- **Summative evaluations will be sent to the district evaluation plan contact by May 1st of each year.**
- **Summative evaluations will be placed in the teacher's personnel file.**

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an "Ineffective" performance rating in the evaluation plan cycle or when an immediate change is required in behavior or practice.   The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the performance rating of "Ineffective" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file.   The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response.

- **Note: Summative Evaluation Appeal Process and forms found in the Forms section of this document.**

Teacher Reflection Instrument

Teacher: _____   School: _____   Year: _____

Performance Measures	TEACHER REFLECTION
1 - Planning 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 assessments	
2 – Environment 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	
3 – Instruction 3A Communicating with students 3B Questioning and discussion techniques 3C Engaging students in learning 3D Using assessment in instruction 3E Demonstrating flexibility and responsiveness	
4 – Professionalism 4A Reflecting on teaching 4B Maintaining accurate records 4C Communicating with families 4D Participating in a professional community 4E Growing and developing professionally 4F Showing professionalism	

Teacher Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

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

Components from Performance Measures:	Rating:				Evidence:
1A – Knowledge of content and pedagogy	I	D	A	E	
1B – Demonstrating knowledge of students	I	D	A	E	
1C – Setting 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 assessments	I	D	A	E	

Components from Performance Measures:	Rating:				Evidence:
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	

Components from Performance Measures:	Rating:				Evidence:
3A – Communicating with students	I	D	A	E	
3B – 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	

Components from Performance Measures:	Rating:				Evidence:
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	
4F – Showing professionalism	I	D	A	E	

Check those that apply
_____Observation Window 1   _____ Full Observation   _____Tenured Teacher
                                                                _____Non-tenured Teacher
_____Observation Window 2   _____ Full Observation
The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

_____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

Evaluatee's Response:

Section 2 - SPECIALISTS

Specialists Identified as: Media Specialists, Counselors, Speech Therapists, Psychologists, Curriculum Specialists

The Kentucky Framework for Teaching: Specialists Framework are research-based sets of components of instruction that are grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple measures clustered into four performance measures of responsibility:

1. Planning
2. Environment
3. Instruction
4. Professionalism

Specialists Frameworks are designed for the unique Professionalism of these specialists.

Performance will be rated for each performance measure according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each performance measure.

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

The immediate supervisor shall be designated as the primary evaluator. Evaluators must use the following categories of evidence in determining overall ratings:

> **Required Sources of Evidence**
> - Professional Growth Planning and Self-Reflection
> - Observation

These required evidences will be used to inform a rating for each performance measure: Planning, Environment, Instruction, and Professionalism

All performance measures and sources of evidence related to supporting an educator's professional practice will be completed and recorded in the district approved platform.

SPECIALIST – Evaluation Timeline	
Evaluation Activity	**Other Professional Timeline**
Explanation and Review of Certified Evaluation Process with Administration and Staff.	Completed the first thirty (30) calendar days after reporting to work.
Self-Reflection and Professional Growth Plan – **PGP's shall be aligned with school/district improvement plans**	• **By October 15th** – In collaboration with the primary evaluator, complete the self-reflection and create a professional growth plan.
Observation Window September 1 – April 30	• Observations may begin after the evaluation training takes place within the first month of employment. • One formal observation/workplace visit is required for Specialists; more if determined as a need by the primary evaluator. • Primary Evaluator will utilize the specialist rubric for evaluation.
Professional Growth Plan Review	• Completed by the Summative Conference
Summative Evaluation Completed	• **On or before April 30th**
Summative Evaluation Appeal	• Within five (5) working days of the summative conference
Summative Evaluations to District Contact Person	• **On or before May 1st**
Corrective Action Plan	• As Needed Throughout the Process

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 and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, other professionals will identify explicit goals which will drive the focus of professional growth activities, support.

The Professional Growth Plans align with school and district improvement plans.

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

- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Specialists will continuously self-reflect.
- Professional Growth Plans shall be completed in the state and/or district approved platform on or before October 15th of the school year.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at the specialist's summative conference on or before April 30th.

OBSERVATION/WORKPLACE VISIT

Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating. For some categories of Specialists, observations may look more like a workplace visit to meet the confidentiality needs of their work.

All observations will include a post-observation conference where specialists and primary evaluators will have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching-Specialist Frameworks.

The power of observation lies in its ability to provide feedback and analytical reflection necessary for specialists to make intentional changes to their professional practices.

- All observations must be documented on district forms.
- **One Observation or Workplace visit will take place every year, before April 30, unless professional practice ratings dictate otherwise.**
- In the event of a late hire or teacher leave:
    - The primary evaluator will consult with the district evaluation plan contact to determine the observation schedule to comply with regulation.
    - In the event of an extended leave (60 consecutive days or more), the observation process may be reduced, however, the primary evaluator must conduct one (1) full observation.
    - If the observation process cannot be completed (1 full observation), due to extenuating circumstances, the evaluation process for the evaluatee will be suspended to the following year.

Observations are evidences that inform the evaluation.

Observations will be documented on approved forms to become part of the official personnel file.

A copy of the observation is provided to the evaluatee.

The evaluatee will have an opportunity to respond to the observation in written form and shall be included in the personnel file. All specialists, non-tenured or tenured are evaluated and provided a summative every year. The summative cycle, therefore, will include three (3) evaluations, one each year.

Observation Conferencing

Pre-Observation Conferences
- This is an important time for observers of specialists to make sure they have a clear understanding of the specifics of the Specialist Framework.
- **The pre-observation must be conducted at least two (2) working days prior to the observation/workplace visit.** Evaluators will communicate with the evaluatee the method in which to complete the pre-conference. The pre-observation visit may occur by email, phone, face to face, or other methods.

Post-Observation Conferences
- **Specialists will meet with their observer for a post-observation conference within five (5) school days of their observation.**
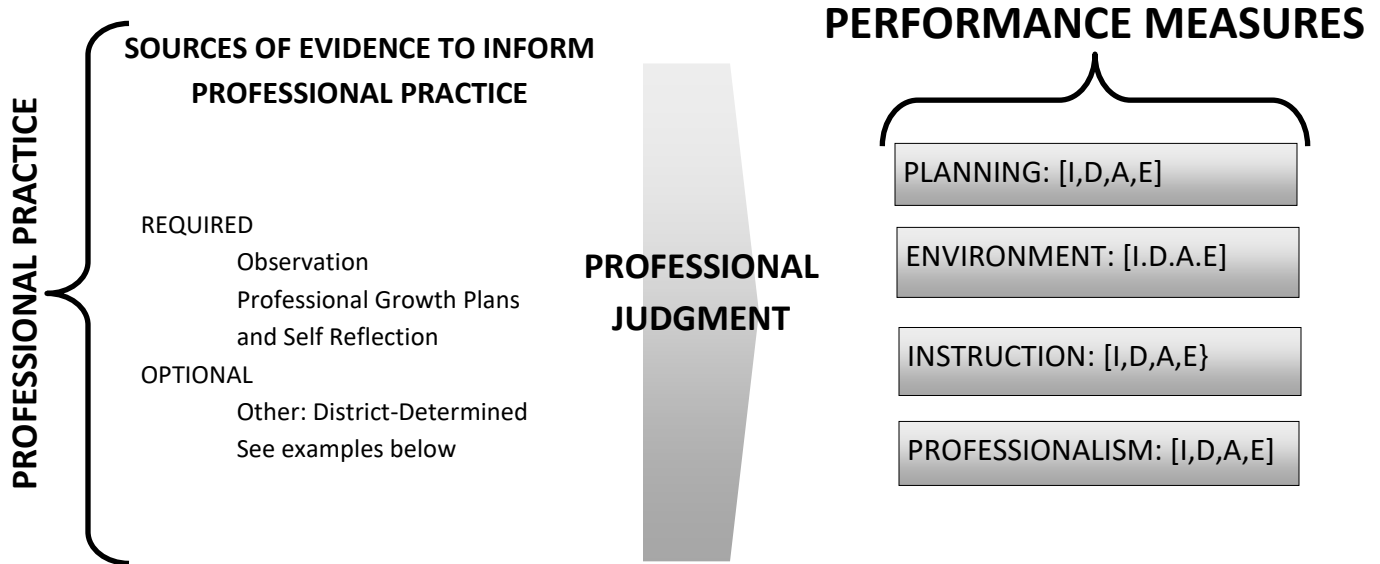
Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each specialist annually. The Overall Performance Category is informed by the specialist's ratings on each performance measure. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the specialist's performance against the performance measures and decision rules that establish a common understanding of performance thresholds to which all specialists are held.

Rating Professional Practice

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

Supervisors and specialists will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each performance measure at the culmination of a specialist's cycle.
- ✓ Evaluators will provide a summative rating for each performance measure based on evidence and professional judgment.
- ✓ Specialists may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the specialist's practice within the performance measures. The following are examples of other sources of evidence that can be used to support professional practice.
    - ✓ 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
    - ✓ reflections and/or self-reflections
    - ✓ committee or team contributions
    - ✓ parent engagement surveys
    - ✓ records of student and/or professional's attendance
    - ✓ video lessons
    - ✓ engagement in professional organizations
    - ✓ action research
    - ✓ Other: Describe
- ✓ All ratings must be recorded on district approved forms.

SOURCES OF EVIDENCE TO INFORM
PROFESSIONAL PRACTICE

PROFESSIONAL PRACTICE

PROFESSIONAL JUDGMENT

REQUIRED
    Observation
    Professional Growth Plans
    and Self Reflection
OPTIONAL
    Other: District-Determined
    See examples below

PERFORMANCE MEASURES

PLANNING: [I,D,A,E]

ENVIRONMENT: [I.D.A.E]

INSTRUCTION: [I,D,A,E}

PROFESSIONALISM: [I,D,A,E]

- Evaluators will provide a performance level rating for each **performance measure** based on evidence and professional judgement.

MINIMUM CRITERIA FOR DETERMINING A SPECIALIST'S SUMMATIVE RATING	
Performance Measure 2 and 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED

Summative Requirements:
- Summative evaluations will be documented on the district's Summative Rating Sheet.
- **Summative evaluations will be sent to the district evaluation plan contact by May 1st of each year.**
- Summative evaluations will be documented in writing and placed in the professional's personnel file.
- All evidences used to determine an overall performance (summative) rating must be included in the documentation of the summative evaluation. Observations are evidences that inform the evaluation.
- The summative evaluation conference shall be held at the end of the summative evaluation. **This conference shall be face to face and completed by April 30**.
- The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an "Ineffective" performance measure rating in the evaluation plan cycle or when an immediate change is required in behavior or practice.   The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the performance measure rating of "Ineffective" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file.   The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response.
- **Note: Summative Evaluation Appeal Process and form is found in the Forms section of this document.**

Guidance Counselor Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.   Text boxes expand to accommodate multiple evidence examples.

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

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

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

_____   _____

Guidance Counselor Signature/Date   **Observer Signature/Date**

Curriculum Specialist Observation Instrument

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Instructional Specialist: Click here to enter text. **School:** Click here to enter text.
Evaluator: Click here to enter text. **Date:** Click here to enter text.

Component:	Rating:				Reflection/Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B -Engaging teachers in learning new instructional skills	I	D	A	E	
3C - *Sharing expertise with staff*	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

_____   _____
Guidance Counselor Signature/Date   **Observer Signature/Date**

Media Specialist Observation Instrument

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

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

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

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

_____   _____

Media Specialist Signature/Date   **Observer Signature/Date**

Psychologist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Psychologist: Click here to enter text.   **School:**   Click here to enter text.

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

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

_____   _____

Psychologist Signature/Date   **Observer Signature/Date**

Therapeutic Specialist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Therapeutic Specialist: Click here to enter text.   **School:**   Click here to enter text.

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

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

_____   _____

Therapeutic Specialist Signature/Date   **Observer Signature/Date**

Specialist – Summative Document

Specialist: _____   School: _____   Date: _____
Evaluator: _____

Performance Measures Ratings				
Performance Measures	**INEFFECTIVE**	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY**
Planning				
Environment				
Instruction – Delivery of Service				
Professionalism				

SUMMATIVE Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY

Recommendations:
_____ Re-employ (on limited contract)
_____ Re-employ (recommended for continuing contract-Tenure)
_____ Re-employ (currently holding a continuing contract)
_____ Re-employ (Place on Corrective Action Plan)
_____ Recommended for Dismissal/Non-Renewal

_____   _____
Evaluatee's Signature/Date   Evaluator's Signature/Date

SECTION 3 - PRINCIPAL

Principal and Assistant Principal Evaluation System

The vision for the Principal Evaluation System 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. The performance criteria developed in this document is representative of the Professional Standards for Educational Leaders, which are the standards adopted from the Kentucky Department of Education.

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 measures and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Measures.

Principal Performance Measures

The Principal Performance Measures are designed to support student achievement and professional best-practice through the performance measures of:

PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
Standard 1: Mission, Vision, and Core Values Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. **Standard 9: Operations and Management** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. **Standard 10: School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	**Standard 3: Equity and Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. **Standard 7: Professional Community for Teachers and Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	**Standard 4: Curriculum, Instruction, and Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. **Standard 5: Community of Care and Support for Students** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. **Standard 6: Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	**Standard 2: Ethics and Professional Norms** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. **Standard 8: Meaningful Engagement of Families and Community** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures 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 4 measures, Planning, Environment, Instruction, and Professionalism. Performance will be rated for each measure 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 measure.

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 measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:
- Required Sources of Evidence
    - Professional Growth Planning and Self-Reflection
    - Site-Visits
- Evaluators may use the following categories of evidence in determining overall ratings:
    - Other Measures of Student Learning
    - Products of Practice
    - Other Sources (e.g. surveys)
- Evaluations will be documented on approved forms to become part of the official personnel file.
- A copy of the evaluation is provided to the evaluatee.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

These required evidences will be used to inform rating for each performance measure: Planning, Environment, Instruction, and Professionalism

Principal Evaluation Timeline
- **All principals and assistant principals will participate in self-reflection and professional growth planning each year.**
- **Administrators receive summative evaluations annually**

Evaluation Activity	Principal Timeline
Explanation and Review of Certified Evaluation Process with Administration	• Completed 30 calendar days after reporting to work.
Self-Reflection and Professional Growth Plan Beginning of Year Conference	• **By October 15th** – All principals, in collaboration with the Superintendent or designee complete the self-reflection and develop a professional growth plan. • Assistant principal(s), in collaboration with the principal, complete a self-reflection and develop a Professional Growth Plan
First Site Visit Mid-Year Review of Goals	• **October 16th – January 30th** • The Mid-Year Conference is to be completed prior to January 30th
Second Site Visit and End of Year Review	• **February 1st – April 30th** • The End of Year Review is to be completed prior to April 30th
Assistant Principal Observation	• **October 1st – January 31st** • 1 Observation required; Multiple Observations if needed as determined by the primary evaluator
Summative Evaluation Completed	• **By April 30th** • The end of year review will serve as the summative evaluation conference for principals and assistant principals • Evaluations will be documented on approved forms to become part of official personnel file housed in central office
Corrective Action Plan	• As needed throughout the process

Professional Practice
The following sections provide a detailed overview of the various sources of evidence used to inform ratings of each performance measure.

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, 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.
- 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.
- In the event of a late hire, the Superintendent or designee will consult with the district evaluation plan contact to determine the PGP and self-reflection timeline.

Site-Visits – completed by supervisor of principal
Site visits are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the performance measures. 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.
- Site-Visits are to be conducted at least twice each year by the superintendent or designee. (See chart for timeline)
- All principals will be evaluated every year and receive summative evaluations annually.
- All observations shall be documented on district forms.
- In the event of a late hire, the Superintendent or designee will consult with the district evaluation plan contact to determine the observation schedule.

Observations of Assistant Principals – completed by supervisor/designee of assistant principal
Observations are a method by which the principal/designee may gain insight into the assistant principal's practice in relation to the measures. During an observation, the principal will discuss various aspects of the job with the assistant principal.
- Observations are to be conducted at least once each year by the principal or designee, but may be conducted twice if needed. (See chart for timeline)
- All assistant principals will be evaluated every year.
- All observations will be documented in the district determined platform.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the observation schedule.

Site Visit/Observation Conferencing
- **Beginning of the Year Conference – To be completed prior to October 15th.**
    - Establish the purpose of the meeting
    - Discuss reflections
    - Discuss and come to agreement on the Professional Growth Plan
    - Questions/Concerns/Comments
    - Set tentative date for Mid-Year Conference

- **A Mid-Year Conference will take place after the first site visit/observation and shall take place prior to January 30th.**
    - Establish the purpose of the meeting
    - Discuss first observation/site visit and provide feedback
    - Discuss documentation of each measure – determine if any other documentation is needed
    - Questions/Concerns/Comments
    - Set tentative date for End of Year Review

- **An End of Year Conference will take place after the second site visit/observation and shall take place prior to April 30th.**
    - Establish purpose of meeting
    - Discuss second observation/site visit and provide feedback
    - Share progress toward Professional Growth Plan
    - Discuss progress of each measure-determine if any other documentation is needed
    - Discuss overall rating based on Performance Measures
    - Questions/Concerns/Comments
    - The end of year conference will serve as the summative evaluation conference for principals and assistant principals.

Other Sources of Evidence
Additional evidence provided in support of performance measures may include items from the following list (not a comprehensive list):
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
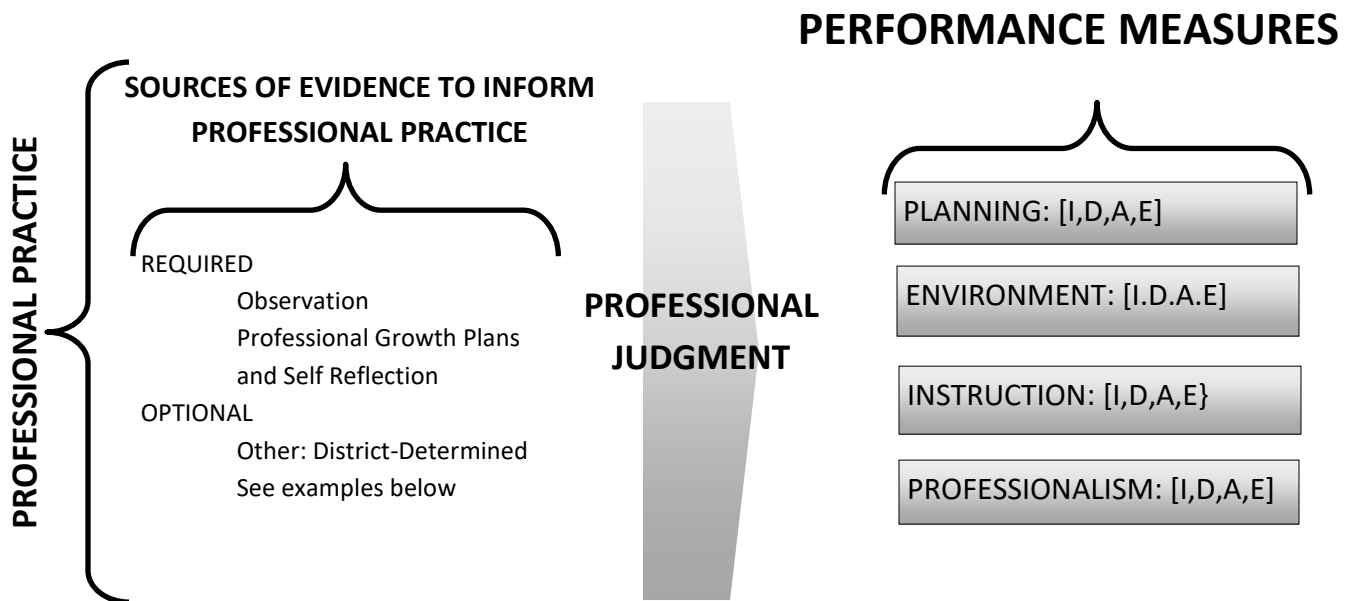- School schedules

Determining the Overall Performance Category
Superintendents/designee are responsible for determining an Overall Performance Category for each principal annually. The Overall Performance Category is informed by the principal's ratings on performance measures.

Rating Professional Practice
The principal performance measures stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific measures. The uniform performance measures used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership.   Supervisors will organize and analyze evidence for each individual principal based on these performance measures.

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

PERFORMANCE MEASURES

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED
Observation
Professional Growth Plans and Self Reflection
OPTIONAL
Other: District-Determined
See examples below

PROFESSIONAL JUDGMENT

PLANNING: [I,D,A,E]

ENVIRONMENT: [I.D.A.E]

INSTRUCTION: [I,D,A,E}

PROFESSIONALISM: [I,D,A,E]

- Evaluators will place all final summative ratings on the district approved forms.

Summative Requirements:
- Summative evaluations will be documented on the district's Summative Rating Sheet.
- **Summative evaluations will be sent to the district evaluation plan contact by May 1ₛₜ of each year.**
- Summative evaluations will be documented in writing and placed in the professional's personnel file.
- All evidences used to determine an overall performance (summative) rating must be included in the documentation of the summative evaluation. Observations are evidences that inform the evaluation.
- The summative evaluation conference shall be held at the end of the summative evaluation. **This conference shall be face to face and completed by April 30**.
- The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

MINIMUM CRITERIA FOR DETERMINING A PRINCIPALS OR ASSISTANT PRINCIPALS SUMMATIVE RATING	
IF…	**THEN…**
Performance Measures 2 (Environment) and 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an "Ineffective" performance measure rating in the evaluation plan cycle or when an immediate change is required in behavior or practice.   The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the performance measure rating of "Ineffective" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file.   The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response.

- **Note: Summative Evaluation Appeal Process and forms can be found in the Forms section of this document.**

FORMS for PPGES

INTRODUCTION

The superintendent maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice, Professional Growth Planning Template Observation/Site Visit Form*, *Documentation Form, Principal Mid-Year Performance Review*, *Principal Summative Performance Report,* and *Corrective Action Plan* (if needed).

Reflective Practice for Principals and Assistant Principals

Principal	
EPSB ID#	
School	
Level	

Performance Measures	Self-Assessment				Strengths and areas for growth
PLANNING					
Standard 1: Mission, Vision, and Core Values Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E	
Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E	
ENVIRONMENT					
Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E	
INSTRUCTION					
Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	
Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E	

Standard 6: Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being		D	A	E
PROFESSIONALISM				
Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E
Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E

Connecting Priority Growth Needs to Professional Growth Planning

Professional Growth Goal: · **What do I want to change about my practices that will effectively impact student learning?** · **How can I develop a plan of action to address my professional learning?** · **How will I know if I accomplished my objective?**	

Connection to Measures
The Principal should connect the PGP Goal to the appropriate performance measure and list that measure below.

Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	**Strategies/Actions** What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Administrator's Signature:	**Date:**
Superintendent's Signature:	**Date:**

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

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on_____ Initials _____ _____ Principal's Superintendent

Administrator's Signature:	**Date:**
Superintendent's Signature:	**Date:**

Next Steps:

Administrator's Signature:	**Date:**
Superintendent's Signature:	**Date:**

<u>Site Visit - Documentation Template</u>
<u>Recommended Practice:</u>

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Evaluation System, refer to the performance measures for each principal measure to find examples of behaviors that, when documented, support a degree of effectiveness for that measure. Performance indicators are possible "look fors" only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance measures. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance measure as needed. Allow principals to submit additional evidence of their effectiveness on performance measures as desired.
4. *Provide feedback that is evidence-based, specific to the performance measures, and that will assist the principal in professional growth and overall effectiveness.*

Date: _____

Principal: ___

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):
    Site visit _____   Mid-Year Conference _____   Other (Specify) _____

PERFORMANCE STANDARDS – Site Visit Documentation

PLANNING

Standard 1: Mission, Vision, and Core Values

Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Element	An Ineffective School Leader…	A Developing School Leader…	An Accomplished School Leader…	An Exemplary School Leader…
1a.	Fails to develop an educational mission for the school.	Develops an educational mission for the school that only promotes academic success and well-being of some students.	**Develops an educational mission for the school to promote the academic success and well-being of each student.**	Ensures all school resources are aligned with the educational mission to promote the academic success and well-being of each student.
1b.	Fails to collaborate with members of the school or community to create a vision for student success.	Inconsistently (collaborates with members of the school or community in using relevant data to develop a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	**In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.**	Builds capacity of members of the school and community to use relevant data, develop and promote a transformative vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
1c.	Fails to articulate values that define the school's culture and does not stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Inconsistently articulates and/or advocates core values that define the school's culture and attempts to stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	**Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.**	Consistently articulates, advocates, and cultivates transformative core values that define the school's culture and creates the conditions for the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

1d.	Fails to develop, implement, and evaluate actions taken to achieve the vision for the school.	Inconsistently develops, implements, and/or evaluates actions to achieve the vision for the school.	**Strategically develops, implements, and evaluates actions to achieve the vision for the school.**	Strategically and collaboratively develops, implements, and evaluates actions to achieve an innovative and transformative vision for the school.
1e.	Fails to review the school's mission and vision.	Inconsistently reviews the school's mission and vision and/or adjusts them to changing expectations and opportunities for the school and changing needs and situations of students	**Reviews the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.**	Reviews the school's mission and vision annually and makes innovative and transformative adjustments based on changing expectations and opportunities for the school along with needs and situations of students.
1f.	Fails to demonstrate a sense of understanding and/or commitment by the leader to the mission, vision, and/or core values within the school and the community.	Demonstrates a personal understanding of the mission, vision, and core values, yet lacks an attempt to develop a shared understanding and commitment within members of the school community.	**Develops shared understanding of and commitment to mission, vision, and core values within the school and the community.**	Demonstrates a culture where the mission, vision, and core values are consistently accepted and integrates into the work of the school.
1g.	Fails to model the school's mission, vision, or core values in their leadership of the school.	Inconsistently models and/or pursues the school's mission, vision, and/or core values.	**Models and pursues the school's mission, vision, and core values in all aspects of leadership.**	Models and exemplifies the school's mission, vision, and core values, particular as an innovative and transformational leader, in all aspects of leadership.

Standard 9: OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An ***Accomplished* School Leader**	An *Exemplary* School Leader
9a.	Fails to institute, manage or monitor operations and administrative systems that promote the mission and vision of the school.	Inconsistently institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school.	**Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.**	Creates a system that institutes, manages, and monitors operations and administrative systems, evaluates the process for effectiveness and provides the necessary feedback to stakeholders that promotes the mission and vision of the school.
9b.	Fails to manage staff resources, assign and schedule teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	Attempts to manage staff resources, assign and scheduling teachers and staff to roles and responsibilities that are aligned, but may not optimize their professional capacity in addressing each students' learning needs.	**Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.**	The leader cultivates a culture of efficacy that allows stakeholders opportunities to independently manage staff resources, participate in the process of assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity and ensures that all resources support each student's learning needs.
9c.	Fails to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	Inconsistently seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	**Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.**	Creates a system where stakeholders actively support the leader in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

9d.	Fails to act responsibly, ethically, and are not accountable in stewardship of the school's monetary and nonmonetary resources, resulting in ineffective budgeting and accounting practices.	Inconsistently acts responsible, ethical and accountable in the management of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.	**Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.**	Creates a system where all stakeholders are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
9e.	Fails to protect teachers' and other staff members' work and learning from disruption.	Inconsistently protects teachers' and other staff members' work and learning from disruption.	**Protects teachers' and other staff members' work and learning from disruption.**	Creates a system where teachers' and other staff members' work and learning are protected from disruption.
9f.	Fails to employ technology to improve the quality and efficiency of operations and management.	Attempts to employ technology to improve the quality and efficiency of operations and management.	**Employ technology to improve the quality and efficiency and operations and management.**	Researches and seeks recommendations for technology that is aligned with best practices that improves the quality and efficiency and operations and management.
9g.	Fails to develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.	Inconsistently develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.	**Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.**	Continually evaluates data and communication systems and creates a plan for actionable information to be implemented in classrooms and used for school improvement.
9h.	Unaware and/or fails to comply with local, state, and federal laws, rights, policies, and regulations.	Aware of and attempts to comply with local, state, and federal laws, rights, policies and regulations so as to promote student success.	**Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.**	Leads advocacy efforts with the help of the community for local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9i.	Inconsistently or fails to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Develop and manage relationships with feeder and connecting schools for enrollment management.	**Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.**	Creates and nurtures an ongoing communication system with feeder and connecting schools aimed at the holistic success and well-being of all students.
9j.	Inconsistently or fails to develop and manage productive relationships with the central office.	Develop and manage productive relationships with the central office.	**Develop and manage productive relationships with the central office and the school board.**	Creates synergistic relationships with the central office and school board.
9k.	Lack of awareness of the need for systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	Attempts to develop and administer systems for the management of conflict among students, faculty and staff, leaders, families, and community.	**Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.**	Creates a culture where all stakeholders take individual responsibility for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
9l.	Inconsistently or fails to manage governance processes toward achieving the school's mission and vision.	Manages governance processes toward achieving the school's mission and vision.	**Manage governance processes and internal and external politics toward achieving the school's mission and vision.**	Consistently reviews governance processes and internal and external politics toward achieving the school's mission and vision and assures alignment with the district and the state mission and vision.

Standard 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
10a.	Lacks evidence of efforts to meet the needs of all students, teachers and staff, families, and the community.	Attempts to make school more effective for each student, teachers and staff, families, and/or the community.	**Seeks to make school more effective for each student, teachers and staff, families, and the community.**	Serves as a liaison actively facilitating innovative opportunities to ensure that school is most effective for each student, teachers and staff, families, and the community.
10b.	Does not have continuous improvement methods in place to achieve the vision, fulfill the mission, and promote the core values of the school.	Attempts to use methods of continuous improvement to achieve the vision, fulfill the mission, and/or promote the core values of the schools.	**Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.**	Creates a system for continuous improvement to achieve the vision, fulfill the mission, promote the core values of the school, and consistently engage in a continuous cycle of improvement planning.
10c.	Lacks strategies to prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.	Attempts to prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and/or developing the knowledge, skills, and motivation to succeed in improvement.	**Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.**	Acts as an agent for change through modeling how to best prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
10d.	Lacks evidence of engaging others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.	Attempts to engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and/or evaluation for continuous school and classroom improvement.	**Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.**	Consistently develops and implements a system for engaging others in a process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

10e.	Lacks strategies that are situationally-appropriate for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	Attempts to utilize strategies for improvement that may or may not be situationally-appropriate, including transformational and incremental, adaptive approaches and/or attention to different phases of implementation.	**Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.**	Consistently has developed and implemented situationally-appropriate strategies designed to sustain improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
10f.	Is unaware of how to assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.	Attempts to develop the capacity of staff to assess the value and applicability of emerging educational trends and/or the findings of research for the school and its improvement.	**Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.**	Sustains a system for assessing the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
10g.	Lacks evidence of technically appropriate systems of data collection, management, analysis, and use, and/or does not connect as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	Begins to develop technically appropriate systems of data collection, management, analysis, and use, and attempts to connect as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	**Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.**	Models the development and use of technically appropriate systems of data collection, management, analysis, and use, intentionally connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
10h.	Lacks a systems perspective and/or may not be able to articulate coherence among improvement efforts and all aspects of school organization, programs, and services.	Attempts to adopt a systems perspective and begins to promote coherence among improvement efforts and all aspects of school organization, programs, and services.	**Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services.**	Consistently models and communicates a systems perspective and coherence among improvement efforts and all aspects of school organization, programs, and services.

10i.	Unsuccessfully manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	Makes an effort to manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	**Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.**	Develops systems for consistently managing uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10j.	Lacks evidence of promoting leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	Begins to develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	**Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.**	Continuously fosters and cultivates leadership among teachers and staff for inquiry, experimentation and innovation, and initiating improvement.

ENVIRONMENT

Standard 3: EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
3a.	Lack efforts to ensure each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	Limited and inconsistent efforts to ensure each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	**Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.**	Model and build capacity among all members of the school community to ensure each student is treated fairly, respectfully, and with an understanding of the student's culture and context.
3b.	Does not recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	Inconsistently recognizes, respects, and employs student's strengths, diversity and culture as assets for teaching and learning.	**Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.**	Build capacity of all members of the school community to consistently recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
3c.	Lack an understanding that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Attempt to provide equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	**Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.**	Build and sustain systems to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
3d.	Does not have a policy and fails to follow student policies to address student misconduct in a positive, fair, and unbiased manner.	Attempt to develop student policies and inconsistently address student misconduct in a positive, fair, and unbiased manner.	**Develop student policies and address student misconduct in a positive, fair, and unbiased manner.**	Routinely refine and implement student policies and consistently address student misconduct in a positive, fair, and unbiased manner.

3e.	Ignore or does not confront institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	Does not consistently or effectively confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	**Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.**	Build the capacity of others to confront and alter institutional biases of marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
3f.	Does not understand the need for the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	Attempt to promote the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	**Promote the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.**	Develop systems, serve as a model, and consistently promote the preparation of students to live productively and positively impact the diverse cultural contexts of a global society.
3g.	Lack of cultural competence and responsiveness in their interactions, decision making, and practice.	Inconsistently act with cultural competence and responsiveness in their interactions, decision-making, and practice.	**Act with cultural competence and responsiveness in their interactions, decision making, and practice.**	Support the development of all to act with cultural competence and responsiveness in their interactions, decision making, and practice.
3h.	Ignore or does not understand matters of equity and cultural responsiveness in all aspects of leadership.	Inconsistently address matters of equity and cultural responsiveness in aspects of leadership.	**Address matters of equity and cultural responsiveness in all aspects of leadership.**	Consistently address and ensure matters of equity and cultural responsiveness in all aspects of leadership in all members of the school community.

Standard 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
7a.	Workplace conditions are underdeveloped and negatively impact professional development, practice, and student learning.	Attempts to develop workplace conditions for teachers and other professional staff to promote effective professional development, practice, and student learning.	**Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.**	Builds and sustains workplace conditions for teachers and other professional staff that promote effective professional development by establishing partnerships and removing barriers.
7b.	Unsuccessfully empowers and/or entrusts teachers and staff in meeting the academic, social, emotional, and physical needs of each student without consideration of mission, vision, and the core values of the school.	Attempts to empower and entrust teachers and staff with some responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	**Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.**	Fosters the autonomy and mutual accountability of teachers and staff as they share responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
7c.	Unsuccessfully establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational	Attempts to establish a professional culture of engagement and commitment to some of the following: a shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational	**Establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.**	Ensures all key stakeholders collectively monitor and regularly evaluates the professional culture as it relates to engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and

	learning and improvement.	learning and improvement.		continuous individual and organizational learning and improvement
7d.	Unsuccessfully promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	Attempts to promote accountability of teachers and other professional staff, without regard to mutual accountability, the success of subgroups and individual student success, or overall school effectiveness.	**Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.**	Ensures ALL staff and key stakeholders promote mutual accountability for each student's success and the effectiveness of the school as a whole.
7e.	Unsuccessfully develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	Attempts to develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	**Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.**	Leverages a repertoire of strategies designed to build and sustain open, caring, and trusting working relationships among leaders, faculty, and staff to cultivate high levels of professional capacity that leads to the continuous improvement of practice.
7f.	Unsuccessfully designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	Attempts to design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	**Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.**	Empowers collective ownership of learning for all and advocates for personalized, job-embedded, and other relevant ongoing professional learning.
7g.	Unsuccessfully provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.	Attempts to provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.	**Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.**	Builds and sustains opportunities for collaborative examination of practice, collegial feedback, and collective learning.

7h.	Is unable or unwilling to encourage faculty-initiated improvement of programs and practices.	Attempts to develop and encourage faculty-initiated improvement of programs and practices.	**Encourages faculty-initiated improvement of programs and practices.**	Builds and sustains a system that supports faculty-initiated improvement of programs; shares autonomy and ensures mutual accountability of teachers and staff for improvement of programs and practices.

INSTRUCTION

Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
4a.	Lack of/ineffective implementation of a system of curriculum, instruction, and assessment.	Limited implementation of a system of curriculum, instruction, and assessment and that may be inconsistent with the mission, vision, and core values of the school, and may not communicate high expectations for student learning, aligned with academic standards, and are not consistently culturally responsive.	**Implements coherent system of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.**	Consistently implements a coherent, highly effective system of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, that embodies high expectations for student learning, align with academic standards, and are culturally responsive. Systematically, the leader creates a culture that monitors the effectiveness of all systems, builds capacity, examines fidelity, the impact of implementation and makes modifications, as appropriate.
4b.	Inconsistently align and focus systems of curriculum, instruction, and assessments within and across grade levels to promote student learning. The leader lacks the awareness of recognizing students' identities or identifying habits of learners that promotes a development of a healthy sense of self.	Attempts to align and focus systems of curriculum, instruction and assessments within and across grade levels to promote student learning. The leader is developing an awareness of students' identities, habits of learners and development of a healthy sense of self.	**Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student learning, the identities and habit of learners, and a healthy sense of self.**	Consistently aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student learning. The leader recognizes and provides resources and support in developing the identities and habits of each learner and ensures that there are effective systems in place to promote each learner has a healthy sense of self.
4c.	Lacks an awareness of how to promote instructional practice that is consistent with	Attempts to promote instructional practice that is consistent with knowledge of child	**Promotes instructional practice that is consistent with knowledge of child**	Effectively promotes instructional practice that is consistent with knowledge of child learning and

	knowledge of child learning and development, additionally, there is no awareness of effective pedagogy and the leader lacks the capacity to address the needs of each student.	learning and development. The leader is growing an understanding of effective pedagogy that meets the needs of each student.	**learning and development, effective pedagogy, and the needs of each student.**	development, effective pedagogy, and the needs of each student. The leader implements processes and protocols that evaluates the impact of teaching and learning. Additionally, they ensure that data is used to design personalized supports to meet the needs of each learner**.**
4d.	Unaware or lacks the capacity to ensure instructional practices that are intellectually challenging, authentic, recognize student strengths, differentiated, and/or personalized.	Encourages intellectually challenging, authentic student experiences that are differentiated with inconsistent implementation and/or results.	**Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.**	Effectively utilizes shared leadership to ensure that all students are intellectually challenged using authentic student experiences that amplify student strengths through differentiation and personalization of learning.
4e.	Does not promote the effective use of technology for teaching and learning.	Inconsistently promotes the effective use of technology for teaching and learning.	**Promotes the effective use of technology in the service of teaching and learning.**	Utilizes shared leadership to expand, refine expectations, allocate resources and provide professional learning regarding the use of technology to support teaching and learning.
4f.	Demonstrates a lack of awareness of the attributes of valid assessments and the knowledge of child learning and development and technical standards of measurement.	Attempts to employ valid assessments that are mostly consistent with knowledge of child learning and development and technical standards of measurement.	**Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.**	Employs a system of review in which valid assessments consistent with knowledge of child learning and development and technical standards of measurement are refined in order to maintain/ensure validity and consistency of implementation.

| 4g. | Limited/no knowledge of assessment data and/or does not use it to monitor student progress or improve instruction. | Demonstrates basic knowledge of assessment data and attempts to use it appropriately to monitor student progress and improve instruction. | **Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.** | Builds an effective system in which assessment data is used among those in the school community and mitigates technical limitations to monitor student progress and ensure results are used to improve instruction and increase student achievement. |

Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
5a.	Does not build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Attempts to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	**Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.**	Incorporates community resources to build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.
5b.	Does not create and sustain a school environment in which each student is known, accepted, and valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community.	Inconsistently creates and sustains a school environment in which each student is known, accepted, and valued, trusted, and respected, cared for, and encouraged to be an active and responsible member of the school community.	**Creates and sustains a school environment in which each student is known, accepted, and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.**	Collaborates with community stakeholders to enhance a school environment in which all students are known, accepted, and valued, trusted and respected, cared for, and an active and responsible member of the school community and society.
5c.	Has not developed a system of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	Provides an inconsistent system of academic and social supports, services, extracurricular activities, and accommodations that meets the learning needs of some groups of students.	**Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.**	Collaborates with outside partnerships to enhance academic and social supports, service, extracurricular activities, and creates opportunities to meet the learning needs of each student.
5d.	Does not promote adult-student, student-peer, and school community relationships that value and support academic learning and positive social and emotional development.	Attempts to promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	**Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.**	Actively monitoring and supporting adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5e.	Does not cultivate and reinforce student engagement in school and positive student conduct.	Inconsistently cultivates and reinforces student engagement in school and positive student conduct.	**Cultivates and reinforces student engagement in school and positive student conduct.**	Actively monitoring and supporting high levels of student engagement in school and positive student self-monitoring of conduct are evident.
5f.	Does not infuse the school's learning environment with the cultures and languages of the school's community.	Attempts to infuse the school's learning environment with the cultures and languages that represent the students of the school.	**Infuses the school's learning environment with the cultures and languages of the school's community.**	Actively monitoring, adjusting, and supporting the school's learning environment with all cultures and languages of the community.

Standard 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
6a.	Unsuccessfully recruits, hires, supports, develops, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	Attempts to develop practices to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	**Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and form them into an educationally effective faculty.**	Sustains a culture where stakeholders are engaged in recruiting, hiring, supporting, developing, and retaining effective and caring teachers and other professional staff and form them into an educationally effective faculty.
6b.	Unsuccessfully plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	Attempts to plan for and manage staff turnover and succession, and occasionally provides opportunities for effective induction and mentoring of new personnel.	**Plans for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.**	Sustains a culture where stakeholders are engaged in planning for and management of staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
6c.	Unsuccessfully develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	Limited development of teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	**Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.**	Sustains a culture where stakeholders are engaged in the development of teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
6d.	Unsuccessfully fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	Attempts to fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	**Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.**	Sustains a culture where stakeholders are engaged in the continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e.	Unsuccessfully delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	Delivers limited feedback about instruction and other professional practice. Feedback does not always support the development of teachers' and staff members' knowledge, skills, and practice.	**Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.**	Sustains a culture where stakeholders independently seek and utilize actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
6f.	Unsuccessfully empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	Demonstrates a basic knowledge of empowering and motivating teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	**Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.**	Sustains a culture where stakeholders are empowered and motivated to the highest levels of professional practice and to continuous learning and improvement.
6g.	Unsuccessfully develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	Attempts to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	**Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.**	Sustains systems and structures to create a culture where stakeholders independently seek opportunities to act as leaders that engage the school community in providing resources.
6h.	Unsuccessfully promotes the personal and professional health, well-being, and work-life balance of faculty and staff.	Attempts to establish a foundation to promote the personal and professional health, well-being, and work-life balance of faculty and staff.	**Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.**	Sustains systems and structures to create a culture where faculty and staff independently exhibit a work-life balance of professional health and well-being.
6i.	Unsuccessfully tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	Demonstrates a basic knowledge of their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	**Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.**	Sustains a culture where stakeholders tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

PROFESSIONALISM

Standard 2: ETHICS AND PROFESSIONAL NORMS
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
2a.	Fails to act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	Inconsistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	**Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.**	Extends ethical and professional culture into the school community through personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
2b.	Does not practice or promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	Inconsistently practices and/or promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	**Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.**	Creates a system that promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement within the school and community.
2c.	Fails to place children at the center of education and takes no responsibility for the academic success and well being for students.	Inconsistently places children at the center of education and accepts minimal responsibility for each student's academic success and well-being	**Places children at the center of education and accepts responsibility for each student's academic success and well-being.**	Creates a culture within the school community for placing children at the center of education that promotes each student's academic success and well being.
2d.	Fails to safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	Inconsistently safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	**Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.**	Creates a culture within the school community that promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
2e.	Fails to lead with interpersonal and communication skills,	Inconsistently leads with interpersonal and communication skills,	**Leads with interpersonal and communication skills,**	Creates a culture effectively utilizing interpersonal and

	lack of social emotional insight, and minimal understanding of all students' and staff members' backgrounds and cultures	social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	**social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.**	communication skills and social emotional insight that promotes appreciation of all students' and staff members' backgrounds and cultures.
2f.	Fails to provide moral direction for the school and fails to promote ethical and professional behavior among faculty and staff.	Inconsistently provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	**Provides moral direction for the school and promote ethical and professional behavior among faculty and staff.**	All systems within the school operate from a perspective of moral, ethical, and professional behavior.

Standard 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.				
Elements	**An Ineffective School Leader**	**A Developing School Leader**	**An Accomplished School Leader**	**An Exemplary School Leader**
8a.	Does not attempt to develop an approachable, accessible and welcoming environment to families and members of the community.	Attempt to develop an approachable, accessible and welcoming environment to families and members of the community.	**Is approachable, accessible, and welcoming to families and members of the community.**	Supports the development of all to be approachable, accessible, and welcoming to families and members of the community.
8b.	Does not create positive, collaborative, and productive relationships with families and the community for the benefit of students	Attempt to develop positive, collaborative, and productive relationships with families and the community for the benefit of students.	**Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.**	Consistently create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
8c.	Fails to engage in communication with families and the community about the school, students, needs, problems, and accomplishments.	Engages in limited and inconsistent communication with families and the community about the school, students, needs, problems, and accomplishments.	**Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.**	Continuously engages in open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
8d.	Lack of awareness to establish a presence in the community.	Attempts to have a presence in the community.	**Maintains a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.**	Supports development of all stakeholders to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
8e.	Fails to partner with families to support student learning in and out of the school.	Establishes limited partnerships with families to support student learning in and out of school.	**Creates means for the school community to partner with families to support student learning in and out of school.**	Builds the capacity of others to create means for the school community to partner with families to support student learning in and out of school.

8f.	Does not understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.	Attempts to understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.	**Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.**	Builds development of all to understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
8g.	Restricts the use of the school as a resource for families and the community.	Provides limited use of the school as a resource for families and the community.	**Develops and provides the school as a resource for families and the community.**	Continuously develops and provides the school as a resource for families and the community.
8h.	Does not advocate for the school and district for the importance of education and student needs and priorities to families and the community.	Inconsistently advocates for the school and district for the importance of education and student needs and priorities to families and the community.	**Advocates for the school and district and for the importance of education and student needs and priorities to families and the community.**	Builds the capacity for others to advocate for the school and district and for the importance of education and student needs and priorities to families and the community.
8i.	Fails to advocate publicly for the needs and priorities of students, families, and the community.	Inconsistently advocates publicly for the needs and priorities of students, families, and the community.	**Advocates publicly for the needs and priorities of students, families, and the community.**	Builds the capacity for others to advocate publicly for the needs and priorities of students, families, and the community.
8j.	Fails to build productive partnerships with public and private sectors to promote school improvement and student learning.	Inconsistently builds productive partnerships with public and private sectors to promote school improvement and student learning.	**Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.**	Consistently builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.

Support Dialogue Form *(optional)*

Directions: *Principals and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.*

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal's Signature: _____

Principal's Name: _____ Date: _____

Superintendent's Signature: _____

Superintendent's Name: _____ Date: _____

Principal Mid-Year Performance Review

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

Strengths:

Areas of Improvement:

Principal's Name: _____   Date: _____

Principal's Signature: _____

Evaluator's Name: _____   Date: _____

Evaluator's Signature: _____

Principal Summative Performance Review

Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal: Click here to enter text.   **School Year(s):** Click here to enter text.

School: Click here to enter text.

Based on the rubric and other provided evidence,

	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
PLANNING:				
Mission, Vision, and Core Values				
Operations and Management				
School Improvement				
ENVIRONMENT:				
Equity and Cultural Responsiveness				
Professional Community for Teachers and Staff				
INSTRUCTION:				
Curriculum, Instruction, and Assessment				
Community of Care and Support for Students				
Professional Capacity of School Personnel				
PROFESSIONALISM:				
Ethics and Professional Norms				
Meaningful Engagement of Families and Community				

Evaluator's Name _____   Principal's Name _____

Evaluator's Signature _____   Principal's Signature _____
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date _____   Date _____

Superintendent's Name _____

Superintendent's Signature _____

Date _____

Note: Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Site-Visits
- Other district determined evidence sources

Summative Rating Sheet –Principal and Assistant Principal – Grant County Schools

Principal: School: Date:

Evaluator:

Overall Rating: Performance Measures

	PLANNING (Standards 1, 9, and 10)	ENVIRONMENT (Standards 3 and 7)	INSTRUCTION (Standards 4, 5, and 6)	PROFESSIONALISM (Standards 2 and 8)
INEFFECTIVE				
DEVELOPING				
ACCOMPLISHED				
EXEMPLARY				
COMMENTS				

Overall Professional Practice Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY

☐ Recommended for continued employment

☐ Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)

☐ Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Evaluatee's Signature/ Date: _____ _____

Evaluator's Signature/Date: _____ _____

SECTION 4 – Central Office Administration

Introduction:

Effective leadership depends on clear measures and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve practice; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. Effective leadership is one way to ensure all Kentucky students are successful and graduate from high school college/career ready. The evaluation system is designed to measure effectiveness and serve as a catalyst for professional growth and continuous improvement.

Central Office Administrators include:

- Deputy Superintendent
- Assistant Superintendent
- Director of Student Instructional Services
- Director of Pupil Personnel
- Director of Elementary Schools
- Director of Secondary Schools
- Behavior Specialist

Central Office Administrators will be evaluated using the PSEL (Professional Standards for Educational Leaders). These include:

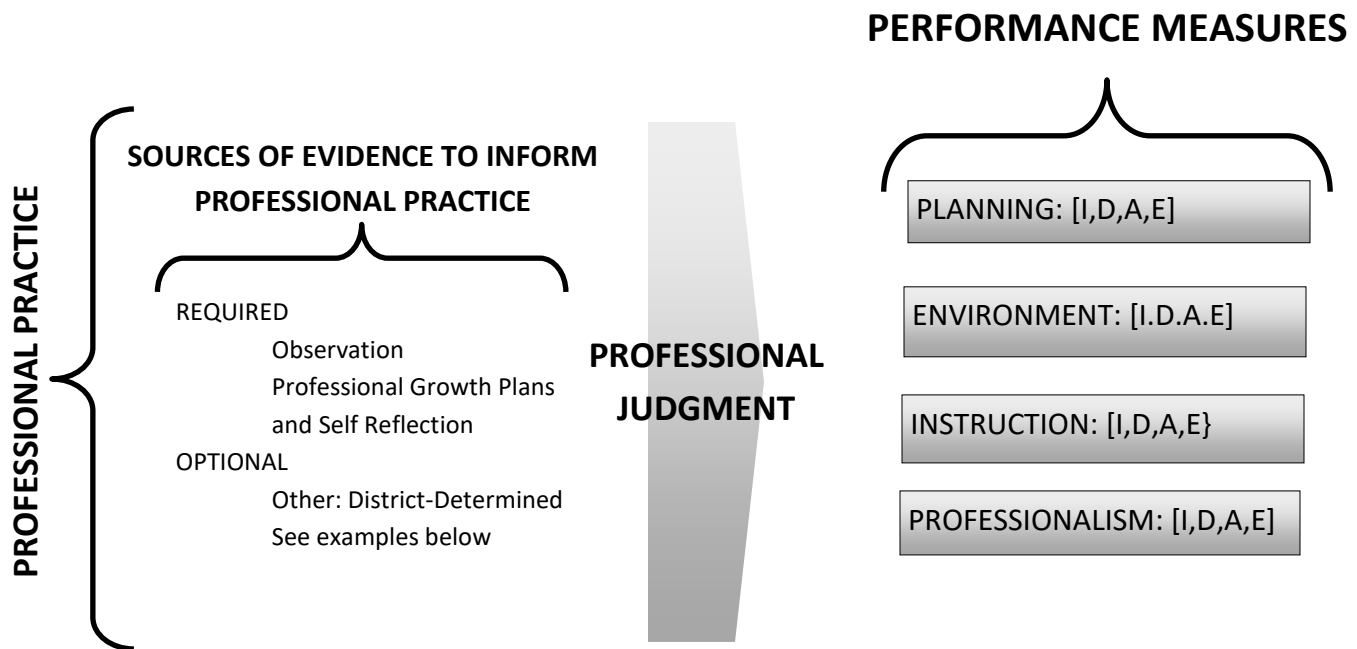| PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
• Mission, Vision, and Core Values • Operations and Management • School Improvement	• Equity and Cultural Responsiveness • Professional Community for Teachers and Staff	• Curriculum, Instruction, and Assessment • Community of Care and Support for Students • Professional Capacity of School Personnel	• Ethics and Professional Norms • Meaningful Engagement of Families and Community

Performance will be rated for each component according to four performance levels:

- 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 exceed expectations for effective performance

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

Each of the PSEL measures have indicators contained in rubrics to illustrate how certified administrators may show evidence of meeting a particular measure. While certified administrators must not show evidence of meeting each indicator, they must show evidence of meeting the overall performance measure.

- Required Sources of Evidence
    - Professional Growth Planning and Self-Reflection
    - Site-Visits
- Evaluators may use the following categories of evidence in determining overall ratings:
    - Other Measures of Student Learning
    - Products of Practice
    - Other Sources (e.g. surveys)
- Evaluations will be documented on approved forms to become part of the official personnel file.
- A copy of the evaluation is provided to the evaluatee.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

PERFORMANCE MEASURES

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED
    Observation
    Professional Growth Plans
    and Self Reflection
OPTIONAL
    Other: District-Determined
    See examples below

PROFESSIONAL JUDGMENT

PLANNING: [I,D,A,E]

ENVIRONMENT: [I.D.A.E]

INSTRUCTION: [I,D,A,E}

PROFESSIONALISM: [I,D,A,E]

These required evidences will be used to inform rating for each performance measure: Planning, Environment, Instruction, and Professionalism.

MINIMUM CRITERIA FOR DETERMINING A CENTRAL OFFICE ADMINISTRATORS SUMMATIVE RATING	
IF…	**THEN…**
Performance Measures 2 (Environment) and 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Evaluation Timeline – Central Office Administration	
Explanation and Review of Certified Evaluation Process with Administration	• No later than the evaluatee's first thirty (30) calendar days of the school year.
Self-Reflection/Professional Growth Plan	• **By October 15**th – All Central Office administrators, in collaboration with the Superintendent or designee, will complete a self-reflection and create a professional growth plan
Observation/Site Visit	• **October 1**st **– April 30**th 1 Observation required; Multiple Observations, if needed, as determined by the primary evaluator. If a second observation is needed, shall be completed **5 working days before April 30**th.
Pre-Observation Conference	• Not mandatory, but may be conducted in order to discuss upcoming observation
Post Observation Conference	• A post observation conference shall be held within **5 working days** after the observation/site visit.
Summative Evaluation Completed	• **By April 30**th Evaluations will be documented on approved forms to become part of official personnel file housed in central office
Summative Evaluation Appeal	• Within **5 working days** of the summative conference
Summative Evaluations to District Contact	• **On or before May 1st**
Corrective Action Plan	• As needed throughout the process

Reflection on the Performance Measures

Reflect on the effectiveness and adequacy of your practice in each of the performance measures. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance measure and list your strengths and areas for growth.

Performance Measures	Self-Assessment				Strengths and areas for growth
PLANNING					
Mission, Vision, and Core Values Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E	
School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E	
ENVIRONMENT					
Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E	
INSTRUCTION					
Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	
Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	I	D	A	E	
Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	I	D	A	E	

PROFESSIONALISM					
Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	
Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	

Central Office - Observation Instrument

Name of Administrator_____ Date of Observation_____

PLANNING			
Standard 1: MISSION, VISION, AND CORE VALUE Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.			
Element	**An Ineffective School Leader…**	**A Developing School Leader…**	**An Accomplished School Leader…**	**An Exemplary School Leader…**
1a.	Fails to develop an educational mission for the school.	Develops an educational mission for the school that only promotes academic success and well-being of some students.	**Develops an educational mission for the school to promote the academic success and well-being of each student.**	Ensures all school resources are aligned with the educational mission to promote the academic success and well-being of each student.
1b.	Fails to collaborate with members of the school or community to create a vision for student success.	Inconsistently collaborates with members of the school or community in using relevant data to develop a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	**In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.**	Builds capacity of members of the school and community to use relevant data, develop and promote a transformative vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
1c.	Fails to articulate values that define the school's culture and does not stress the imperative of child-centered education; high expectations and	Inconsistently articulates and/or advocates core values that define the school's culture and attempts to stress the imperative of child-centered education;	**Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high**	Consistently articulates, advocates, and cultivates transformative core values that define the school's culture and creates the conditions for the imperative of child-centered education; high expectations and student

	student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	**expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.**	support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
1d.	Fails to develop, implement, and evaluate actions taken to achieve the vision for the school.	Inconsistently develops, implements, and/or evaluates actions to achieve the vision for the school.	**Strategically develops, implements, and evaluates actions to achieve the vision for the school.**	Strategically and collaboratively develops, implements, and evaluates actions to achieve an innovative and transformative vision for the school.
1e.	Fails to review the school's mission and vision.	Inconsistently reviews the school's mission and vision and/or adjusts them to changing expectations and opportunities for the school and changing needs and situations of students	**Reviews the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.**	Reviews the school's mission and vision annually and makes innovative and transformative adjustments based on changing expectations and opportunities for the school along with needs and situations of students.
1f.	Fails to demonstrate a sense of understanding and/or commitment by the leader to the mission, vision, and/or core values within the school and the community.	Demonstrates a personal understanding of the mission, vision, and core values, yet lacks an attempt to develop a shared understanding and commitment within members of the school community.	**Develops shared understanding of and commitment to mission, vision, and core values within the school and the community.**	Demonstrates a culture where the mission, vision, and core values are consistently accepted and integrates into the work of the school.
1g.	Fails to model the school's mission, vision, or core values in their leadership of the school.	Inconsistently models and/or pursues the school's mission, vision, and/or core values.	**Models and pursues the school's mission, vision, and core values in all aspects of leadership.**	Models and exemplifies the school's mission, vision, and core values, particular as an innovative and transformational leader, in all aspects of leadership.

Standard 9: OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An ***Accomplished* School Leader**	An *Exemplary* School Leader
9a.	Fails to institute, manage or monitor operations and administrative systems that promote the mission and vision of the school.	Inconsistently institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school.	**Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.**	Creates a system that institutes, manages, and monitors operations and administrative systems, evaluates the process for effectiveness and provides the necessary feedback to stakeholders that promotes the mission and vision of the school.
9b.	Fails to manage staff resources, assign and schedule teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	Attempts to manage staff resources, assign and scheduling teachers and staff to roles and responsibilities that are aligned, but may not optimize their professional capacity in addressing each students' learning needs.	**Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.**	The leader cultivates a culture of efficacy that allows stakeholders opportunities to independently manage staff resources, participate in the process of assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity and ensures that all resources support each student's learning needs.
9c.	Fails to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	Inconsistently seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	**Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.**	Creates a system where stakeholders actively support the leader in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
9d.	Fails to act responsibly, ethically, and	Inconsistently acts responsible, ethical	**Is responsible, ethical, and accountable**	Creates a system where all stakeholders are

	are not accountable in stewardship of the school's monetary and nonmonetary resources, resulting in ineffective budgeting and accounting practices.	and accountable in the management of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.	**stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.**	responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
9e.	Fails to protect teachers' and other staff members' work and learning from disruption.	Inconsistently protects teachers' and other staff members' work and learning from disruption.	**Protects teachers' and other staff members' work and learning from disruption.**	Creates a system where teachers' and other staff members' work and learning are protected from disruption.
9f.	Fails to employ technology to improve the quality and efficiency of operations and management.	Attempts to employ technology to improve the quality and efficiency of operations and management.	**Employs technology to improve the quality and efficiency and operations and management.**	Researches and seeks recommendations for technology that is aligned with best practices that improves the quality and efficiency and operations and management.
9g.	Fails to develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.	Inconsistently develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.	**Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.**	Continually evaluates data and communication systems and creates a plan for actionable information to be implemented in classrooms and used for school improvement.
9h.	Unaware and/or fails to comply with local, state, and federal laws, rights, policies, and regulations.	Aware of and attempts to comply with local, state, and federal laws, rights, policies, and regulations so as to promote student success.	**Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.**	Leads advocacy efforts with the help of the community for local, state, and federal laws, rights, policies, and regulations so as to promote student success.
9i.	Inconsistently or fails to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	Develops and manages relationships with feeder and connecting schools for enrollment management.	**Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and**	Creates and nurtures an ongoing communication system with feeder and connecting schools aimed at the holistic success and well-being of all students.

			instructional articulation.	
9j.	Inconsistently or fails to develop and manage productive relationships with the central office.	Develops and manages productive relationships with the central office.	**Develops and manages productive relationships with the central office and the school board.**	Creates synergistic relationships with the central office and school board.
9k.	Lacks awareness of the need for systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	Attempts to develop and administer systems for the management of conflict among students, faculty and staff, leaders, families, and community.	**Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.**	Creates a culture where all stakeholders take individual responsibility for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
9l.	Inconsistently or fails to manage governance processes toward achieving the school's mission and vision.	Manages governance processes toward achieving the school's mission and vision.	**Manages governance processes and internal and external politics toward achieving the school's mission and vision.**	Consistently reviews governance processes and internal and external politics toward achieving the school's mission and vision and assures alignment with the district and the state mission and vision.

Standard 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
10a.	Lacks evidence of efforts to meet the needs of all students, teachers and staff, families, and the community.	Attempts to make school more effective for each student, teachers and staff, families, and/or the community.	**Seeks to make school more effective for each student, teachers and staff, families, and the community.**	Serves as a liaison actively facilitating innovative opportunities to ensure that school is most effective for each student, teachers and staff, families, and the community.
10b.	Does not have continuous improvement methods in place to achieve the vision, fulfill the mission, and promote the core values of the school.	Attempts to use methods of continuous improvement to achieve the vision, fulfill the mission, and/or promote the core values of the schools.	**Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.**	Creates a system for continuous improvement to achieve the vision, fulfill the mission, promote the core values of the school, and consistently engage in a continuous cycle of improvement planning.
10c.	Lacks strategies to prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.	Attempts to prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and/or developing the knowledge, skills, and motivation to succeed in improvement.	**Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.**	Acts as an agent for change through modeling how to best prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
10d.	Lacks evidence of engaging others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for	Attempts to engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation,	**Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for**	Consistently develops and implements a system for engaging others in a process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous

	continuous school and classroom improvement.	and/or evaluation for continuous school and classroom improvement.	**continuous school and classroom improvement.**	school and classroom improvement.
10e.	Lacks strategies that are situationally-appropriate for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	Attempts to utilize strategies for improvement that may or may not be situationally-appropriate, including transformational and incremental, adaptive approaches and/or attention to different phases of implementation.	**Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.**	Consistently has developed and implemented situationally-appropriate strategies designed to sustain improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
10f.	Is unaware of how to assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.	Attempts to develop the capacity of staff to assess the value and applicability of emerging educational trends and/or the findings of research for the school and its improvement.	**Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.**	Sustains a system for assessing the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
10g.	Lacks evidence of technically appropriate systems of data collection, management, analysis, and use, and/or does not connect as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	Begins to develop technically appropriate systems of data collection, management, analysis, and use, and attempts to connect as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	**Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.**	Models the development and use of technically appropriate systems of data collection, management, analysis, and use, intentionally connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
10h.	Lacks a systems perspective and/or may not be able to articulate coherence among improvement efforts and all aspects of school	Attempts to adopt a systems perspective and begins to promote coherence among improvement efforts and all	**Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization,**	Consistently models and communicates a systems perspective and coherence among improvement efforts and all aspects of school

	organization, programs, and services.	aspects of school organization, programs, and services.	**programs, and services.**	organization, programs, and services.
10i.	Unsuccessfully manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	Makes an effort to manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	**Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.**	Develops systems for consistently managing uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10j.	Lacks evidence of promoting leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	Begins to develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	**Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.**	Continuously fosters and cultivates leadership among teachers and staff for inquiry, experimentation and innovation, and initiating improvement.

ENVIRONMENT

Standard 3: EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
3a.	Lack efforts to ensure each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	Limited and inconsistent efforts to ensure each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	**Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.**	Models and builds capacity among all members of the school community to ensure each student is treated fairly, respectfully, and with an understanding of the student's culture and context.
3b.	Does not recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	Inconsistently recognizes, respects, and employs student's strengths, diversity and culture as assets for teaching and learning.	**Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.**	Builds capacity of all members of the school community to consistently recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
3c.	Lacks an understanding that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Attempts to provide equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	**Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.**	Builds and sustains systems to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
3d.	Does not have a policy and fails to follow student policies to address student misconduct in a positive, fair, and unbiased manner.	Attempts to develop student policies and inconsistently address student misconduct in a positive, fair, and unbiased manner.	**Develops student policies and address student misconduct in a positive, fair, and unbiased manner.**	Routinely refines and implements student policies and consistently address student misconduct in a positive, fair, and unbiased manner.

3e.	Ignores or does not confront institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	Does not consistently or effectively confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	**Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.**	Builds the capacity of others to confront and alter institutional biases of marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
3f.	Does not understand the need for the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	Attempts to promote the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	**Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.**	Develops systems, serve as a model, and consistently promote the preparation of students to live productively and positively impact the diverse cultural contexts of a global society.
3g.	Lacks cultural competence and responsiveness in their interactions, decision making, and practice.	Inconsistently acts with cultural competence and responsiveness in their interactions, decision-making, and practice.	**Acts with cultural competence and responsiveness in their interactions, decision making, and practice.**	Supports the development of all to act with cultural competence and responsiveness in their interactions, decision making, and practice.
3h.	Ignores or does not understand matters of equity and cultural responsiveness in all aspects of leadership.	Inconsistently addresses matters of equity and cultural responsiveness in aspects of leadership.	**Addresses matters of equity and cultural responsiveness in all aspects of leadership.**	Consistently addresses and ensure matters of equity and cultural responsiveness in all aspects of leadership in all members of the school community.

Standard 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
7a.	Workplace conditions are underdeveloped and negatively impact professional development, practice, and student learning.	Attempts to develop workplace conditions for teachers and other professional staff to promote effective professional development, practice, and student learning.	**Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.**	Builds and sustains workplace conditions for teachers and other professional staff that promote effective professional development by establishing partnerships and removing barriers.
7b.	Unsuccessfully empowers and/or entrusts teachers and staff in meeting the academic, social, emotional, and physical needs of each student without consideration of mission, vision, and the core values of the school.	Attempts to empower and entrust teachers and staff with some responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	**Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.**	Fosters the autonomy and mutual accountability of teachers and staff as they share responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
7c.	Unsuccessfully establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and	Attempts to establish a professional culture of engagement and commitment to some of the following: a shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual	**Establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational**	Ensures all key stakeholders collectively monitor and regularly evaluates the professional culture as it relates to engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication;

	organizational learning and improvement.	and organizational learning and improvement.	**learning and improvement.**	collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
7d.	Unsuccessfully promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	Attempts to promote accountability of teachers and other professional staff, without regard to mutual accountability, the success of subgroups and individual student success, or overall school effectiveness.	**Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.**	Ensures ALL staff and key stakeholders promote mutual accountability for each student's success and the effectiveness of the school as a whole.
7e.	Unsuccessfully develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	Attempts to develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	**Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.**	Leverages a repertoire of strategies designed to build and sustain open, caring, and trusting working relationships among leaders, faculty, and staff to cultivate high levels of professional capacity that leads to the continuous improvement of practice.
7f.	Unsuccessfully designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	Attempts to design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	**Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.**	Empowers collective ownership of learning for all and advocates for personalized, job-embedded, and other relevant ongoing professional learning.
7g.	Unsuccessfully provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.	Attempts to provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.	**Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.**	Builds and sustains opportunities for collaborative examination of practice, collegial feedback, and collective learning.
7h.	Is unable or unwilling to encourage faculty-initiated improvement	Attempts to develop and encourage faculty-initiated improvement	**Encourages faculty-initiated improvement**	Builds and sustains a system that supports faculty-initiated

	of programs and practices.	of programs and practices.	**of programs and practices.**	improvement of programs; shares autonomy and ensures mutual accountability of teachers and staff for improvement of programs and practices.

INSTRUCTION

Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
4a.	Lacks ineffective implementation of a system of curriculum, instruction, and assessment.	Limited implementation of a system of curriculum, instruction, and assessment and that may be inconsistent with the mission, vision, and core values of the school, and may not communicate high expectations for student learning, aligned with academic standards, and are not consistently culturally responsive.	**Implements coherent system of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.**	Consistently implements a coherent, highly effective system of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, that embodies high expectations for student learning, align with academic standards, and are culturally responsive. Systematically, the leader creates a culture that monitors the effectiveness of all systems, builds capacity, examines fidelity, the impact of implementation and makes modifications, as appropriate.
4b.	Inconsistently aligns and focuses systems of curriculum, instruction, and assessments within and across grade levels to promote student learning. The leader lacks the awareness of recognizing students' identities or identifying habits of learners that promotes a development of a healthy sense of self.	Attempts to align and focus systems of curriculum, instruction and assessments within and across grade levels to promote student learning. The leader is developing an awareness of students' identities, habits of learners and development of a healthy sense of self.	**Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student learning, the identities and habit of learners, and a healthy sense of self.**	Consistently aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student learning. The leader recognizes and provides resources and support in developing the identities and habits of each learner and ensures that there are effective systems in place to promote each learner has a healthy sense of self.

4c.	Lacks an awareness of how to promote instructional practice that is consistent with knowledge of child learning and development, additionally, there is no awareness of effective pedagogy and the leader lacks the capacity to address the needs of each student.	Attempts to promote instructional practice that is consistent with knowledge of child learning and development. The leader is growing an understanding of effective pedagogy that meets the needs of each student.	**Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.**	Effectively promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student. The leader implements processes and protocols that evaluates the impact of teaching and learning. Additionally, they ensure that data is used to design personalized supports to meet the needs of each learner**.**
4d.	Unaware or lacks the capacity to ensure instructional practices that are intellectually challenging, authentic, recognize student strengths, differentiated, and/or personalized.	Encourages intellectually challenging, authentic student experiences that are differentiated with inconsistent implementation and/or results.	**Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.**	Effectively utilizes shared leadership to ensure that all students are intellectually challenged using authentic student experiences that amplify student strengths through differentiation and personalization of learning.
4e.	Does not promote the effective use of technology for teaching and learning.	Inconsistently promotes the effective use of technology for teaching and learning.	**Promotes the effective use of technology in the service of teaching and learning.**	Utilizes shared leadership to expand, refine expectations, allocate resources and provide professional learning regarding the use of technology to support teaching and learning.
4f.	Demonstrates a lack of awareness of the attributes of valid assessments and the knowledge of child learning and development and technical standards of measurement.	Attempts to employ valid assessments that are mostly consistent with knowledge of child learning and development and technical standards of measurement.	**Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.**	Employs a system of review in which valid assessments consistent with knowledge of child learning and development and technical standards of measurement are refined in order to maintain/ensure validity and consistency of implementation.

| 4g. | Limited/no knowledge of assessment data and/or does not use it to monitor student progress or improve instruction. | Demonstrates basic knowledge of assessment data and attempts to use it appropriately to monitor student progress and improve instruction. | **Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.** | Builds an effective system in which assessment data is used among those in the school community and mitigates technical limitations to monitor student progress and ensure results are used to improve instruction and increase student achievement. |

Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
5a.	Does not build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Attempts to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	**Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.**	Incorporates community resources to build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.
5b.	Does not create and sustain a school environment in which each student is known, accepted, and valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community.	Inconsistently creates and sustains a school environment in which each student is known, accepted, and valued, trusted, and respected, cared for, and encouraged to be an active and responsible member of the school community.	**Creates and sustains a school environment in which each student is known, accepted, and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.**	Collaborates with community stakeholders to enhance a school environment in which all students are known, accepted, and valued, trusted and respected, cared for, and an active and responsible member of the school community and society.
5c.	Has not developed a system of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	Provides an inconsistent system of academic and social supports, services, extracurricular activities, and accommodations that meets the learning needs of some groups of students.	**Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.**	Collaborates with outside partnerships to enhance academic and social supports, service, extracurricular activities, and creates opportunities to meet the learning needs of each student.
5d.	Does not promote adult-student, student-peer, and school community relationships that value and support academic learning and positive social and emotional development.	Attempts to promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	**Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.**	Actively monitoring and supporting adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5e.	Does not cultivate and reinforce student engagement in school and positive student conduct.	Inconsistently cultivates and reinforces student engagement in school and positive student conduct.	**Cultivates and reinforces student engagement in school and positive student conduct.**	Actively monitoring and supporting high levels of student engagement in school and positive student self-monitoring of conduct are evident.
5f.	Does not infuse the school's learning environment with the cultures and languages of the school's community.	Attempts to infuse the school's learning environment with the cultures and languages that represent the students of the school.	**Infuses the school's learning environment with the cultures and languages of the school's community.**	Actively monitoring, adjusting, and supporting the school's learning environment with all cultures and languages of the community.

Standard 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
6a.	Unsuccessfully recruits, hires, supports, develops, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	Attempts to develop practices to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	**Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and form them into an educationally effective faculty.**	Sustains a culture where stakeholders are engaged in recruiting, hiring, supporting, developing, and retaining effective and caring teachers and other professional staff and form them into an educationally effective faculty.
6b.	Unsuccessfully plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	Attempts to plan for and manage staff turnover and succession, and occasionally provides opportunities for effective induction and mentoring of new personnel.	**Plans for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.**	Sustains a culture where stakeholders are engaged in planning for and management of staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
6c.	Unsuccessfully develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	Limited development of teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	**Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.**	Sustains a culture where stakeholders are engaged in the development of teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
6d.	Unsuccessfully fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	Attempts to fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	**Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.**	Sustains a culture where stakeholders are engaged in the continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e.	Unsuccessfully delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	Delivers limited feedback about instruction and other professional practice. Feedback does not always support the development of teachers' and staff members' knowledge, skills, and practice.	**Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.**	Sustains a culture where stakeholders independently seek and utilize actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
6f.	Unsuccessfully empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	Demonstrates a basic knowledge of empowering and motivating teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	**Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.**	Sustains a culture where stakeholders are empowered and motivated to the highest levels of professional practice and to continuous learning and improvement.
6g.	Unsuccessfully develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	Attempts to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	**Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.**	Sustains systems and structures to create a culture where stakeholders independently seek opportunities to act as leaders that engage the school community in providing resources.
6h.	Unsuccessfully promotes the personal and professional health, well-being, and work-life balance of faculty and staff.	Attempts to establish a foundation to promote the personal and professional health, well-being, and work-life balance of faculty and staff.	**Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.**	Sustains systems and structures to create a culture where faculty and staff independently exhibit a work-life balance of professional health and well-being.

PROFESSIONALISM

Standard 2: ETHICS AND PROFESSIONAL NORMS
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Element	An *Ineffective* School Leader	A *Developing* School Leader	An *Accomplished* School Leader	An *Exemplary* School Leader
2a.	Fails to act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	Inconsistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	**Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.**	Extends ethical and professional culture into the school community through personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
2b.	Does not practice or promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	Inconsistently practices and/or promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	**Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.**	Creates a system that promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement within the school and community.
2c.	Fails to place children at the center of education and takes no responsibility for the academic success and well-being for students.	Inconsistently places children at the center of education and accepts minimal responsibility for each student's academic success and well-being	**Places children at the center of education and accept responsibility for each student's academic success and well-being.**	Creates a culture within the school community for placing children at the center of education that promotes each student's academic success and well-being.
2d.	Fails to safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	Inconsistently safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	**Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.**	Creates a culture within the school community that promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

2e.	Fails to lead with interpersonal and communication skills, lack of social emotional insight, and minimal understanding of all students' and staff members' backgrounds and cultures	Inconsistently leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	**Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.**	Creates a culture effectively utilizing interpersonal and communication skills and social emotional insight that promotes appreciation of all students' and staff members' backgrounds and cultures.
2f.	Fails to provide moral direction for the school and fails to promote ethical and professional behavior among faculty and staff.	Inconsistently provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	**Provides moral direction for the school and promote ethical and professional behavior among faculty and staff.**	All systems within the school operate from a perspective of moral, ethical, and professional behavior.

Standard 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Elements	An Ineffective School Leader	A Developing School Leader	An Accomplished School Leader	An Exemplary School Leader
8a.	Does not attempt to develop an approachable, accessible and welcoming environment to families and members of the community.	Attempts to develop an approachable, accessible and welcoming environment to families and members of the community.	**Is approachable, accessible, and welcoming to families and members of the community.**	Supports the development of all to be approachable, accessible, and welcoming to families and members of the community.
8b.	Does not create positive, collaborative, and productive relationships with families and the community for the benefit of students	Attempts to develop positive, collaborative, and productive relationships with families and the community for the benefit of students.	**Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.**	Consistently creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.
8c.	Fails to engage in communication with families and the community about the school, students, needs, problems, and accomplishments.	Engages in limited and inconsistent communication with families and the community about the school, students, needs, problems, and accomplishments.	**Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.**	Continuously engages and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
8d.	Lack of awareness to establish a presence in the community.	Attempts to have a presence in the community.	**Maintains a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.**	Supports development of all stakeholders to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
8e.	Fails to partner with families to support student learning in and out of the school.	Establishes limited partnerships with families to support student	**Creates means for the school community to partner with families to support student**	Builds the capacity of others to create means for the school community to partner with families to

		learning in and out of school.	**learning in and out of school.**	support student learning in and out of school.
8f.	Does not understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.	Attempts to understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.	**Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.**	Builds development of all to understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
8g.	Restricts the use of the school as a resource for families and the community.	Provides limited use of the school as a resource for families and the community.	**Develops and provides the school as a resource for families and the community.**	Continuously develops and provides the school as a resource for families and the community.
8h.	Does not advocate for the school and district for the importance of education and student needs and priorities to families and the community.	Inconsistently advocates for the school and district for the importance of education and student needs and priorities to families and the community.	**Advocates for the school and district and for the importance of education and student needs and priorities to families and the community.**	Builds the capacity for others to advocate for the school and district and for the importance of education and student needs and priorities to families and the community.
8i.	Fails to advocate publicly for the needs and priorities of students, families, and the community.	Inconsistently advocates publicly for the needs and priorities of students, families, and the community.	**Advocates publicly for the needs and priorities of students, families, and the community.**	Builds the capacity for others to advocate publicly for the needs and priorities of students, families, and the community.
8j.	Fails to build productive partnerships with public and private sectors to promote school improvement and student learning.	Inconsistently builds productive partnerships with public and private sectors to promote school improvement and student learning.	**Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.**	Consistently builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.

Grant County Schools - Administrator

Summative Evaluation Form

Name: _____ School:_____

School Year:_____ Position: _____

Observation Dates: Conference Dates:

  First:_____ First:_____

  Second:_____ Second:_____

  Other:_____ Other:_____

	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
PLANNING:				
Mission, Vision, and Core Values				
Operations and Management				
School Improvement				
ENVIRONMENT:				
Equity and Cultural Responsiveness				
Professional Community for Teachers and Staff				
INSTRUCTION:				
Curriculum, Instruction, and Assessment				
Community of Care and Support for Students				
Professional Capacity of School Personnel				
PROFESSIONALISM:				
Ethics and Professional Norms				
Meaningful Engagement of Families and Community				

Overall Rating:

EXEMPLARY	ACCOMPLISHED	DEVELOPING	INEFFECTIVE

Any rating marked as "Ineffective" requires the development of an Individual Corrective Action Plan.

Evaluator's Summary of Performance

Grant County Schools - **Administrator**

Summative Evaluation Form (2)

_____Re-employ in current position

_____Re-assign to _____

_____Dismiss/non-renew as of _____

Evaluatee's Comments

The evaluatee's signature implies the evaluatee has seen this document. The evaluator's signature implies that he/she completed the form.

_____   _____

Evaluatee's Signature   Date   Evaluator's Signature   Date

SECTION 5 – FORMS

Grant County Schools **Pre-Conference Document**	
Teacher Name:	**School:**
Grade Level:	**Subject:**
Date of Conference:	**Date of Observation:**
Questions for Discussion	**Notes:**
1. What is your identified student learning target?	
2. To which part of your curriculum does this lesson relate?	
3. How does this learning fit in the sequence of learning for this class?	
4. Briefly describe the students in this class, including those with special needs.	
5. How will you engage students in the learning? What will you do? What will the students do? Will the students be in groups, work individually, or as a large group? Provide any materials that students will be using.	
6. How will you differentiate instruction for individuals or groups of students?	
7. How and when will you know whether the students have achieved the learning target?	
8. Is there anything that you would like me to specifically observe during the lesson?	

Grant County Schools Post Observation Reflection	
Teacher Name:	**School:**
Grade Level:	**Subject:**
Date of Conference:	**Date of Observation:**
Questions for Discussion	**Notes:**
1. In general, how successful was the lesson? Did the student learn what you intended for them to learn? How do you know?	
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?	
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning?	
4. Did you depart from your lesson plan? If so, how, and why?	
5. Comment on the different aspects of your instructional delivery (e.g. activities, grouping of students, material, and resources). To what extent were they effective?	
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?	
7. Is there anything you would like to specifically note about the lesson?	

PROFESSIONAL GROWTH PLAN

GRANT COUNTY SCHOOLS

NAME _____ SCHOOL_____ EVALUATOR_____

CYCLE: From _____, 20 _____ to _____, 20 _____

Strengths (as identified by evaluator):

Measure or Performance measure to be addressed:

Objective:

Suggested Activities:

Appraisal Methods:

Objective:

Suggested Activities:

Appraisal Methods:

Evidence of practice will be reviewed at each formative & summative conference and through ongoing observation.

_____   _____

Signature of Evaluator   Date   Signature of Evaluatee   Date

PGP reviewed on the following dates:

_____   _____   _____   _____
     Date & initial   Date & initial   Date & initial   Date & initial

Procedural Guidelines for Summative Appeals Hearings
Purpose
An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and the guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

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.

Evaluation Appeals Panel:
Each year an Evaluation Appeals Panel will be established for certified school personnel. This panel will 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 of education.

Appeals
Pursuant to Board Policy 03.18, any certified employee who believes that she/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Certified personnel who wish to appeal their summative evaluation must appeal in writing within five (5) days of the summative evaluation. The written appeal must be presented to the primary evaluator. The district form shall be used for all certified evaluation appeals. The certified employee may review any evaluation material related to him/her.
2. The primary evaluator will notify the district evaluation coordinator of the appeal and forward the written appeal to the coordinator within two (2) working days.
3. The coordinator will notify the appeal committee members who will hold a preliminary meeting within ten (10) working days of the written appeal.
4. Both the evaluatee and the 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 members of the Appeals Panel will be the only persons to review the documentation. Confidentiality will be maintained.
5. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set the time and place of the hearing. Additional questions may be posed by panel members during the hearing. Questioning shall be conducted by members of the Appeals Panel only.
6. The hearing will be held at a time and place set by the panel. 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 (no less than 3 days) and may have representation of their choosing. 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.
7. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
8. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
9. Only panel members, the evaluatee and evaluator, and legal counsel or chosen representatives will be present at the hearing.
10. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson will convene the hearing, review procedures, and clarify the responsibility of the panel.

2. Each party will be allowed to make a statement of claim. The statement of claim must be made by the evaluatee and the evaluator, not a representative. The evaluatee will begin, followed by the evaluator. No interruptions of   the presentation will be allowed. The length of presentation should not exceed thirty (30) minutes. However, the evaluation chairperson may grant additional time if needed. Questioning shall be conducted by members of the Appeals Panel only

3. The panel may question the evaluatee and evaluator.

4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal. The Appeals Panel reserves the right to call additional witnesses and/or secure additional documentation from either or both parties.

5. Each party will be permitted five minutes for closing statements after all parties have completed their presentations.

6. The chairperson of the panel will make the closing remarks.

7. Upon conclusion of the presentation of the evidence, the Appeals Panel shall review the evidence in closed session.

8. The chairperson of panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review.

9. The Superintendent shall act on the recommendation(s) of the Panel.

10. The Superintendent's decision, the Panel's recommendation, 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.

Appeal to Kentucky Board of Education (Section 9 KAR):

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

B.   The appeal procedures shall be as follows:

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

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

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

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

A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated

GRANT COUNTY SCHOOLS
<u>Summative Evaluation Appeal Form</u>
(This form is to be used by certified employees who wish to appeal their summative evaluations to the Appeal Panel)

Certified Employee's Name: _____

Home Address: _____

Position in the district/school: _____

School/Location: (Circle)   CMZ   DRE   MCE   SES   GCMS   GCHS   CO

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

If additional space is needed, attach extra sheet.
Date you received the summative evaluation _____

Name of the evaluator _____

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.

_____   _____
Employee's Signature   Date

Completing the Individual Corrective Action Plan (CAP)

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an "ineffective" rating on any one Performance measure or when an immediate change in behavior or practice is needed. The evaluator and 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 performance measure(s) or behavior or practice. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. **Performance Measure/Immediate Change in Behavior or Practice**
   Identify the specific component(s) that has an "ineffective" rating assigned, or indicate the immediate change required in behavior or practice.
2. **Objectives**
   Objectives must address the specific performance measure(s) rated as "ineffective" or the immediate change in behavior or practice. The evaluatee and evaluator work closely to correct the identified weaknesses.
3. **Strategies**
   Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.
4. **Assessment Method and Target Dates**
   List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.
5. Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) the evaluatee.

GRANT COUNTY SCHOOLS
<u>Corrective Action Plan</u>

NAME: _____**DATE:** _____ .
_____

WORK SITE: _____ **SCHOOL YEAR:** _____

Performance Measure/Component for Corrective Action:

_____

_____

Objectives:

_____

_____

_____

Strategies:

_____

_____

Assessment Methods: _____

Date of Expected Correction: _____

Immediate _____ Within 30 days _____ Other _____

_____

Status: Met_____ Not Met _____

Corrective Action Plan Developed: _____   Corrective Action Plan Reviewed: _____

_____/_____   _____/_____
Evaluatee's Signature   /   Date   Evaluatee's Signature   /   Date

_____/_____   _____/_____
Evaluatee's Signature   /   Date   Evaluatee's Signature   /   Date