2017-2018

District Certified Evaluation Plan

Hopkins County Schools

Every Child • Every Effort • Every Day

District Certified Evaluation Plan

Hopkins County Schools   **270-825-6000**

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Tina Peyton	Teacher	Madisonville North Hopkins
Christy Estrada	Teacher	Southside Elementary
Rachel Sandberg	Guidance Counselor	Earlington Elementary
Barbara Stoltz	Teacher	Grapevine Elementary
Ashlee Zimmer	Teacher	Jesse Stuart Elementary
Laura Latham	Curriculum Coordinator	Hopkins County Central High School

District Certified Evaluation Plan

SYSTEM OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, designed, developed and implemented a statewide Professional Growth and Effectiveness System (PGES) in 2009.

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

With the passage of a new Senate Bill 1 in 2017, Hopkins County Schools will be implementing a district-developed system of evaluation and professional growth for the 2017-18 school year. The system found within this document will be utilized for certified teachers, other professionals, principals, and assistant principals. New intern teachers will only be required to complete KTIP for evaluation purposes. Other professionals include: speech language pathologists, school counselors, school psychologists, library media specialists, special education building coaches, and curriculum coordinators. District level administrators and coordinators will be evaluated using the standards and timelines outlined in the District Certified System Plan. High School Athletic Directors will also be evaluated using the District Certified System in the 2017-18 school year.

District Certified Evaluation Plan

System Goal
The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions
1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Corrective Action/Improvement Plan:** A plan for improvement up to twelve months in duration for any **c**ertified staff for whom an immediate change in professional behavior and/or practice is needed.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
13. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
16. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.

17. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

18. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

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

20. **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.

21. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

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

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

24. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

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

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching	Specialist Frameworks for Other Professionals
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

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

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

Interdisciplinary Early Childhood Educators who teach in the preschool setting will utilize the Framework for Teaching and the Kentucky Preschool Guidance document.

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

Required Sources of Evidence
- Professional Growth Planning
- Self-Reflection
- Observations

All components and sources of related evidence supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category.
All Summative Ratings will be recorded on district-approved documents and submitted to the District Central Office.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FfT)	Domain	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities					
	Component	1a - Knowledge of content/pedagogy	1b - Demonstrate knowledge of students	1c - Setting Instructional Outcomes	1d - Demonstrates knowledge of resources	1e - Designing Coherent Instruction	1f - Designing Student Assessment	2a - Creating Env. of Respect & Rapport	2b - Establish Culture of Learning	2c - Maintaing Classroom Procedures	2d - Managing Student Behavior	2e - Organizing Physical Space	3a - Communicating with Students	3b - Questioning & Discussion Techniques	3c - Engaging Students in Learning	3d - Using Assessment in Learning	3e - Demonstrating Flexibility & Responsive	4a - Reflecting On Teaching	4b - Maintaining Accurate Records	4c - Communicating With Families	4d - Participating in Profess. Learning Comm.	4e - Growing & Developing Professionally	4f - Showing Professionalism

SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)					
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						

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Professional Practice

Self-Reflection and Professional Growth Planning

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.

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

Required
- **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**
- **All teachers and other professionals will document self-reflection and professional growth planning in the state-approved technology platform.**

Professional Growth Planning and Self-Reflection Timeline:

Activity:	Timeline:	Evaluatee Roles:	Evaluator Roles
Self-Reflection & First Draft of PGP	Within first 30 instructional days	Complete self-reflection and submit first draft of PGP in the state approved platforms	Collaborate with evaluatee & provide feedback on PGP
PGP Approval	By September 30th	Collaborate with evaluator for any needed revisions of PGP	Final approval of PGP in the state approved platforms
Ongoing Reflection & Data Collection	Throughout school year	Continuous reflection and data collection	Collaborate and support as needed
Final PGP Review	By May 15th	Provide supporting evidence for PGP	Review PGP evidence
Corrective Action/Improvement Plan & Corrective Action Team	As needed throughout the process	See Corrective Action/Improvement Plan & Team section	See Corrective Action/Improvement Plan & Team section

*LATE HIRES:
All educators and other professionals hired October 1-March 1 will have 30 calendar days to complete the self-reflection and professional growth plan within the state-approved technology platform.

Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation(s) for each certified teacher and other professional. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice and will be used to inform the summative rating. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

The observation model must fulfill the following minimum criteria:

Required
- **Three observations in the summative cycle conducted by the supervisor.**
- **Final observation is conducted by the supervisor and is a full observation.**
- **Address any differences for Other Professionals.**
- **All observations must be documented in the state-approved technology platform**

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

One Year Cycle Educators and Other Professionals:

Observation Type	Observer	Observation Time
Mini	Evaluator	Minimum 20 minutes
Mini	Evaluator	Minimum 20 minutes
Full	Evaluator	Full Class period or lesson

Three Year Cycle Educators and Other Professionals:

Cycle Year	Observation Type	Observer	Observation Time
Formative (T1) Year 1	Mini	Evaluator	Minimum 20 minutes
Formative (T2) Year 2	Mini	Evaluator	Minimum 20 minutes
Summative (T3) Year 3	Full	Evaluator	Full Class period or lesson

3 Year Cycle Year 1 (T1); 3 Year Cycle Year 2(T2); 3 Year Cycle Year 3 (T3)

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

Required
- **The evaluator may determine that the pre-conference be conducted through electronic, written, or personal correspondence on full and mini observations.**
- **Conduct observation post-conference within five working days following each observation.**
- **Mini-observation post conferences may be conducted through electronic, written, or personal correspondence while post conference will be completed in person for the full observation.**
- **The summative evaluation conference shall be held at the end of the summative evaluation cycle.**

Components for Conferencing

Mini Observations:
Evaluatee shall make available lesson plans in the approved state platform, or electronically and/or any other requested documentation to evaluator within time frame established by evaluator.

Full Observations:
Evaluatee shall make available lesson plans in the approved state platform, or electronically and/or any other requested documentation to evaluator within time frame established by evaluator prior to the full observation. Evaluatee shall complete the post-observation form in the approved state platform prior to the post-observation conference.   A post-observation conference shall be conducted within five (5) working days of the full observation.

Summative Conference:
A summative evaluation conference shall be held at the end of the summative evaluation cycle for all educators and other professionals. Summative conferences for one-year cycle educators and other professionals must be completed by April 15. Summative conference for three-year cycle educators and other professionals must be completed by May 15.

Observation Schedule

Required

- **Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.**

One Year Cycle Educators and Other Professionals Timeline:

Observation Type	Observer	Observation Timeline
Mini	Evaluator	By December 15th
Mini	Evaluator	By December 15th
Full	Evaluator	By April 1st

*LATE HIRES/BREAKS IN SERVICE:

- **All One Year Cycle educators and other professionals who miss 60 consecutive instructional days or more, including late hires or breaks in service, will receive 1 mini observation prior to their full observation.**

Three Year Cycle Educators and Other Professionals Timeline:

Observation Type	Observer	Observation Timeline
Mini	Evaluator	Year 1 prior to last day of school
Mini	Evaluator	Year 2 prior to last day of school
Full	Evaluator	Year 3 prior to April 15th

Observer Training

All administrators serving as a primary evaluator must complete an Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

Products of Practice/Other Sources of Evidence

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

Required
- **Observations conducted by certified supervisor observer(s)**
- **Self-reflection**
- **Professional growth plans**

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/teacher leadership projects
- Walkthrough data – announced/unannounced

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher or other professional at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's rating 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 Domains, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice

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

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

Required
- **Provide a summative rating for each domain based on evidence.**
- **All ratings must be recorded in the district-approved form.**
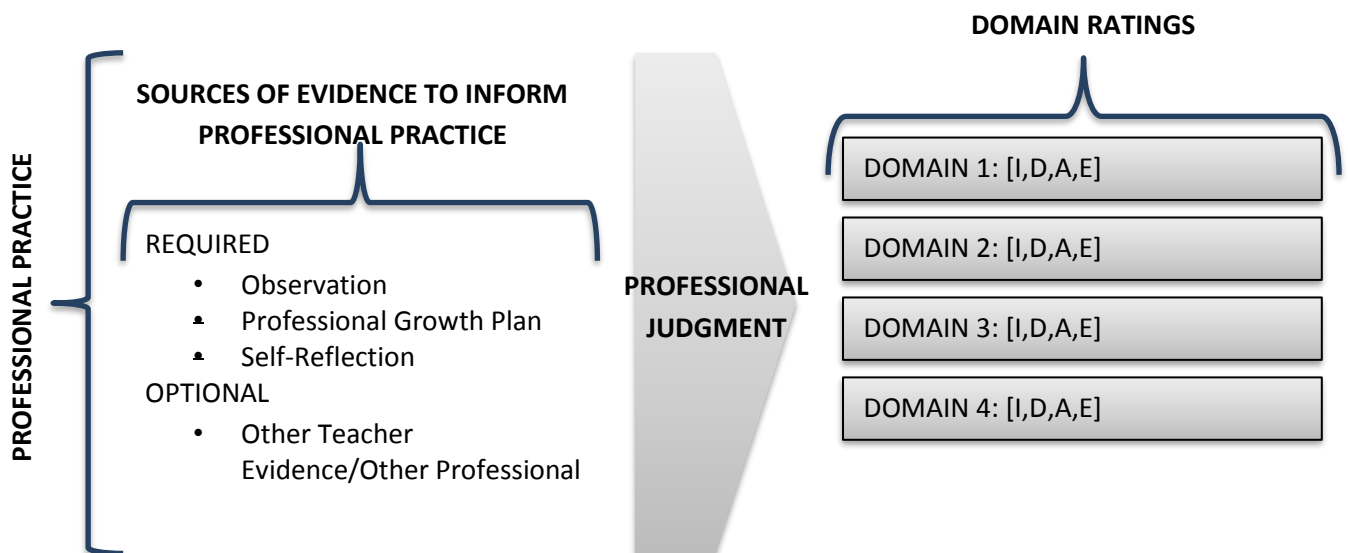
Determining the Overall Performance Category

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

1. **Determine the individual domain ratings through the use of sources of evidence and professional judgment.**
2. **Apply District Decision Rules for determining an educator's Professional Practice rating.**

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

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

3. Apply District Overall Decision Rules for determining educator's/other professional's Overall Performance Category.

CRITERIA FOR DETERMINING A TEACHER'S OR OTHER PROFESSIONAL'S OVERALL PERFORMANCE CATEGORY

PROFESSIONAL PRACTICE RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	Exemplary
Accomplished	Accomplished
Developing	Developing
Ineffective	Ineffective

Required
- **All summative ratings must be recorded on the district-approved documents and submitted to the District Central Office.**
- **Implement the Overall Performance Category process for determining effectiveness.**

Corrective Action/Improvement Plan

A Corrective Action/Improvement Plan is to provide the teacher/administrator/other professional with additional assistance and supervision to help him/her to meet performance expectations as outlined in the district Certified Evaluation Plan. The Plan may be written at any time during the school year if the teacher/administrator/other professional demonstrates behaviors contrary to the representative duties/essential functions as outlined in the job description, and/or exhibits ineffective practices as outlined in the Kentucky Framework for Teaching and Other Professionals, the Principal Performance Standards, or the Superintendent Standards.

A Corrective Action/Improvement Plan will be developed by the evaluator to address specific deficiencies in the teacher/administrator/other professional's performance and/or behavior(s). Once a Corrective Action Plan has been implemented, there will be more specific assistance provided to improve performance and more frequent monitoring and review of progress by the evaluator.

The evaluator will show evidence of supports provided to the evaluatee by documenting minutes of all meetings regarding the Corrective Action/Improvement Plan. All Corrective Action/Improvement Plan review meeting minutes shall include:
- a list of all participants
- signatures of all in attendance
- dates and times of review meetings
- deficiencies discussed
- goals addressing indicator(s) and/or representative duties/essential functions identified as areas of improvement
- activities/strategies to facilitate goal attainment
- date of next review

When the deficiency has been corrected, the evaluatee will move back into the Professional Growth Plan Cycle. If there is no improvement with the Corrective Action/Improvement Plan, the evaluator may choose to seek the help of a Corrective Action Team to work with the employee.

Corrective Action Team
A Corrective Action Team may be requested by the evaluator if the initial Corrective Action Plan leads to limited or no improvement.   The following procedures would be initiated:
- The evaluator conferences with the employee and indicates the desire to form a corrective action team.
- The evaluator will conduct at minimum one mini and one full observation.
- In collaboration with the employee, a team will be mutually selected.
- A district representative shall be a member of the Corrective Action Team.
- All Corrective Action Team meeting minutes shall include:
    - a list of all participants including at minimum one district representative
    - signatures of all in attendance
    - dates and times of review meetings
    - deficiencies discussed
    - goals addressing indicator(s) and/or representative duties/essential functions identified as areas of improvement
    - activities/strategies to facilitate goal attainment
    - date of next review

If the employee, in the judgement of the evaluator, makes sufficient progress with the team's assistance, then the employee may be placed back onto the Corrective Action Plan or into the Professional Growth Plan Cycle. If there is no improvement with the Corrective Action Team, the district may choose to terminate the employment of the teacher or other professional.

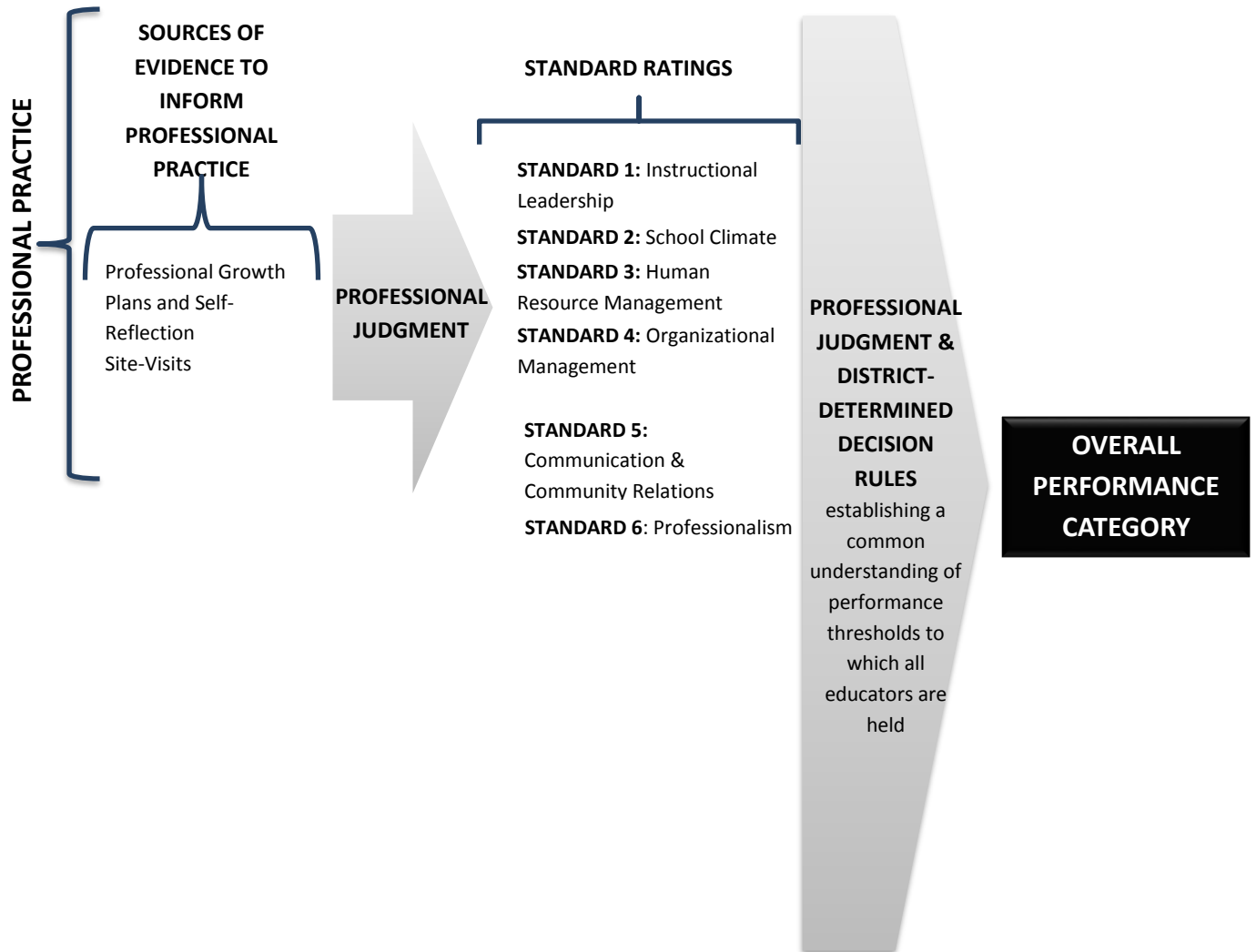# PRINCIPAL & ASSISTANT PRINCIPAL

CERTIFIED EVALUATION PLAN SYSTEM

SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
Standards		The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
SOURCES OF EVIDENCE To Inform Professional Practice	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism

Principal Certified Evaluation Plan System Components

Overview and Summative Model

The following graphic outlines the summative model for the Principal system.

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

Professional Growth Plans and Self-Reflection Site-Visits

PROFESSIONAL JUDGMENT

STANDARD RATINGS

STANDARD 1: Instructional Leadership

STANDARD 2: School Climate

STANDARD 3: Human Resource Management

STANDARD 4: Organizational Management

STANDARD 5: Communication & Community Relations

STANDARD 6: Professionalism

PROFESSIONAL JUDGMENT & DISTRICT-DETERMINED DECISION RULES establishing a common understanding of performance thresholds to which all educators are held

OVERALL PERFORMANCE CATEGORY

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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

Sources of Evidence
- **Professional Growth Planning**
- **Self-Reflection**
- **Site-Visits**
- **Measures of Student Learning**
- **Products of Practice**
- **Other Sources**

Professional Practice

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

Professional Growth Planning and Self-Reflection

Completed by principals and assistant principals

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

Required:

- **All principals will participate in self-reflection and professional growth planning each year.**
- **All assistant principals will participate in self-reflection and professional growth planning each year.**
- **All principals and assistant principals will document self-reflection and PGP in the state-approved technology platform.**

Principal/Assistant Principal PGP Timeline

By August 1	Superintendent or designee will review expectations of CEP
By September 30	Principal/Assistant Principal collaboratively develop Professional Growth Plan
By December 15	Superintendent or designee will conduct first Site Visit and conference with principal/assistant principal to review/reflect upon all plans and modify any strategies as needed
By April 15	If necessary, Superintendent or designee will conduct second Site Visit
By June 15	Superintendent or designee will conference with principal/assistant principal to review all goals, modify any strategies, and communicate rating for Professional Practice.

*Additional conferences and/or site visits may be held as deemed necessary to monitor PGP progress
*All dates are tentative based on the adjustment of the school calendar

*Principal/Assistant Principals hired October 1 to March 1 will have 30 calendar days from hire to develop a Professional Growth Plan based on self-reflection and conference with superintendent/designee.

*At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.

Principal Site-Visits

Completed by supervisor of principal

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

Required:
- **Conducted at least once each year.**
- **Evidences from site visit may be recorded using either the district-approved technology platform or a district approved form/document.**

Assistant Principal Site-Visit

Completed by principal

Required:
- **Conducted at least once per year**
- **Completed by April 15 annually**

Principal Site-Visit Conferencing

Site visits will be conducted at least once annually after the completion of the PGP. The first site visit will take place prior to December 15. If necessary, the second site visit will take place prior to April 15. During the follow-up conference with the principal, the superintendent or designee will review all Principal Performance Standards and give feedback using the site visit form about each standard within the state-approved technology platform.

Assistant Principal Site-Visit Conferencing

Site Conferencing with assistant principals should occur by April 15 and should be documented within the state-approved technology platform. Conferencing should address standards and provide feedback for professional growth planning.

Products of Practice/Other Sources of Evidence

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the standards. Principals/assistant principals may include items from the following list:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys, such as TELL KY
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules, web pages, and school/district plans
- Student performance data
- Other sources of evidence

Determining the Overall Performance Category

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

Rating Overall Professional Practice

Required:
- **Use decision rules to determine an overall rating.**
- **Record ratings in the district approved forms.**

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

- Professional Growth Plans
- Self-Reflection
- Site-Visit
- Other: District-Determined – Must be identified in the CEP

PROFESSIONAL JUDGMENT

STANDARDS RATINGS

STANDARD 1: [I,D,A,E]

STANDARD 2: [I,D,A,E]

STANDARD 3: [I,D,A,E]

STANDARD 4: [I,D,A,E]

STANDARD 5: [I,D,A,E]

STANDARD 6: [I,D,A,E]

Determining Professional Practice

  ♦ **Apply the District Decision Rules for determining an Overall Professional Practice Rating.**

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's/assistant principal's ratings on each standard. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

Determining the Overall Performance Category

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's/assistant principal's ratings on Professional Practice. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.

- **Apply District Overall Decision Rules for determining a principal's/assistant principal's Overall Performance Category.**

Required
- **All summative ratings must be recorded on the district-approved forms.**

CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

PROFESSIONAL PRACTICE RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	Exemplary
Accomplished	Accomplished
Developing	Developing
Ineffective	Ineffective

Appeals

Required

 ⬥ **Districts shall have an appeals process established.**

According to 156.557 Section 9,

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

   (2) The appeal procedures shall be as follows:

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

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

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

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

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

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected for a three year term by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of the election year. The election shall be conducted by a district contact person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/One vote
- All certified employees are given the opportunity to vote

The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure
All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.

2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:

   - If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
   - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.

- ◆ If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
- ◆ The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
- ◆ If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.

4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.

2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.

3. The hearing will adhere to the following format:

   - ◆ Reading of the written appeal by the LEAP Chairperson.
   - ◆ Questioning of the evaluatee and/or evaluator by the panel.
   - ◆ Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
   - ◆ Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
   - ◆ Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
   - ◆ Dismissal of hearing.

4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.

5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

   - ◆ Rule in favor of the appellant, either in whole or in part;
   - ◆ Uphold the evaluation; or
   - ◆ Call for a second evaluation by a trained evaluator.

7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

9. The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.

2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

   ◆ Rule in favor of the appellant, either in whole or in part;
   ◆ Uphold the evaluation; or
   ◆ Call for a second evaluation by a trained evaluator.

4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.

5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

District Personnel Certified Evaluation Plan

District Personnel Certified Evaluation Plan

This manual will address the evaluation tool to be used by certified district personnel. This includes assistant superintendents, supervisors, directors, and coordinators.

Timeline

Hopkins County will follow the timelines for each source of evidence as outlined in the Certified Evaluation Plan (CEP). The timeline is as follows:

By August 15: District staff will review evaluation expectations with the Superintendent or designee by consulting the district's CEP.

By September 30: Staff should complete the self-reflection and use information to determine the areas of need in order to develop a Professional Growth Plan.

By December 1: Continue the self-reflection process, review strategies and monitor progress towards the professional growth goal. Adjust practices, complete any remaining observation/site-visits if needed, and identify evidences to support professional practice.

By April 15: A minimum of one observation/site-visit will be conducted by the primary evaluator within the district determined timeline. Pre-conferences will be conducted as needed to allow both the observee and the observer to discuss the "look-fors" or areas of focus that align for the specific role.

Post-conference will occur within 10 work days.

By June 15: The evaluator uses evidence from self-reflection, professional growth plans, observation(s)/site-visit(s), and professional judgment to determine the overall performance rating within the district determined timeline for the summative conference.

Identifying Standards

District personnel may choose standards that best fit each district role. Possible options:

- Superintendent Standards
- Principal Standards

District personnel will use the identified standards to complete the self-reflection/PGP processes (much like the principal process) as well as guide discussions around the observation/site-visit.

A Crosswalk of the Superintendent and Principal Standards is included in appendix A of this document as a resource. Standards may be selected from either or both set of standards. Some general categories to consider are: instructional improvement, assessment and accountability, professional learning, and leadership. Ensure the standards align with responsibilities of the position.

SOURCES OF EVIDENCE

Self-Reflection and Professional Growth Plan

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact

delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. collaborates with the supervisor to develop a PGP and identify action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on professional practice
5. shows evidence of modification of the plan as appropriate
6. continues implementation and reflection

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP.

Professional growth plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Plans will be documented using district determined forms or methods.

Observation/Site Visit

The observation/site visit process is one source of evidence that provides *documentation and feedback* to measure the effective practices of the district employee using the identified standards for the specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection.

District personnel observation may look more like a site-visit. The observer may visit district personnel when they are with teachers, during 'office' or 'planning' hours, or leading team meetings. The evaluator may conduct the observation using questions similar to those used in the Principal's Site-Visit.

The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district employee's field, the identified standards and the professional practices to meet the responsibilities.

The observation cycle and schedule is determined by the district as well as the expectations and timelines for pre and post-conferences.

Although pre-conferences are not required, it allows the observer to prepare for the Observation/Site Visit by reviewing "observation guidance" documents (standards, job responsibilities, etc.) that provide a summary of what to expect during the site visits. It also allows for discussion of "look-fors" in the standards, identified areas of improvement in a Professional Growth Goal, or other areas in which the employee desires to demonstrate growth.

Overall Performance Rating

The evaluator will use evidences from PGP, Self-Reflection, and Observations/Site-Visits, along with additional district approved evidences and professional judgment to determine an Overall Performance Rating for each district certified employee.

The following designations will be used in the summative conference to indicate the progress of a district employee toward the selected standards and their indicators and should be included in the CEP:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the PGP

Appendix A

Crosswalk: Superintendent and Principal Standards

The cross walk of the superintendent and principal standards and indicators aids in deciding which standards to use in evaluating the district certified employee based on his or her roles and responsibilities. Standards and indicators may be used from either or both as appropriate.

Superintendent Standards	Principal Performance Standards
1. Strategic Leadership The Superintendent creates conditions that result in strategically reimaging the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision. *Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century (*Vision-Relationships) *Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals (Vision-Monitor)* *Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district (Strategic Planning-Implementation)* *Facilitates the collaborative development and implementation of a district strategic plan or district*	**Performance Standard 6: Professionalism** The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. *6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.* *6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.* *6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.* *6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.* *6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.*

improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation) E. *Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan (Strategic Planning -Resourcing)* F. *Facilitates the implementation of federal, state, and local education policies* *(Policies)* G. *Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. (Strategic Planning -Goals)*	
2. Instructional Leadership The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready. *Leads the District's philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets (Learning/Teaching Focus: High Expectations)* *Models and applies learning for staff and students (Professional Learning)* *Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels* *(High Expectations)* *Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.* *Strategic Planning (Goals)*	**Performance Standard 1: Instructional Leadership** The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. 1.1 *Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.* 1.2 *Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.* 1.3 *Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.* 1.4 *Demonstrates knowledge of research-based instructional best practices* 1.5 *Works collaboratively with staff to identify student needs and to design, revise, and*

Demonstrates awareness of all aspects of instructional programs (Learning/High Expectations)	*monitor instruction to ensure effective delivery of the required curriculum.*
Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation)	*1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.*
	*1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.**
	1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
	1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
	1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
	1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
	1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
	1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.
3. Cultural Leadership The Superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align	**Performance Standard 6: Professionalism** The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. *6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.*

the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.	*6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.*
Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs (Stakeholder/Community Involvement)	*6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.*
Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century (Stakeholder/Community Involvement)	**Performance Standard 2: School Climate**
Creates a unified school system (not a system of individual schools) with shared vision and equitable practices (Vision/Beliefs)	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
Builds trust and promotes a sense of well-being between all stakeholders (Stakeholder/Community Involvement)	*2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.*
Routinely celebrates and acknowledges district successes as well as areas needing growth (Celebrate/Acknowledge) *Supports and engages in the positive cultural traditions of the community (Stakeholder/Community Involvement)*	*2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.* *2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.*
Creates opportunities for staff involvement in the community and community involvement in the schools (Stakeholder/Community Involvement)	*2.4 Promotes a culture of collaboration, trust and shared leadership.* *2.5 Supports the staff through continuous improvement efforts.*
Creates an environment that values and promotes diversity (Diversity)	

4. Human Resource Leadership	Performance Standard 3: Human Resources Management
The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning. A. *Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction (Resourcing)*	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel. *3.1 Actively participates in an effective and efficient selection process in consultation with the school council.* *3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school*

Creates and monitors processes for educators to assume leadership and decision- making roles (Staffing) *Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions)* *Uses data to create and maintain a positive work environment (Culture/Environment)* *Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning)* *Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation)*	*needs, assessment data, and local and state requirements.* *3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.* *3.4 Provides a mentoring process for all new and targeted instructional personnel.* *3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.* *3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.* *3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.* *3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.* *3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.* *3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.*

5. Managerial Leadership	Performance Standard 4: Organizational Management
The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district. *A. Prepares and oversees a budget that aligns resources with district vision and needs* *(Finance)*	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. *4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.* *4.2 Establishes, in collaboration with the school council, and enforces policies and*

Identifies and plans for facility and technology needs (Capital Planning) *Continually assesses programs and resource allocation (Resourcing)* *Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency)* *Builds consensus and resolves conflicts effectively (Conflict Resolution)* *Assures an effective system of districtwide communication (Communication)* *Continually assesses the system in place that ensures the safety of students and staff (Safety and security)* *Works with local and state agencies to develop and implement emergency plans (Safety and security)*	*procedures to ensure a safe, secure, efficient, and orderly facility and grounds.* *4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.* *4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.* *4.5 Reviews fiscal records regularly to ensure accountability for all funds.* *4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.* *4.7 Follows state and local policies with regard to finances, school accountability, and reporting.* *4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.*

6. Collaborative Leadership	Performance Standard 5: Communication and Community Relations
The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill. *Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations)* *Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement)*	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. *5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.* *5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.* *5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.* *5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.* *5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.* *5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.*
Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement) *Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school (Stakeholder Involvement)*	*5.7 Provides a variety of opportunities for parent and family involvement in school activities.* *5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.* *5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.* *5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.*

7. Influential Leadership	Performance Standard 2: School Climate
The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
Understands the political systems involving the district (Political Context)	*2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.*
Defines, understands, and communicates the impact on proposed legislation (Legal/Ethical)	*2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.*
Applies laws, policies and procedures fairly, wisely, and considerately (Legal)	*2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.*
Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal)	*2.4 Promotes a culture of collaboration, trust and shared leadership.*
Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement)	*2.5 Supports the staff through continuous improvement efforts.*

▉▉▉ Categories and Decision Factors

teacher

other professionals

district certified personnel

Examples of personnel role titles

teacher	other professionals	district certified personnel
Traditional classroom teacher Any grade, any content Includes P.E, Music, Art, Gifted & Talented, Special Education, RTI, Alternative, Preschool and any classroom based content teacher.	Library Media Specialist Speech Pathologist School Counselor School Instructional Coach School based Psychologists serving students on a consistent schedule.	Assistant Superintendents District Director of Special Education District Curriculum / Instructional specialist District RTI coach, DPP, DAC District Psychologist District Gifted and Talented coordinator
Traditional classroom teachers. Certified personnel who work primarily with students.	Those with non-traditional class settings or schedules. Certified personnel whose work impacts students directly or indirectly.	Anyone overseeing district-wide programs and/or supervising personnel. Certified personnel at the district level whose work impacts students indirectly.

District Personnel
Summative Evaluation Performance Rating

Name/Date:

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

Goal:	End of Year Professional Growth Reflection:
End-of-Year Growth Goal Results (Accomplishments at the end of year.)	☐ Data attached
Goal:	End of Year Professional Growth Reflection:
Next Steps:	

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

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

Overall Performance Rating: _____

Comments:

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement." (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

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

District Certified Evaluation Plan	Year: **2017-2018**

Hopkins County Schools
Every Child • Every Effort • Every Day

5.0

DIRECTOR/COORDINATOR
SITE VISIT FORM

Performance Standard 1. Instructional Leadership
The Director/Coordinator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

Sample Performance Indicators : Examples may include, but are not limited to:
The Director/Coordinator:

1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.

1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.

1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

1.4 Demonstrates knowledge of research-based instructional best practices

1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

1.6 Supports employees to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.

1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*

1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.

1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.

1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.

1.11 Participates, as appropriate, in professional learning alongside employees when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional growth by providing adequate time and resources for employees and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Suggested Guiding Questions/Prompts:

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

Evidence requested by the evaluator or provided by the Director/Coordinator: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 2: School Climate
The Director/Coordinator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators : Examples may include, but are not limited to:
The Director/Coordinator:

2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.

2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.

2.4 Promotes a culture of collaboration, trust and shared leadership.

2.5 Supports the staff through continuous improvement efforts.

2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.

2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.

2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.

2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, employees, and parents.

2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, employees, and other stakeholders.

2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Suggested Guiding Questions/Prompts:

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*

- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*

- *What are the strategies you use to nurture and sustain a climate of trust in your school?*

- *Please provide a few examples of how you model care for children or model other desired characteristics for employees and staff.*

- *What are the internal and external factors that you perceive are affecting your school?*

- *How have you strived this year to make the school environment more academically rigorous?*

Evidence requested by the evaluator or provided by the Director/Coordinator: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 3: Human Resources Management
The Director/Coordinator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators : Examples may include, but are not limited to:
The Director/Coordinator:

3.1   Actively participates in an effective and efficient selection process in consultation with the school council.

3.2   Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.

3.3   Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.

3.4   Provides a mentoring process for all new and targeted instructional personnel.

3.5   Manages the supervision and evaluation of staff in accordance with local and state requirements.

3.6   Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.

3.7   Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for employees and staff to improve job effectiveness.

3.8   Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.

3.9   Recognizes and supports highly effective employees and staff and cultivates their leadership potential.

3.10 Maximizes human resources by building on the strengths of employees and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Suggested Guiding Questions/Prompts:

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

Evidence requested by the evaluator or provided by the Director/Coordinator: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 4: Organizational Management
The Director/Coordinator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators : Examples may include, but are not limited to:
The Director/Coordinator:

4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.

4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.

4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.

4.5 Reviews fiscal records regularly to ensure accountability for all funds.

4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.

4.7 Follows state and local policies with regard to finances, school accountability, and reporting.

4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*

- *Please provide an example of how you have been able to maximize your available resources.*

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*

- *What information is used to inform the decisions related to organizational management?*

- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*

- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Evidence requested by the evaluator or provided by the Principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 5: Communication and Community Relations
The Director/Coordinator fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators : Examples may include, but are not limited to:
The Director/Coordinator:

    5.1   Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

    5.2   Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.

    5.3   Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

    5.4   Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

    5.5   Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

    5.6   Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

    5.7   Provides a variety of opportunities for parent and family involvement in school activities.

    5.8   Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

    5.9   Advocates for students and acts to influence local, district, and state decisions affecting student learning.

    5.10   Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence*.*

Suggested Guiding Questions/Prompts:

- *Please describe how you promote the success of all students through communication.*

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*

- *How do you involve parents and families in student learning?*

- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*

- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Evidence requested by the evaluator or provided by the Director/Coordinator: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 6: Professionalism
The Director/Coordinator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

Sample Performance Indicators : Examples may include, but are not limited to:
The Director/Coordinator:

6.1   Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.

6.2   Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.

6.3   Maintains a professional appearance and demeanor.

6.4   Models professional behavior and cultural competency to students, staff, and other stakeholders.

6.5   Maintains confidentiality.

6.6   Maintains a positive, optimistic, and straight-forward attitude.

6.7   Provides leadership in the exchange of ideas and information with staff and other professionals.

6.8   Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.

6.9   Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.

6.10   Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher*.*

6.11   Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Suggested Guiding Questions/Prompts:

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

Evidence requested by the evaluator or provided by the Director/Coordinator: Indicate contributor with an (E) or (P).

Evaluator's Feedback: