Hancock County Schools District Evaluation Plans

For Certified and Classified Roles

Original Approval: April 16, 2015
Revised May 2020 (KDE required addition of PSEL standards for administrators)
Revised & Board Approved May 27, 2021
Revised March 2022 (Aligned with documents on Unified Talent Perform website)

May 25, 2023 Revised & Board Approved

Hancock County Schools Certified Evaluation Plan Committee

Chairperson –Robby Asberry	Superintendent	Administrator
Aleta Sisk	Director of Special Education	Administrator
Kelly Moore	ES Principal	Administrator
Jennifer Howe	ES Principal	Administrator
Traci Sanders	MS Principal	Administrator
Ginger Estes	HS Principal	Administrator
Ashley Elder	North Hancock Elementary	Teacher
Betty Jane Mitchell	South Hancock Elementary	Teacher
Wes Meserve	Hancock Co. High School	KEA Teacher Representative
Jeni Goodall	Hancock Co. Middle School	Teacher
Jared Taylor	Hancock Co. High School	Teacher
Lori Roberts	Hancock Co. High School	Teacher

ASSURANCES
HANCOCK COUNTY SCHOOLS DISTRICT EVALUATION PLAN

The Hancock County School District *hereby assures the Commissioner of Education that*: This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Name:	Title:
Robby Asberry	Superintendent
Aleta Sisk	Director of Special Education
Kelly Moore	Principal of North Hancock Elementary
Jennifer Howe	Principal of South Hancock Elementary
Traci Sanders	Principal of Hancock County Middle School
Ginger Estes	Principal of Hancock County High School
Ashley Elder	Teacher, North Hancock Elementary
Betty Jane Mitchell	Teacher, South Hancock Elementary
Jeni Goodall	Teacher, Hancock County Middle School

Wes Meserve Teacher/KEA Rep., Hancock County High School

Jared Taylor Teacher, Hancock County High School

Lori Roberts Teacher, Hancock County High School

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)
- All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)
- All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)
- Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).
- This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)
- The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).
- The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

ASSURANCES

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on March 24, 2022. (704 KAR 3:370)

_____ _____

Signature of District Superintendent Date

_____ _____

Signature of Board Chairperson Date

District Professional Growth and Effectiveness Plan

Glossary *Professional Growth and Effectiveness System*

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Classified Professional Growth and Effectiveness System

The vision for the Classified Professional Growth and Effectiveness Plan (CLPGES) is to have every student and certified personnel supported by professional and effective classified personnel in a variety of roles. The goal is to create a fair and equitable system to measure classified performance and act as a catalyst for continuous improvement.

Roles and Definitions (PGES & CLPGES)

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. **Classified Administrator:** A classified school personnel who is otherwise authorized by the Board of Education to carry out necessary administrative evaluative duties of other classified staff. 5. **Certified Evaluation Plan (CEP)**: An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.

6. **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.

7. **Classified Evaluation Plan (CLEP):** An evaluation system to support and improve the performance of

classified school and district personnel that meets the requirements of Kentucky state statutes. 8. **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.

9. **Evaluatee**: A certified or classified school personnel who is being evaluated.
10. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2 for certified personnel; the primary evaluator for classified personnel.
11. **Formative Evaluation:** As defined by KRS 156.557(1)(a).
12. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
13. **Improvement Plan:** A plan for improvement up to twelve months in duration for: a. Teachers and other professionals who are rated ineffective in professional practice or for whom immediate change in behaviors are required.
    b. Principals who are rated ineffective in professional practice or for whom immediate change in behaviors are required.
    c. Classified personnel who are rated ineffective in professional practice or for whom immediate change in behaviors are required.
14. **Job Category:** A group or class of certified or classified school personnel positions with closely related functions.

15. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length. 16. **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.
17. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have met state requirements to evaluate certified staff. 18. **Observer Update Training:** The process of ensuring that certified school personnel have ongoing training in observing teachers and other professionals for the purposes of evaluation and providing feedback.
19. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
20. **Performance Criteria:** The areas, skills, or outcomes on which certified or classified school personnel are evaluated.
21. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, as well as those of classified personnel, including the ratings listed in page 17 of this administrative regulation.
22. **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.
23. **Professional Growth Plan (PGP)**: 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 page 19 of this administrative regulation, and includes: (a) Goals for enrichment and development; (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.
24. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

25. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to page 17 of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of page 29 of this administrative regulation.
26. **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.
27. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in page 24 of this administrative regulation.
28. **Summative Evaluation:** As defined by KRS 156.557(1)(d). This is an end-of-year evaluation. Also applicable to classified personnel annual evaluations.
29. **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.

Orientation

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first month of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment. This annual review shall be an explanation of the contents of the evaluation plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria for teachers and other professionals. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

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.

Evaluators must use the following categories of evidence in determining overall ratings: *Sources of Evidence*
- Multiple Measures
- Observation
- Self-Reflection
- Other Measures of Student Learning and Products of Practice which may include but not limited to the following:
    - Curriculum documents
    - 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
    - Communication evidence
    - Other evidence as deemed appropriate by school or district
    - Professional Development documentation
    - Student surveys
    - Collaboration with parents
    - Classroom management evidence

All components and sources of evidence related supporting an educator's professional practice will be completed and may be recorded in the State Technical Platform or documented on district forms.

Letters and Memos
In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Determining Performance Measure Ratings

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

- **Exemplary rating** consistently exceeds expectations for effective performance.
- **Accomplished rating** consistently meets expectations for effective performance.
- **Developing rating** inconsistently meets expectations for effective performance.
- **Ineffective rating** consistently fails to meet expectations for effective performance.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

SOURCES OF EVIDENCE (To Inform Professional Practice)	Planning & Preparation (1a–1f)	Classroom Environment (2a–2e) + Instruction (3a–3e)	Professional Responsibilities (4a–4f)
Supervisor Observation	Evidence (pre and post conferences)	Observation	Evidence (pre and post conferences)
Products of Practice	Evidence (pre and post conferences)	Observation and Products of Practice	Evidence (pre and post conferences)
Professional Growth / Self-Reflection	Professional Growth Planning and Self Reflection		
Student Work/ Progress Samples	Evidence (pre and post conferences)	Student Work Samples	Evidence (pre and post conferences)

Framework for TEACHING (FfT) Components:
- Planning & Preparation: 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
- Classroom Environment: 2a-Creating Env. of Respect & Rapport; 2b-Establish Culture of Learning; 2c-Maintaining Classroom Procedures; 2d-Managing Student Behavior; 2e-Organizing Physical Space
- Instruction: 3a-Communicating with Students; 3b-Questioning & Discussion Techniques; 3c-Engaging Students in Learning; 3d-Using Assessment in Learning; 3e-Demonstrating Flexibility & Responsive
- Professional Responsibilities: 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

Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, student work/progress samples, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and other professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Professional Growth Plans will align with school/district improvement plans. The Professional Growth Plans of teachers/other professionals on a corrective action plan will be more specifically guided by the administration based on identified needs with teacher input.

Reflective practices and professional growth planning are frequent and repetitive processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues

implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

REQUIRED
- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in the State Technical Platform **or** on district forms.
- Self-reflection process will be completed by **October 1st** of each year. For employees hired after the start of the school year, the self-reflection must be completed within 30 working days of assuming professional responsibility.
- Professional Growth Plans will be submitted to supervisor via the State Technical Platform **or** on district forms **on or before October 1st** each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 working days of assuming professional responsibility.
- For returning employees the self-reflection and Professional Growth Plans may be created at the end of the current year but must be **finalized by October 1st**of the next school year. ● Non-tenured employees who receive an ineffective rating will not be recommended for continued employment with Hancock County Public Schools. Tenured teachers with an ineffective rating will be placed on a corrective action plan.

Observations

The observation process is one source of evidence to determine teacher effectiveness. Supervisor observations may use the State Technical Platform **or** district forms. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice.

Hancock County Observation Model for Teachers and Other Professionals: Participants

- The Primary Evaluator is the immediate Supervisor. Principals can designate assistant principals as the primary evaluator for certified staff.
- In emergency situations where the Primary Evaluator is unable to finish an observation cycle, an alternate fully certified evaluator will be assigned to complete the observation cycle for those on the caseload.
- Non-tenured and tenured teachers on a one year cycle will have three (3) observations in each summative year, with a minimum of three (3) observations (2 mini and one full) conducted by the supervisor. This occurs until they reach tenure or are placed on a 3 year cycle.
- Tenured teachers will receive 3 evaluator observations (2 mini and one full) in their cycle (which covers a 3 year span). Timeline found on page 14.
- Mini observations are approximately 20-30 minutes in length.
- Mini observations by the evaluator can be unscheduled and do not require a pre-observation meeting.
- Final observation is conducted by the evaluator and is a full observation.
- Summative evaluation conferences shall be held at the end of each summative cycle and shall include all Professional Growth and Effectiveness data. All summative conferences must be held and finalized by April 1 (unless a CEP extension is granted by the Superintendent or designee).
- All observations must be documented in either the State Technology Platform **or** on district forms located in the appendix.
    - The KTIP process will serve as the Certified Evaluation Program for all KTIP teachers, no additional observations or documentation will be required beyond the state KTIP program. ● Additional observations may be conducted as needed for any teacher or other professional. ● Guidance Counselors and Librarians/Media Directors will have a one year summative cycle.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- ● Pre-observation conferences are required for the full observation. Pre-conferences may occur, but are not required for the mini observations by the evaluator. Use of the Pre-Observation Conference Form is required.
- ● Pre-observation conferences with the supervisor must be conducted in person within 5 working days of the observations. Supervisors may use the State Technology Platform **or** District Forms to document. ● Full observations will have a pre and post conference documented on district approved forms (appendix) or State approved Technology Platform.
- ● All observations will include a post-observation conference to be conducted within five (5) working days. The observer will have documentation of the observation ready for this meeting. ● The summative evaluation conference shall be held at the end of the summative evaluation cycle. During the summative conference, the evidence from multiple sources will be reviewed in determining the summative rating.
- ● Any evaluation conference documentation, including the evaluation, will be signed by the evaluator and the evaluatee. The evaluatee shall receive a copy.
- ● Evaluatee's may provide written response to be included with evaluation documentation as a part of their official personnel record.
- ● A summative report shall be printed from the State Technical Platform **or** on district forms at the conclusion of the summative conference and signed by both the evaluator and evaluatee. The summative report shall be included in the district teacher personnel file. (704 KAR 3:345). The evaluatee will also be provided a copy of the summative report.

Observation Schedule

Observations may begin after the evaluation training takes place within the first 30 days of employment. Timelines for when observations must be completed:

Non-tenured or 1-year Cycle Teachers
First Observation Window – After initial training – October 30st
Second Observation Window – November 2st– January 8th
Third Observation Window – January 11th– March 26th

Non-tenured teachers and teachers on a one-year growth plan or 12-month corrective action plan will have two mini observations by their supervisor and a full observation by their supervisor each year until they are tenured or return to a three-year growth plan cycle.

Tenured or 3-year Cycle Teachers
Mini or Full Observation (depending on cycle) – after initial training – March 29th

In addition to the above information, the following shall also be in effect:
- ● Evaluators may seek window extensions on an individual basis from the Superintendent or designee under extenuating circumstances when employees go on FMLA, extended maternity leave or have significant absences affecting the ability to complete one of the windows on time.
- ● Tenured teachers on a three-year growth plan cycle will have one mini observation by an evaluator the first year, one mini observation by the evaluator the second year, and the full observation the third year.

- ● All observations & Conferences must be completed by March 29th of a school year for both tenured and non tenured staff unless circumstances warrant a superintendent approved extension. ● Observation

windows and summative conference data may be altered by the Superintendent or Assistant Superintendent if needed due to inclement weather or emergency situations. ● Superintendent or Assistant Superintendent may reduce the number of minimum observations of a teacher or other professional evaluations during the summative evaluation cycle for teacher or other professionals who do not report for work sixty (60) or more consecutive school days or miss extensively throughout the year. Any teacher or other professional in this situation will work with their direct supervisor to create an evaluation plan that must be approved by the Superintendent or Assistant Superintendent and must include at least two observations by their direct supervisor. For tenured teachers who have extenuating circumstances, who do not work 60 or more consecutive days or miss extensively, immediate supervisors may request altered timelines which include 2 mini observations by immediate supervisor and 1 full observation in a summative cycle even if those are shifted within other years of the summative cycle. In extraordinary cases, the number of observations may be reduced. For non-tenured teachers or other professionals with these extenuating circumstances, immediate supervisors may request altered requirements with no less than 1 mini observation by a supervisor and 1 full observation. All requests should be made to the Superintendent or Assistant Superintendent. ● All Summative evaluation documentation for personnel records should be completed and sent to the Personnel Coordinator at the Hancock County Board of Education on or before April 15th unless an extension is granted by the Superintendent or designee.

- A minimum of two observations shall be conducted by evaluators for any teacher or other professional hired on or after 60 days following the first day of instruction.

Observer Certification

All new administrators shall be initially trained, tested, and certified according to state guidelines, including training by the district in the use of the local evaluation process. (704 KAR 3:345, Section 6) This refers to the one-time, state, twelve-hour new administrator training and the six-hour annual training by the district. All experienced observers will complete annual training. Hancock County Public Schools will follow state requirements for annual training.

Peer Observation for Teachers & Other Professionals Participants
Peer observation may occur as a part of each school's Professional Learning Community (PLC) process but will not be a part of the Certified Evaluation Plan.

Student Voice for Teachers & Other Professionals Participants
Schools may conduct self-selected Student Voice Surveys but the data will not be a part of the formal Certified Evaluation Plan.

Determining the Overall Performance Category
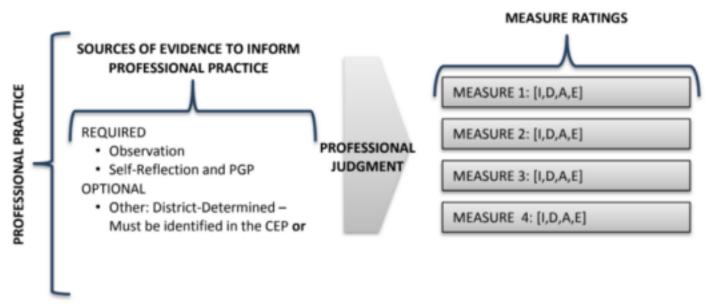## For Teachers & Other Professionals

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

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

practice.

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

REQUIRED
- Evaluators will provide a summative rating for each domain based on evidence.
- The Summary of Evidence must be completed in the State Technology Platform or on district Summative forms.
- Either the Summary of Evidence or the district Summative form must be signed and placed in the employee's school and district personnel files. The evaluatee will also be given a copy.

Steps to Determine the Summative Performance Category
for Teachers and Other Professionals

An educator's Overall Performance Category is determined by the following steps:
1. Determine the individual domain/performance measure ratings through the use of multiple sources of evidence, observations and professional judgment.
2. Apply District Decisions Rules for determining an educator's Professional Practice. When state decision rules will not work using the chart below, the supervisor will make the final rating using professional judgment for the Overall Performance Category
3. Review of prior Professional Practice Ratings of past three (3) years.
4. All Summative ratings must be recorded on approved district summative forms.

STEP 2: District Decision Rules

Criteria for Determining Summative Rating	
IF THEN	
If Environment **and** Instruction are both rated ineffective	The Summative Rating is **ineffective.**
If Environment **or** Instruction is	

	The Summative Rating is
rated ineffective	developing or ineffective
If Planning or Professionalism is rated ineffective	The Summative Rating shall not be exemplary.

If two Performance Measures are rated developing and two are rated accomplished	The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.
If two Performance Measures are rated developing and two are rated exemplary	The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.
If two Performance Measures are rated accomplished and two are rated exemplary.	The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary

STEP 3: Review

Review all three (3) years of Professional Practice Ratings to determine summative progress over time should be considered.

<u>Determining the Overall Performance Category and Summative Rating</u>

The total rankings will be considered from the previous three years (if available) and applied to the following scale, as outlined in the sample below.

Sample 3 year Evaluation Scores/Calculations and Rating for Teacher A

Year	
	Accomplished Not Applicable
	Exemplary Not Applicable
2014-2015 2015-2016	Accomplished Not Applicable
2016-2017 *Summat ive Year	
Summative Results	Accomplished Accomplished

Professional

Practice Ratin

Professional judgment will be based on three (3) years of Professional Practice Ratings data.

Appeals

Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix. Information on the Appeals process and LEAP Panel can be found on pages 35-38. Forms for Evaluation Response can be found beginning on page H1.

Professional Growth Plan and Summative Cycle
for Teachers and Other Professionals

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the lists below.

If Professional Practice is Exemplary or Accomplished, then…
THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN
- Goals set by teacher with evaluator input.
- Plan activities are teacher directed and implemented with colleagues.
- Formative review annually.
- Summative occurs at the end of year 3.

If Professional Practice is Developing, then…
ONE-YEAR CYCLE COLLABORATIVE GROWTH PLAN
- Goal(s) Determined by Evaluator & Teacher Collaboration.
- Goals focus on professional practice and student growth.
- Plan activities designed by evaluator with teacher input.
- Summative review annually.

If Professional Practice is Ineffective, then…
ONE YEAR DIRECTED GROWTH PLAN
- Goal determined by evaluator.
- Goals focused on low performance/outcome area.
- Plan activities designed by evaluator with educator input.
- Formative review at midpoint.
- Summative at end of plan (up to 1 year).

Corrective Action Plans
for Teachers and Other Professionals

A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives an "Ineffective" on the summative form. No more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans and/or improvement plans will be reviewed throughout the year until performance is

judged to meet the evaluation standards. Review of corrective action plans will be documented on the district approved form.

After an initial conference (Corrective Action Plan meeting) with the evaluatee, the evaluator will send a copy of the plan to the Assistant Superintendent. The Assistant Superintendent will be responsible for informing the Superintendent of all persons on a Corrective Action/Improvement Plan.

Corrective Action Plans will be in place for one year with at least quarterly reviews for tenured teachers. For non-tenured teachers they will be in place until the end of their contract.

Forms for Evaluation Response, Corrective Action Plans, and Performance Assessment Appeals can be found beginning on page H1 of this document.

Building and District Administrators Evaluation Process

The Building and District Administrators Evaluation Process applies to all of the following certified administrative positions:
- Principals
- Assistant Principals
- All District Certified Staff–Anyone overseeing district wide programs and/or supervising personnel, including but not limited to:
    - Assistant Superintendent
    - Supervisor of Instruction
    - Director of Pupil Personnel
    - Student Services Coordinator
    - School Psychologist
    - Director of Special Education

Hancock County Public Schools
Certified Evaluation Plan for Building and District Administrators Glossary

The vision for the Hancock County Public Schools Certified Evaluation Plan for all administrators (except the Superintendent) is to have every school and the district led by an effective administrator. The goal is to create a fair and equitable system to measure leader effectiveness and act as a catalyst for professional growth.
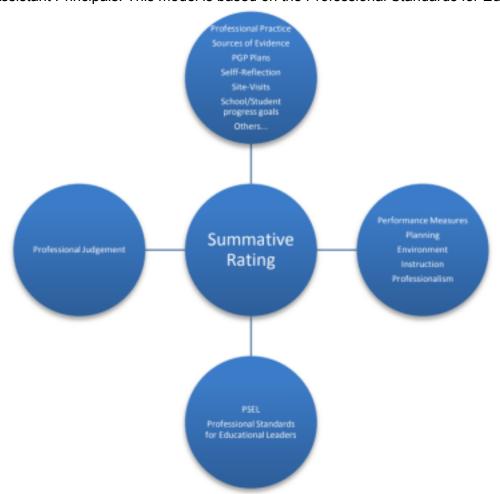
Roles and Definitions
1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, assistant principal, or any certified district administrator, including the school psychologist and any other district level certified employee for which administrative or specialist certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training.
3. **Evaluatee:** The District/School personnel that are being evaluated.
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

Certified Evaluation Plan for Building and District Administrators

Overview and Summative Model

The following graphic outlines the summative model for the Certified Evaluation Plan for Principals and Assistant Principals. This model is based on the Professional Standards for Educational Leaders.

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

Professional Standards for Educational Leaders

Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most building and district administrators 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 Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect

interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

PSEL Standards

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

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 administrators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Categories of Evidence

Evaluators must use the following categories of evidence in determining overall ratings: ● Required Sources of Evidence
   ○ Professional Growth Planning
   ○ Self-Reflection
   ○ Site-Visits or conferences (for Assistant Principals and District Administrators)
   ○ Evidence of Progress toward Identified Goals.

Evaluators may use the following categories of evidence in determining overall ratings: ● Other Measures of Student Learning
● Products of Practice
● Letters and memos
● Parent and Family Engagement
● Schedules
● Program Development and/or Expansion
● Other Sources

The Kentucky Framework for Personnel Evaluation
Role Group, Measure, and Performance Criteria

Performance Criteria And Role	Measures			
	Planning	*Environment*	*Instruction*	*Professionalism*
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders (PSEL)	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

Building and District Administrators 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 Building and District Administrators
- 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 progress and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves administrative practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.
- All building and district administrators will participate in self-reflection each year by October 1st. For those hired after the start of the school year, the self-reflection must be completed within 30 working days of assuming job responsibilities.
- All professional growth plans will be submitted no later than October 1st and may be updated as relevant. For administrators hired after October 1st, they must submit a professional growth plan within 30 working days of assuming job responsibilities. The administrator may begin a Professional Growth Plan at the end of the current year with the final revised plan submitted by October 1st of the following year or within 30 days of the district receiving new data. Once created, Professional Growth Plans may be reviewed or amended annually for up to three (3) years. After the 3rd review, a new plan must be created. A new plan may be created annually or as needed.

Professional Growth Plan and Summative Cycle
Building and District Administrators

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the lists below.

If Professional Practice is Exemplary or Accomplished, then…

THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN
- Goals set by teacher with evaluator input.
- Plan activities are directed by the administrator and implemented with colleagues.
- Formative review annually.
- Summative occurs at the end of year 3.

If Professional Practice is Developing, then…
ONE-YEAR CYCLE DIRECTED GROWTH PLAN
- Goal(s) Determined by Evaluator & Administrator Collaboration.
- Goals focus on professional practice and school improvement.
- Plan activities designed by evaluator with administrator input.
- Summative review annually.

If Professional Practice is Ineffective, then…
ONE-YEAR DIRECTED GROWTH PLAN
- Goal determined by evaluator.
- Goals focused on low performance/outcome area.
- Plan activities designed by evaluator with administrator input.
- Formative review at midpoint.
- Summative at end of plan (up to 1 year).

Building and District Administrator Evaluations

Evaluations of building and district administrators are based on the administrator's annual professional growth plan and summative evaluation. The professional growth plan is due on October 1 every school year and the summative evaluation is due on March 29 of every school year. Evidence to be used for the summative evaluation can be taken from site visits, conferences, or from sources of data included in the next section.

Site Visits
Site visits are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent/designee 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.

Conferences
Similar to a site visit, the evaluator may discuss the principal's progress on the annual professional growth goal and the evidence being gathered for the summative evaluation. Conferences can occur throughout the year.

Products of Practice/Other Sources of Evidence

Building and District Administrators may provide additional evidence to support assessment of their own professional practice. These sources of evidence should yield information related to their practice within the Performance Standards and the Four Framework Domains.
- Progress towards school goals
- 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 both Student & Staff
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other evidence as deemed appropriate by district
- Evidence of student progress and achievement
- Evidence of professional support and collaboration
- Other items as specifically related to each District Administrative Position

Letters and Memos

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Principals and Assistant Principals of schools determined by KDE or assessment results to have significant Gaps in student achievement or deemed to be in any level of assistance by KDE must create a goal based on data to help move the school out of the assistance category.

Determining the Overall Performance for Professional Practice Category

Superintendents/designee are responsible for determining an Overall Performance for Professional Practice Category for each building and district administrator at the conclusion of his or her summative evaluation year. This Overall Performance Category is informed by the administrator's ratings on professional practice standards which result in a score for each of the four domains.

Rating Overall Performance of Professional Practice

- Evaluators will use decision rules to determine an overall rating.
- Evaluators will record ratings on district forms or state technology platform if available and preferred. ● Overall professional practice ratings will be assigned on or before June 30th of each school year.

Professional Practice
Sources of Evidence
PGP Plans
Selff-Reflection
Site-Visits
School/Student
progress goals
Others...

Summative Rating
Overall rating of
Ineffective
Developing
Accomplished
Exemplary

Professional Judgement

Performance Measures
Planning
Environment
Instruction
Professionalism

PSEL
Professional Standards
for Educational Leaders
Standard Ratings
Ineffective
Developing
Accomplished
Exemplary

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

Professional Growth Plans
Self-Reflection
Site-Visits

Other evidence agreed upon by evaluator

PROFESSIONAL JUDGMENT

PERFORMANCE MEASURES

Planning
    Standard 1: Mission, Vision, and Core Values
    Standard 7: Professional Community for Teachers & Staff
    Standard 9: Operations and Management

Environment
    Standard 3: Equity and Cultural Responsiveness
    Standard 5: Community of Care & Support for Students
    Standard 8: Meaningful Engagement of Families & Community

Instruction
    Standard 4: Curriculum, Instruction and Assessment
    Standard 10: School Improvement

Professionalism
    Standard 2: Ethics and Professional Norms
    Standard 6: Professional Capacity of School Personnel

SUMMATIVE RATING

A building or district administrator's Overall Performance Category is determined by the evaluator based on the ratings on each standard which yield a rating on each of the four performance measures (Planning, Environment, Instruction, Professionalism). The evaluator uses The Role Group Performance Criteria Crosswalk (pg. 25), the decision rules, sources of evidence provided by the administrator to determine the overall rating.

Overall Performance for Professional Practice

District Decision Rules:

Criteria for Determining Summative Rating	
	IF THEN
If Environment <u>and</u> Instruction are both rated ineffective	The Summative Rating is <u>ineffective.</u>
If Environment <u>or</u> Instruction is rated ineffective	The Summative Rating is <u>developing</u> or ineffective
If Planning <u>or</u> Professionalism is rated ineffective	The Summative Rating shall not be <u>exemplary</u>.

If two Performance Measures are rated developing and two are rated <u>accomplished</u>

If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>

If two Performance Measures are rated <u>accomplished a</u>nd two are rated <u>exemplary</u>.

> **The Summative Rating shall be <u>accomplished </u>only if Environment or Instruction is rated accomplished.**
>
> **The Summative Rating shall be**

<u>accomplished </u>only if Environment or Instruction is rated exemplary.

The Summative Rating shall be <u>exemplary </u>only if Environment or Instruction is rated exemplary

Planning Instruction
Standard 1: Mission, Vision, and Core Values Standard 4: Curriculum, Instruction and Assessment
Standard 7: Professional Community for Teachers &   *Staff*   *Standard 10: School Improvement*   *Standard 9: Operations and Management*
Environment Professionalism
Standard 3: Equity and Cultural Responsiveness Standard 2: Ethics and Professional Norms

Standard 5: Community of Care & Support for Students

Personnel

Standard 6: Professional Capacity of School Personnel

Standard 6: Professional Capacity of School

<u>Summative Conference</u>

- Summative conferences will be documented on the district approved forms
- Summative Conferences will be held on or before June 30.
- Professional Growth and Self Reflection planning and documentation may begin at the Summative Conference for returning employees.

<u>Appeals</u>

Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Forms can be found beginning on page H1.

<u>Other District Certified Personnel</u>

Beginning in the 2020-21 school year, other District Certified Employees will participate in the same process as the Principals and Assistant Principals, the Building and District Administrator Evaluation process. The process is based on the Professional Standards for Educational Leaders (PSEL) and the 4 Performance Measures of the State Framework – Planning & Preparation, Environment, Instruction and Professional Responsibilities.

District certified administrative employees include: Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Gifted and Talented Coordinator, Director of Pupil Personnel/Student Services and any other position under the Superintendent at the district level that is required to have certification for their job title.

Responsibilities for Evaluation

1. The Hancock County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.

2. The superintendent or his/her designee will evaluate principals and central office personnel. 3. The director of special education will evaluate school psychologists and related personnel. 4. Principals will evaluate assistant principals, guidance counselors, librarians, speech therapists, and teachers. The Director of Special Education may assist with the evaluation of special education staff. 5. The preschool coordinator will evaluate his/her certified staff. (Not to include preschool teachers) 6. The Principal or Assistant Principal will evaluate preschool teachers and may seek data or participation from the district preschool coordinator or Audubon Area preschool school contact.

7. The Title III coordinator will evaluate all Title III staff.

8. Assistant Superintendent along with building level Principals will be responsible for monitoring evaluation training and implementation of the Certified Evaluation Plan and other professionals utilizing the old evaluation system.

9. All administrators receive annual summative evaluations.

Appeals Process

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request. (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

Appeals/Hearings

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

Process

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted to the chairperson on an appeals request form to the Superintendent.
3. The Superintendent will select a chairperson for the LEAP.

4. No member of the panel shall serve on any appeal in which he/she was the evaluator 5. No panel member shall serve on any appeal brought by the member's immediate family. 6. The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.

7. The LEAP shall advise in writing the evaluate and the evaluator to submit a copy of all documentation that concerns the summative evaluation.

8. 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.

9. If a hearing is requested all documentation including a list of witnesses must be submitted to the LEAP Chairperson no later than 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 5 working days prior to any scheduled hearing.

10. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.

11. A certified employee may appeal procedural matters to the State Board of Education after the local appeal process has been completed.

Powers and Conditions

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall the authority to interview both the appealing employee and the evaluator at the hearing.
5. Responsibility/Purpose - The Appeals Panel shall review any and all appeals to verify that the evaluation plan has been followed as prescribed. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of the evaluation.
6. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent.
   a. Uphold the original summative evaluation
   b. Remove the whole evaluation and any part of the summative evaluation
   c. Order a second evaluation conducted by a trained evaluator employed by the district. (The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.)
7. The results of actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

Membership & Election Procedures for "LEAP" Local Evaluation Appeals Committee

One member is to be appointed by the board that is a certified employee of the board. The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee. Elections will be held by October 1 of each election year.

1. Each school faculty will nominate one certified employee willing to serve as a committee member.
2. The term for each LEAP, is three years.
3. Ballots listing the candidates shall be prepared and distributed to all certified staff members. 4. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
5. The Superintendent and a KEA Representative shall total the votes and keep tally sheets on file for two years.
6. Each election year, the two candidates with the largest number of votes are named as members of the appeals committee.
7. The candidate receiving the second largest vote shall be named alternate.
8. The Superintendent chooses a Chairperson for the LEAP.

9. In years where there is no election, the alternate from the previous year continues to serve as the alternate.

10. Members will serve 3-year terms. Fall 2014-Spring 2017, Fall 2017-Spring 2020, Fall 2020-Spring 2023, Fall 2023-Spring 2026, and so on. Voting will occur on or before October 1 of the election year. 11. In the event a member or alternate is unable to serve, the next highest eligible vote getter from the last election will serve.

12. Alternate will serve on the LEAP under the following conditions: A member of the LEAP wishes to make an appeal; Illness or circumstances beyond a member's control prevents attendance; a relative of a panel member is appealing; or a member has been prejudiced in the appeal being considered.

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:

   a. Rule in favor of the appellant, either in whole or in part;
   b. Uphold the evaluation; or
   c. 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.

Appeals Panel Hearing Procedures

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

The purpose of the Appeals Panel is to provide a timely review of the evaluation of any certified employee who thinks he/she has not been fairly evaluated. The chairperson of the panel shall be the person appointed to the committee by the Board. The Appeals panel may require written statements or other documentation by either or both parties to be submitted prior to the proceeding. Documentation shall be provided to all parties and the panel in advance of the hearing. The evaluator and the evaluatee shall have an opportunity to adequately review in advance all documents that are to be presented to the evaluation appeals panel hearing. The evaluatee shall be given the opportunity to decide whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

Upon submission of an appeal, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural

issues shall be considered by the panel. A chosen representative may attend the hearing to represent the evaluator and/or evaluatee. The representative may address the panel on their client's behalf, but shall not be given the opportunity to question witnesses. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will leave and the panel will consider all information provided to them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendations must include one of the following:
    A. Uphold the original evaluation
    B. Remove the whole evaluation or any part of the summative evaluation.
    C. Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Evaluation Appeals Panel.

Forms for Evaluation Response and Performance Assessment Appeals are located beginning on page H1.

Hancock County Public Schools FORMS

Certified Evaluation Plan

Evaluators may use district forms or department-approved technology platform

Task:

Upon completing the required annual Certified Evaluation Plan Orientation Training, please verify that you have received training by providing your electronic signature below.

My electronic signature on this digital document verifies my agreement that I have received orientation on the Hancock County Schools' evaluation process, which included an explanation of the standards, criteria, and process on which I am to be evaluated. **The Certified Evaluation Handbook can be viewed at [www.hancock.kyschools.us.](www.hancock.kyschools.us)** required

[DirectReport.FullName]

If your name does not appear on the line below, please contact your building administrator.

Comments

Comments from about this form:

Share History

Review the Kentucky Framework for Teaching component indicators for each domain that best describes your teaching practice to determine an overall performance level for each domain''s component. Provide a rationale for each component rated developing or ineffective.

Teacher required

[DirectReport.FirstName] [DirectReport.LastName]

Today''s Date required

Allowed format is MM/DD/YYYY Ex: 02/14/2022

School: required

[DirectReport.Location]

Domain 1 required

Ineffective Developing Accomplished Exemplary

1A - Demonstrating
Knowledge of Content
and Pedagogy

1B - Demonstrating
Knowledge of Students

1C - Selecting
Instructional Outcomes

1D - Demonstrating
Knowledge of Resources

1E - Designing Coherent
Instruction

1F - Designing Student
Assessment

Domain 1: Teacher reflective rationale

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Domain 2 required
FORM B1-2<u>5</u>

Ineffective Developing Accomplished Exemplary

2A - Creating an
Environment of Respect
and Rapport

2B - Establishing a
Culture for Learning

2C - Managing
Classroom Procedures

2D - Managing Student
Behavior

2E - Organizing Physical
Space

Domain 2: Teacher reflective rationale

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Domain 3:Teacher reflective rationale

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FORM B1-35

Domain 3 required

Ineffective Developing Accomplished Exemplary

3A - Communication
with Students

3B - Using Questioning
and Discussion
Techniques

3C - Engaging Students
in Learning

3D - Using Assessment
in Instruction

3E - Demonstrating
Flexibility and
Responsiveness

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4D - Participating in a Professional Community

Domain 4 required

4E - Growing and
Developing
Professionally

4A - Reflecting on
Teaching

4F - Demonstrating
Professionalism
FORM B1-4

4B - Maintaining
Accurate Records

4C - Communicating with Families

Ineffective Developing Accomplished Exemplary

Domain 4: Teacher reflective rationale

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Comments

Comments from about this form:

Share History

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Responsible: Building:
Certified Evaluation Plan for XXX
Professional Growth Plan

Task:
FORM XX-1

Examine the self-reflection and additional data sources to determine professional growth needs.

You may use this guidance template to complete your Professional Growth
Plan: Professional Growth Goal:
-Choose Domain you want to improve in and specific standard.
-Answer these 4 questions to write your goal:
1. What do you want to do? (Use an action verb like-improve, create, implement, apply) 2. How are
you going to do it? (Are you going to collaborate with your team in PLC to design or analyze scores,
etc.?)
3. How will that impact student achievement? (How will that help students?)
4. How will you measure the results? (What evidence could you show your administrator to show how
you have done it? What might you put in your PGES binder or data binder to show you have worked on
growth?)
Example:
For the _____school year, I will_____.
I will achieve this by_____.
This will impact student learning by_____.
My measure of success will be_____.

Tenure Status required

Which framework/domain component does your PGP address? You many select
more than one. required

1A

1B

1C

1D

1E

1F

2A

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2B

2C

2D

2E

3A

3B

3C

3D

3E

4A

4B

4C

4D

4E

4F

Professional Growth Goal 1 _{required}

You may use the format: For the _____ school year, I will_____.
I will achieve this by_____. This will impact student learning by_____. My measure
of success will be_____.

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Performance Standard/Measure connected to the Professional Growth Goal required -

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Evidence to support the completion of the Professional Growth Plan (PGP) Goal required -

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Professional Growth Goal 2 required

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You may use the following format: For the _____school year, I will_____. I will achieve this by_____. This will impact student learning by_____. My measure of success will be_____.

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<u>5</u>

Performance Standard/Measure connected to the Professional Growth Goal required -

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<u>5</u>

Evidence to support the completion of the Professional Growth Plan (PGP) Goal required -

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Professional Growth Plan Connection: required

Self-Reflection

Observations

Student Voice

Framework for Teaching

CSIP/CDIP

Evaluator Feedback:

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Comments

Comments from about this form:

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Responsible: Building:

Task:

Teacher Name: <small>required</small>

[DirectReport.FullName]

Grade: <small>required</small>

Subject: <small>required</small>

Date: <small>required</small>

▦ Allowed format is MM/DD/YYYY Ex: 02/14/2022

What is your identified student learning target(s)? <small>required</small>

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<u>5</u>

To which part of your curriculum does this lesson relate? <small>required</small>

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How does this learning fit in the sequence of learning for this class? _{required} - . /

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Briefly describe the students in this class, including those with special needs. _{required} -

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How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using. _{required}

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How will you differentiate instruction for individuals or groups of students? required -

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How and when will you know whether the students have achieved the learning target(s)? required

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Is there anything that you would like me to specifically observe during the
   lesson? required

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Looking at Domain 1 (Preparation and Planning) from TPGES, identify how you
are meeting the expectations of those indicators. required

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Looking at Domain 4, (Professional Responsibilities), identify how you are meeting
the expectations for each of the indicators.

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Comments

Comments from about this form:

Share History

2/14/22, 1:01 PM

Responsible: Building:

Task:

Type of Observation   required

Tenure Status   required

Teacher: required

[DirectReport.FullName]

Grade/Content: required

Observer: required

[Evaluator.FullName]

Observation Date required

Allowed format is MM/DD/YYYY Ex: 02/14/2022

Domain 1: Planning & Preparation

1A - Knowledge of Content and Pedagogy required

Ineffective Developing Accomplished Exemplary N/A

| | In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice | display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding | of the range of pedagogical approaches suitable to student's learning of the content. Teacher is familiar with the important concepts in the | discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate |

some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. Teacher's plans and | practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. Teacher displays | extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide | a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

1A - Knowledge of Content and Pedagogy - Evidence

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1B - Demonstrating Knowledge of Students required

Ineffective Developing Accomplished Exemplary N/A

Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. Teacher

indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. Teacher

understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency,

interests, and Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

special needs and attains this knowledge about groups of students.

1B - Demonstrating Knowledge of Students - Evidence

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1C - Setting Instructional Outcomes required

Ineffective	Developing	Accomplished	Exemplary	N/A
Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline Outcomes are stated as activities rather than as student	learning. Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities Outcomes Most outcomes	represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment All	outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several	

Ineffective	Developing	Accomplished	Exemplary	N/A
Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students reflect	several types of learning, but teacher has made no attempt at coordination or integration Most of the outcomes are suitable	for most of the students in the class in accordance with global assessments of student learning. Outcomes reflect several different types of learning	and opportunities for coordination. Outcomes take into account the varying needs of groups of students different types of	

	learning and, where appropriate, represent	opportunities for both coordination and	integration. Outcomes take into account the	varying needs of individual students.

1C - Setting Instructional Outcomes - Evidence

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1D - Demonstrating Knowledge of Resources required

		Ineffective or district	Developing school or	Accomplished	Exemplary N/A –
	Teacher is unaware of school	Teacher displays basic awareness of	Teacher displays awareness of resources	Teacher displays extensive knowledge of	

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	resources for classroom use, for the expansion of his or her own knowledge, or for students. district resources available for classroom use, for the	expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. not only through the school and	district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own	knowledge, and for students. resources – not only through the school and district but also in the community, through professional organization

s and
universities
, and on
the

Internet—for
classroom
use, for the

expansion of
his or her
own
knowledge,

and for
students.

1D - Demonstrating Knowledge of Resources - Evidence

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1E - Designing Coherent Instruction required

	Ineffective	Developing	Accomplished	Exemplary	N/A
	learning	the	coordinates		
	Some of	learning	Plans		
The series of		Teacher	represent the		

	experiences	and have	cognitive	unit has a
	is poorly	unrealistic	challenge	recognizable
	aligned with	time	but with no	structure; the
	the	allocation.	differentiatio	progression of
	instructional	Instructional	n for	activities is
	outcomes	groups do	different	uneven,
	and does not	not support	students.	with most
	represent	the	Instructiona	time
	a coherent	instructional	l groups	allocations
	structure.	outcomes	partially	reasonable.
	The activities	and offer no	support the	knowledge
	are not	variety.	instructiona	of content,
	designed to	activities and	l outcomes,	of
	engage	materials are	with an effort	students,
	students	suitable to	by the	and of
	in active	the	teacher at	resources, to
	intellectual	instructional	providing	design a
	activity	outcomes and	some variety.	series of
		represent a	The lesson or	learning
		moderate		

experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some	differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. coordination of in- depth content knowledge, understanding of different	students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriatel	y for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	

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1E - Designing Coherent Instruction - Evidence

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1F - Designing Student Assessments required

	Ineffective	Developing	Accomplished	Exemplary N/A
Assessment procedures	are not congruent with instructional	outcomes; the proposed approach contains	no criteria or standards. Teacher has	

no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and	standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher''s plan for student assessment is aligned with the instructional outcomes;	assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well developed strategy for using formative assessment and has Teacher''s plan for student assessment is fully	aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using

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formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual

students.

1F - Designing Student Assessments - Evidence

designed

particular

approaches to be used.

Teacher

intends to use assessment results to plan for

future

instruction for groups of

students.

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Domain 1 Average of Observed Indicators

Field value will be calculated upon Save Progress.

Domain 2: The Classroom Environment

2A - Creating an Environment of Respect and Rapport required

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	Ineffective	Developing	Accomplished	Exemplary	N/A
	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative,	inappropriate , or insensitive to students'' ages, cultural backgrounds, and developmenta l levels. Interaction s are characterized	by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. Patterns of classroom interactions, both between the	teacher and students and among students, are generally appropriat e but may reflect occasional inconsistencie s , favoritism,		

and disregard for students'' ages, cultures, and developmental levels. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. Teacher student interactions are	friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully	to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring	and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

2A - Creating an Environment of Respect and Rapport - Evidence - . / __Font

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2B - Establishing a Culture for Learning required

Ineffective	Developing	Accomplished	Exemplary	N/A
The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn.	Classroom interactions support learning and hard work. The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or	

helping peers.

for learning
are reserved
for those
students
thought to
have a natural
aptitude for
the subject.

2B - Establishing a Culture for Learning - Evidence

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2C - Managing Classroom Procedures required

	Ineffective	Developing	Accomplished	Exemplary N/A
	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that	the teacher is managing instructional groups, Some instructional time is lost through only partially effective classroom	routines and procedures. The teacher's management of instructional groups, transitions, and/or the There is little loss of instructional time because of	effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are Instructiona

l time is maximized because of efficient

routine and procedures . Students

contribute to the management of

instructional groups, transitions, and the

transitions, and /or the handling of materials and supplies effectively. There is little evidence that students know or follow establishe

d routines. handling of materials and supplies is inconsistent , the result being some disruption of learning. With regular guidance and prompting ¸

students follow established routines. consistentl y successful. With minimal guidance and prompting students follow

established classroom routines. handling of materials and supplies. Routines are well understood and may be initiated by students.

2C - Managing Classroom Procedures - Evidence

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2D - Managing Student Behavior required

	Ineffective	Developing	Accomplished	Exemplary	N/A
	established standards of conduct and	little or no teacher monitoring	of student Standards of conduct		
There appear to be no					

appear to have been established, but their implementation is inconsistent.

Student behavior is generally appropriate. The teacher monitors

student behavior against Student behavior is entirely appropriate.

Students take an active role in monitoring their own behavior and

behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity Teacher tries, with uneven

results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. established standards of conduct.

Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. that of other students against standards of conduct. Teachers' monitoring

of student behavior is subtle and preventative Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

2D - Managing Student Behavior - Evidence

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2E - Organizing Physical Space required

Ineffective Developing Accomplished Exemplary N/A

The physical environment	is The classroom is safe, and	The classroom is safe, and The	classroom is safe, and
unsafe, or many students don't have access to learning resources There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology essential learning is accessible to	most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. learning is accessible	to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology learning is accessible to all students, including those with special needs. Teacher	makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

2E - Organizing Physical Space - Evidence

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Domain 2 Average of Observed Indicators

Field value will be calculated upon Save Progress.

Domain 3: Instruction

3A - Communicating with students required

	Ineffective	Developing	Accomplished	Exemplary N/A
	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors. The teacher's spoken or written language contains errors of grammar or syntax The teacher's vocabulary is inappropriate, vague, or	used incorrectly, leaving The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue,	with no invitation to the students for intellectual engagement. Teacher's The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences.	During the explanation of content, the teacher invites student intellectual engagement . Teacher's spoken and The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstand ing The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting

with students' interest.

Students contribute to extending

the content and help explain

concepts to

students confused. spoken language is correct; however, his or her vocabulary is limited, or not

fully appropriate to the students' ages or backgrounds. written language is clear and correct and

uses vocabulary appropriate to the students' ages and interests. their classmates. The teacher's spoken and

written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

3A - Communicating with Students - Evidence

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3B - Questioning and Discussion Techniques required

	Ineffective	Developing	Accomplished	Exemplary	N/A
Teacher's questions are of low cognitive challenge, require single correct responses, and are asked	in rapid Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	Although the teacher may use some low level questions, he or she asks the students questions designed to promote	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking		

succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. Alternatively, the teacher attempts to frame some questions	designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. thinking and	understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to	ensure that most students are heard. and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

3B - Questioning and Discussion Techniques - Evidence

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Ineffective	Developing	Accomplished	Exemplary	N/A
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested. The learning tasks and activities are partially	aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students	display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Virtually all students are intellectually engaged in challenging content through well designed learning tasks and suitable scaffolding by the	teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete	

tasks and may serve as

3C - Engaging Students in Learning - Evidence

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3D - Using Assessment in Instruction required

	Ineffective	Developing	Accomplished	Exemplary	N/A
	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self assessment. Assessment is used	sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment Assessment is used	regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the Assessment is	fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria Students self assess and	

criteria used

to evaluate   their work,

and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning. assessment criteria; some of them engage in self assessment

Questions, prompts, assessments are used to diagnose evidence of learning. monitor their progress. A variety of feedback, from both their teacher and their peers,

is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

3D - Using Assessment in Instruction - Evidence

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3E - Demonstrating Flexibility and Responsiveness required

Ineffective Developing Accomplished Exemplary N/A

Teacher

Teacher adheres to the Teacher attempts to

Teacher promotes the Teacher seizes

an opportunity

instruction plan in spite of evidence of poor student understanding

or lack of interest. Teacher ignores student questions;

when students experience difficulty, the teacher blames the

students or their home environment modify the lesson when needed and

to respond to student questions and interests, with moderate success. Teacher accepts responsibilit y for student success but has only a limited repertoire of strategies to draw upon. successful learning of	all students, making minor adjustments as needed to instruction plans and accommodati n g student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches	for students who have difficulty learning. to enhance learning, building on a spontaneou s event or student interests, or successfully adjusts and differentiate s instruction to address individual student misunderstan	d ings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

3E - Demonstrating Flexibility and Responsiveness - Evidence - . / __Font

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Domain 3 Average of Observed Indicators

Field value will be calculated upon Save Progress.

Domain 4: Professional Responsibilities

4A - Reflecting on Teaching required

Ineffective	Developing	Accomplished	Exemplary	N/A
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. Teacher makes an accurate assessment of a lesson's effectiveness and the	extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. Teacher makes a thoughtful and accurate assessment of a lesson's	effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	

4A - Reflecting of Teaching - Evidence

4B - Maintaining Accurate Records required

Ineffective	Developing	Accomplished	Exemplary	N/A
Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for no	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional activities are adequate but require frequent moni	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. toring to avoid errors. Students contribute information and participate in maintaining the records.	

4B - Maintaining Accurate Records - Evidence

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4C - Communicating with Families _{required}

Ineffective Developing Accomplished Exemplary N/A

Teacher communication with families — about the instructional program, about individual students—is sporadic or culturally inappropriate.

Teacher makes Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual

students but does not Teacher communicates frequently with families about the instructional program and conveys information about individual student

progress. Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family

no attempt to engage families in the instructional program. attempt to

engage families in the instructional program. Communicati

o ns are one way and not always appropriate to the cultural norms of those families.

Teacher makes some attempts to engage families in the instructional program.

Information
to families is
conveyed in
a culturally
appropriat

e manner.
concerns is
handled
with
professional
and cultural

sensitivity.
Teacher's
efforts to
engage
families in

the
instructional
program are
frequent and
successful.

4C - Communicating with Families - Evidence

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4D - Participating in a Professional Community   required

Ineffective   Developing   Accomplished   Exemplary   N/A

	Ineffective	Developing	Accomplished	Exemplary	N/A
	Teacher's relationship s with colleagues are negative or self-serving. Teacher avoids participation in a	professional culture of Teacher maintains cordial relationship s with colleagues to fulfill duties that the school or district	requires. Teacher's relationship s with colleagues are characterized by mutual support and cooperation ; teacher actively	Teacher's relationship s with colleagues are characterized by mutual support and cooperation , with the teacher taking	

inquiry,
resisting
opportunitie
s to become
involved.
Teacher
avoids
becoming

involved in
school
events or
school and
district
projects
Teacher
becomes
involved in

the school's
culture of
professional
inquiry
when
invited to do
so. Teacher
participates

in school
events
and school
and district
projects
when
specifically
asked to

do so. participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and	district projects, making a substantial contribution. initiative in assuming leadership among the faculty. Teacher	takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and	district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

4D - Participating in a Professional Community - Evidence

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4E - Growing and Developing Professionally required

	Ineffective	Developing	Accomplished	Exemplary N/A
	resists	effort to	limited extent	
	feedback	share	when they	
Teacher	on teaching	knowledge	are	
engages in	performance	with others	convenient.	
no	from either	or to assume	Teacher	
professional	supervisors	professional	accepts,	
development	or more	responsibility	with some	
activities to	experienced	.	reluctance,	
enhance	colleagues.	Teacher	feedback	
knowledge	Teacher	participates in	on teaching	
or skill.	makes no	professional	performance	
Teacher		activities to a	e from both	

supervisors and colleagues. Teacher finds limited ways to contribute to the profession. Teacher seeks out opportunities for professional development to enhance content knowledge	and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher	participates actively in assisting other educators. Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action	research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

4E - Growing and Developing Professionally - Evidence

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