Boone County Schools
Certified Evaluation Plan
May 2016

8330 US 42
Florence, KY 41042
Dr. Randy Poe, Superintendent

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Karen Byrd
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Steve Templeton

District Evaluation Committee

Teachers
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Tom Haddock
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Brian Lee
Nicole Servizzi

Administrators
James Detwiler
James Brewer
Kim Gilbert
Connie Crigger
Mike Wilson
ASSURANCES-- CERTIFIED EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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[Signatures]

Date: 6-19-15

[Signatures]

Date: 6-19-15

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Professional Growth and Effectiveness System – Certified Teacher

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.

Roles and Definitions

- **Administrator**: An EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Appeals**: A process whereby any certified employee who feels that the local school district failed to properly implement the approve evaluation system can formally disagree with his/her evaluation.
- **Artifact**: A product of a certified school personnel’s work that demonstrates knowledge and skills.
- **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.
- **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.
- **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.
- **Conference**: A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans and/or student growth goal plans.
- **Evaluatee**: District/School personnel who is being evaluated.
- **Evaluator**: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5)(c)2.
- **Evaluation**: The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon pre-determined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans and student growth goals.
- **Evaluation Committee**: A committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
- **Evaluation Plan**: A plan which includes evaluation forms and procedures. The procedures shall provide for all components of the Professional Growth and Effectiveness System including observations, professional growth planning, student growth goals, and student voice. Both the plan and procedures must be approved by the Kentucky Board of Education.
- **Evidence**: Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative Evaluation**: Is defined by KRS 156.557(1)(a).
- **Framework for Teaching**: Research-based set of components of instruction that includes four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
• **Full Observation:** An observation conducted by an employee’s supervisor that includes an entire class period or lesson. Observation is the process of gathering factual information in the performance of duty based upon the Framework for Teaching.

• **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 and have a low overall student growth rating.
  b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.

• **Job Category:** A group or class of certified school personnel positions with closely related functions.

• **Local Contribution:** A rating based on the degree to which a teacher meets the growth for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal.

• **Non-Tenured Teacher:** A teacher who is currently in year 1, 2, 3, or 4 of teaching in the district, and who completes a 1-year evaluation cycle as described in the chart on page 9.

• **Observation:** a data collection process conducted by a certified observer, in person or, if mutually agreed upon, 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 for a duration of at least 20 minutes.

• **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

• **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.

• **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.

• **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.

• **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.

• **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district’s Professional Growth and Effectiveness System plan, who observes and documents another teacher’s professional practice and provides supportive and constructive feedback that can be used to improve professional practice.

• **Peer Observer Modules:** Modules designed to provide training for peer observers before completion of peer observations.

• **Peer Reviewer:** A teacher or team of teachers selected by the evaluatee who will utilize the Boone County Schools Student Growth Goal SMART Criteria checklist to ensure that the Student Growth Goal meets the required rigor.

• **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.

• **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee’s performance, including the ratings listed in Section 7(8) of this administrative regulation.
- **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.

- **Professional Growth**: Increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise, and other characteristics.

- **Professional Growth and Effectiveness System**: 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.

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

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

- **Professional Practice Rating**: The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.

- **Professional Learning Community (PLC)**: A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

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

- **SMART Goal Criteria**: Acronym/criteria for developing student growth goals (Smart, Measurable, Attainable, Realistic, and Time-bound).

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

- **State Contribution**: A rating based on each student’s rate of change compared to other students within a similar test score history (“academic peers”) expressed as a percentile. Student Growth Percentiles are measured for grades 4-8 in Reading and Mathematics.

- **Student Growth**: Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.

- **Student Growth Goal (SGG)**: A local student growth goal developed by the teacher in collaboration with the supervisor that will have a clear purpose, clear targets, sound design, effective communication and student involvement. All teachers will develop a local student growth goal.

- **Student Growth Percentile (SGP)**: The state contribution for student growth that is a rating based on each student’s rate of change compared to other students with a similar test score history. Only provided for teachers who teach reading or math in grades 4-8.

- **Student Voice Survey**: The state-approved student perception survey, administered each year providing data on specific aspects of the classroom experience and of teaching practice.

- **Summative Evaluation**: The summary and analysis of all data, including but not limited to observations,
student voice survey data, student growth goal data, self-reflection, and evidence collected by teacher. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties. Is defined by KRS 156.557(1)(d).

- **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.
- **Tenured Teacher**: A teacher who has been granted tenure after 4 years of teaching in the district, and who completes a 3-year evaluation cycle as described in the chart on page 9.

For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System.

**Orientation**

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first 30 calendar days of employment.

This annual review shall be an explanation of the contents of the Certified Evaluation Plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria.

The immediate supervisor shall be designated as the primary evaluator. 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**
- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

**Specialist Frameworks for Other Professionals**
- Planning and Preparation
- Environment
- Instruction/Delivery of Service
- 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 supporting a 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 more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one 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**

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Percentiles and/or Student Growth Goals
- Other Measures of Student Learning
- Products of Practice
- Other Sources (e.g., surveys)

All components and sources of evidence related supporting an educator’s professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All summative Ratings will be recorded in the department-approved technology platform.
### FRAMEWORK for TEACHING (FFT)

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

### SOURCES OF EVIDENCE

To Inform Professional Practice

<table>
<thead>
<tr>
<th>Supervisor Observation</th>
<th>Evidence (pre and post conferences)</th>
<th>Observation</th>
<th>Evidence (pre and post conferences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Voice</td>
<td></td>
<td>Kentucky Student Voice Survey</td>
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<tr>
<td>Professional Growth</td>
<td></td>
<td>Professional Growth Planning and Self Reflection</td>
<td></td>
</tr>
<tr>
<td>Self-Reflection</td>
<td></td>
<td>Observation</td>
<td></td>
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<tr>
<td>Peer Observation</td>
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</tbody>
</table>
Professional Practice

Self-Reflection and Professional Growth Planning

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

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

- All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.
- All Teachers and Other Professionals document self-reflection and professional growth planning in the department-approved technology platform.
- Self-reflection process will be completed by September 30 of each year. For employees hired after the start of the school year, the self-reflection must be completed within 30 calendar days of reporting for employment.
- Professional Growth Plans will be submitted to supervisor through the department-approved technology platform by October 15th each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 calendar days of the Self-Reflection submission.
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31st each year. For employees hired after the start of the school year, the supervisor will have 15 working days to approve the professional growth plan after it is submitted by the employee.
- The professional growth plan process can be collaborative or directed. In a collaborative process, employees will submit the growth plan through the department-approved technology platform. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on page 21 of the Certified Evaluation Plan.
Observation

The observation process is one source of evidence to determine educator effectiveness. This includes supervisor and peer observations for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

The Progressive Observation Model

Required for all Teachers and Other Professionals

- Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the summative cycle prior the final full observation.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in the department-approved technology platform.

Non-Tenured Teachers and Other Professionals

There will be a total of 4 observations. The first 3 observations will be of approximately 20-30 minutes each (two by the supervisor and one by the peer observer). Because these are shorter sessions, the supervisor will make note of the components observed in order to identify “look-fors” in the next observation session. One of the observations will be conducted by a peer observer. The 4th and final observation is a formal full observation consisting of a full class or lesson observation.

Tenured Teachers

A supervisor will conduct three full observations: one in each year of a tenured teacher’s cycle. In extenuating circumstances, an administrator may complete no more than two of these required full observations in one year. In the summative year of the cycle, an observation of approximately 20-30 minutes will also be by a peer prior to the final observation conducted by the supervisor to provide formative feedback to the teacher.

Peer Observation

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not score an educator’s practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel. All Peer Observers participating during the summative year observations will complete the department approved training once every three years. All peer observation documentation will be accessed only by the evaluatee.
All non-tenured Teachers and Other Professionals will receive one peer observation annually. All tenured teachers will receive one peer observation in their summative year of their evaluation cycle.

All required peer observations must be documented in the department-approved technology platform (time, date, evidence).

All peer observation documentation will be accessed only by the evaluatee.

All Peer Observers will complete an initial (6 hour) district training based on the state developed module.

Peer Observer re-training will occur every three years using the state developed online module (3 hours).

A Peer Observer’s caseload shall not exceed 2-3 observations in a school year as monitored by the school principal or supervisor.

Observees will select from a school-based pool of trained Peer Observers. The school based pool of trained Peer Observers will include:

- department / content / teacher leaders
- building instructional coaches

If a school-based pool is insufficient to support the evaluation pool, the principal may request applicants for peer observer from emerging leaders in the school. Applicants will submit their interest in writing to the building administrator for consideration. The building administrator will select teachers from the applicant pool to be peer observers and submit these names to Learning Support Services for the 6 hour Peer Observer training.

**Observation Conferencing**

Observers will adhere to the following observation conferencing requirements for Teachers and Other Professionals:

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel at the Certified Evaluation Plan Orientation within 30 calendar days of reporting for employment for each school year.
- Formative Pre-conferences for each observation are optional as requested by the teacher.
- An observation post conference shall be conducted within five working days in person following each observation. A post conference shall consist of a professional discussion focusing on observation, sources of evidence, reflection, and improvement of professional practice relative to the Kentucky Framework for Teaching.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- All post conferences shall be completed in person.

**Observation Schedule**

- Observations may begin after the evaluation orientation takes place within the first 30 calendar days of reporting for employment.
## Evaluation Timeline and Process

<table>
<thead>
<tr>
<th>Timeline for all Certified Staff (Except KTIP interns)</th>
<th>Non-tenured Teacher or Other Professional</th>
<th>Tenured Teacher or Other Professional</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Year Cycle</strong></td>
<td>3 Year Cycle</td>
<td>1 Year Cycle</td>
<td></td>
</tr>
<tr>
<td><strong>Within the first 30 calendar days of reporting for employment</strong></td>
<td>Initial orientation to review the evaluation instrument</td>
<td>Initial orientation to review the evaluation instrument</td>
<td>Initial orientation to review the evaluation instrument</td>
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<tr>
<td><strong>By September 1</strong> (Late hires: within 15 calendar days of reporting for employment)</td>
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<td></td>
<td>Self-Reflection</td>
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<tr>
<td><strong>By September 30</strong> (Late hires: within 30 calendar days of reporting for employment)</td>
<td>Self-Reflection</td>
<td>Self-Reflection</td>
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</tr>
<tr>
<td><strong>Within 30 days of state testing data release</strong> (Late hires: within 15 calendar days of reporting for employment)</td>
<td></td>
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<td>Growth Goals submitted in the approved technology platform. Professional Growth Template submitted to CAO (Growth goal discussion meetings with CAO beforehand)</td>
</tr>
<tr>
<td><strong>By October 15</strong> (Late hires: within 30 calendar days of the Self-Reflection submission)</td>
<td>Student Growth Goal and Professional Growth Plan submitted to Principal in the department-approved technology platform.</td>
<td>Student Growth Goal and Professional Growth Plan submitted to Principal in the department-approved technology platform.</td>
<td></td>
</tr>
<tr>
<td><strong>By October 31</strong> (Late hires: within 15 working days of submission)</td>
<td>Student Growth Goal and Professional Growth Plan approved by Principal in the department-approved technology platform.</td>
<td>Student Growth Goal and Professional Growth Plan approved by Principal in the department-approved technology platform.</td>
<td></td>
</tr>
<tr>
<td><strong>September – April</strong></td>
<td>- Optional Formative Pre-conference for each observation as requested by teacher</td>
<td>- Optional Formative Pre-conference for each observation as requested by teacher</td>
<td>Two site visits One before Dec. 31</td>
</tr>
<tr>
<td>Formative Observations:</td>
<td>Formative Observations:</td>
<td>Formative Observations:</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>1 peer observation <strong>before 2/15</strong>, and <strong>before the final full observation</strong>, 20-30 minutes long.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 observation by supervisor <strong>by 10/31</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 observations by supervisor <strong>by 4/15</strong>, the final observation being a full</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-conferences:</td>
<td>Post-conferences:</td>
<td>Post-conferences:</td>
<td></td>
</tr>
<tr>
<td>1 conference in-person after peer observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 conference after each observations by the supervisor, within 5 working days of each observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing self-reflection</td>
<td>Ongoing self-reflection</td>
<td>Ongoing self-reflection</td>
<td></td>
</tr>
</tbody>
</table>

**By April 30**

| Each year: |
| Self-Reflection, Summative Evaluation, and Summative conference in person |

| At end of 3 Year Cycle only: |
| Self-Reflection, Summative Evaluation, and Summative conference in person |

| The following summative forms should be completed and submitted to HR upon completion of the **SUMMATIVE** for all teachers / other professionals, KTIP interns, and principals: |
| “Teachers & Other Professionals - Summary Report for Summary Evaluation”, Appendix C |
| “KTIP Interns - Summary Summative Intern Recommendation Form”, Appendix D |

**One before April 30**

| Post-conferences within 5 working days of site visit: |
| Mid-Year review (Formative Conference) |
| End-of-Year review (Summative Conference) |

| Formal site visits not required for assistant principals |
| Assistant principals receive at least one formative conference with principal each year |
Observer Certification Process

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

To ensure consistency of observations, evaluators must also be trained, tested, and approved using the Proficiency Observation training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are 3 sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

The cycle for observation certification established is as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 3</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 4</td>
<td>Recertification</td>
</tr>
</tbody>
</table>

- Only supervisors who have passed the proficiency assessment can conduct observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

Observation Certification Support System for Administrators

<table>
<thead>
<tr>
<th>Initial Support</th>
<th>Support for Second Attempt</th>
<th>Support for Third Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>All new evaluators will participate in a cohort group to prepare for the proficiency exam. The cohort may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules and exam; study guides; group discussions.</td>
<td>Superintendent or his/her designee will assign a mentor who has passed the proficiency test. The mentor may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules; study guides; discussion groups; in-person modeling.</td>
<td>Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor until the proficiency exam is passed. Both the observer and the supervisor shall be present during observations. Continue mentor supports.</td>
</tr>
</tbody>
</table>

- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors from the district pool will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions regarding the PGP.
Supervisors hired after the first day of school will complete the certification procedure within 45 calendar days of their first day of employment.

If a supervisor is unable to perform observation duties as determined by the superintendent or his/her designee, certified supervisors from the district pool will substitute in observing teachers for the supervisor until he/she resumes his/her duties. **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**

Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor’s role.

If he or she has not obtained observer certification by April 1, the supervisor will be non-renewed.

When warranted, and with the consent of the teacher evaluatee, a certified supervisor may be hired by the district on a temporary basis to complete teacher evaluations.

**Observer Calibration**

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart below). This calibration process will be completed during years two (2) and three (3) of the Observer Certification Process. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform.

<table>
<thead>
<tr>
<th>Process</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Certification Process</td>
<td>A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.</td>
</tr>
<tr>
<td>Calibration Process Year 2</td>
<td>One year from the initial date of certification, certified evaluators will complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request. Additional support will be provided to evaluators based on individual evaluator scores and recommendations provided by the state approved calibration vendors.</td>
</tr>
<tr>
<td>Calibration Process Year 3</td>
<td>Following year 2 of the process, certified evaluators will once again complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request. Additional support will be provided to evaluators based on individual evaluator scores and recommendations provided by the state approved calibration vendors.</td>
</tr>
<tr>
<td>Re-Certification Year 4</td>
<td>Certified evaluators will complete the required re-certification process during the fourth year of their cycle. Continued certification will depend upon successful completion of the state approved certification vendor.</td>
</tr>
<tr>
<td>Recalibration Process</td>
<td>In the case where certified evaluators do not meet calibration requirements as indicated by the state approved calibration platform’s individual Observer Calibration Report, the Superintendent or his/her designee will assign evaluators additional calibration practice / scoring to support the reliability of the calibration process.</td>
</tr>
</tbody>
</table>
**Student Voice**

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice.

- **The District Student Voice Survey Point of Contact will be the Director of Assessment.** Each building will also appoint a Building Student Voice Survey Point of Contact. If no contact is appointed at the school level, the principal will be the Building Point of Contact.
- **All Teachers and Other Professionals will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.** Each teacher with multiple class sections (i.e. high school, middle school, related arts, etc.) will have ONE identified group of students (class section) complete the Student Voice Survey. Self-contained teachers (i.e. elementary school teachers) will have their homeroom students complete the survey. Special education teachers may choose to have students on their caseload complete the student voice survey OR they may choose to have a class of students complete the survey who work with the teacher in a co-teaching setting.
- **Building principals will collaboratively determine at each level (elementary, middle, high) the date, time / class period, and the process for which the student voice survey will be administered in a manner that is consistent across the district.**
- **Building principals will be responsible for monitoring and ensuring that the student voice survey is administered as described in this plan.**
- **Students will not be denied the ability to participate in the student voice survey due to disability or special need (i.e. English Language Learner, 504 plan, etc.) Students may have the same accommodations afforded to them on the student voice survey as they would have during state testing (i.e. reader, prompting, paraphrasing, etc.). The student’s accommodations will be provided by someone other than the teacher about whom the student is answering the survey.**
- **Results will be used to inform Professional Practice.** Formative years’ data will be used to inform Professional Practice in the summative year.
- **All teachers and appropriate administrative staff read, understand, and sign the district’s Student Voice Ethics Statement.**
- **The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time during the month of March each year.** All surveys will be conducted during the state-determined window(s).
- **The survey will be administered in the school.**
- **Survey data will only be considered when 10 or more students are respondents.** In cases where the education professional has less than ten students, student survey voice data will be used for formative purposes only and to aid in self-reflection.
Products of Practice/Other Sources of Evidence

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

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

Other Possible Sources of Evidence may include:
- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- Other evidence as deemed appropriate by school or district

Student Growth

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains to only teachers of the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported using Median Student Growth Percentiles (MSGP). The local contribution uses the Student Growth Goal Setting Process and applies to all Teachers and Other Professionals in the district, including those who receive MSGP. The following graphic provides a roadmap for determining which teachers receive which contributions:
State Contribution – Median Student Growth Percentiles (MSGP) – (Math/ELA, Grades 4-8)

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education. MSGP from Math and/or ELA may be considered as another source of evidence when determining the overall student growth rating.

Local Contribution – Student Growth Goals (SGG)

The local contribution for the student growth measure is a rating based on the degree to which a Teacher or Other Professional meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All Teachers and Other Professionals, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGGs will be determined by the Teacher or Other Professional in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement). SGGs should address:

**Rigor** – Congruency to the Kentucky Core Academic Standards.

**Comparability** – Data collected for the Student Growth Goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd
grade classrooms, English 1 classrooms, band or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

To fulfill criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

**Student Growth Goal Criteria**

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed or is congruent with national standards that appropriately align with the OPGES role.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- For all Teachers and Other Professionals, the SGG includes both a growth component and a proficiency component.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- The data for SGGs will only be collected on students who are enrolled and/or in attendance in a teacher’s course/class for 100 instructional days or 70% of the course term.
- Student growth data will not be collected on students who receive instructional programming outside the evaluatee’s classroom, such as in cases of chronic suspensions, home hospital instruction, etc.
- All Teachers and Other Professionals will write a student growth goal based on the criteria. Student Growth Goals will be submitted to principals in the department-approved technology platform by October 15th and approved by the principal by October 31st of each school year. Late hires will submit SGGs to principals within 30 working days of the Self-Reflection submission, and the SSGs will be approved by the principal within 15 working days of submission.

**Rigor Protocol for Student Growth Goals**

- Rigor will be assessed by a Peer-Review Process for each student growth goal using the district-defined checklist, The Boone County Schools Student Growth Goal Rigor Criteria:  

<table>
<thead>
<tr>
<th>SMART Criteria</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL</td>
<td>Does the goal address learning that is representative of the enduring skills, concepts and/or processes that:</td>
</tr>
<tr>
<td></td>
<td>☐ Endures beyond a single unit or test date?</td>
</tr>
<tr>
<td></td>
<td>☐ Is of value in other disciplines and subject areas?</td>
</tr>
<tr>
<td></td>
<td>☐ Is relevant beyond the classroom?</td>
</tr>
<tr>
<td></td>
<td>☐ Is worth of embedded, course-long focus?</td>
</tr>
<tr>
<td></td>
<td>☐ May be necessary for the next level of instruction?</td>
</tr>
</tbody>
</table>
The rigor checklist will be completed by Peer Review comprised of a teacher or a team of teachers selected by the evaluatee. The checklist will include a review of the student growth goal to determine if the goal is Specific, Measurable, Appropriate, Realistic, and Time-Bound. Additionally, each goal will be checked to determine if it aligns to an enduring skill, process, understanding or concept that students are expected to know and if it is appropriate for the identified group of students. Finally, each goal will be checked to determine if it includes both a growth component and a proficiency component. Goals that do not meet all required parts of the checklist will be returned to the teacher for further review before being approved in the state department approved platform.

Comparability of Student Growth Goals

In order for student growth goals to be comparable across schools and the district, teachers will meet in Professional Learning Communities (PLCs) to analyze data for the purpose of gathering baseline and continuous data in the development of SSGs. Baseline data and continuous data can come from multiple sources including, but not limited to STAR assessments, teacher-created assessments, Literacy Design Collaborative (LDC) tasks, Math Design Collaborative (MDC) tasks, End of Course assessments, and K-PREP data. Teacher-created assessments will be based upon the state and/or national standards for the teacher’s content area. When teachers do not have a school-level Professional Learning Community, the teacher may consult with other professionals in the district or state with similar content to create and/or analyze data. These consultations may take place in person or through the use of technology. To ensure comparability for SSG development and approval, whenever possible the SSG will be developed in PLCs with teachers of common content and/or grade level. These teachers will develop common measures to determine competency and performance at the level intended by the standards.

Scoring Process

In order for assessments to be comparable, teachers will score assessments and rubrics using percentage of items answered correctly. A pre-test and post-test model will be utilized.
Determining Growth for a Single Student Growth Goal

Decision Rules for Local Student Growth Goals

For all Teachers and Other Certified Professionals, each student growth goal has TWO components: growth and proficiency.

For the growth component:
Low: Less than 92% of the students grew as stated in the goal.
Expected: 92% - 100% of the students grew as stated in the goal.
High: 100% of the students grew as stated in the goal AND at least 8% grew MORE than stated in the goal.

For the proficiency component:
Low Proficiency = Less than 85% of the proficiency goal is met.
Expected Proficiency = 85%-105% of the proficiency goal is met.
High Proficiency = More the 105% of the proficiency goal is met.

Combine the growth component and the proficiency component using the chart below to determine the student growth goal rating for that academic year:
Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator’s performance against the Domains, district-developed rubrics (see local contribution for student growth), 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.

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in the department-approved technology platform.

● A summative report will be printed from the department-approved technology platform and signed by both the supervisor and the employee. A copy of the signed summative report will be placed in the employee’s district personnel file. A copy of the summative report will also be given to the evaluatee.
Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and MSGP (where available), and will be considered in a three year cycle (when available).

SGG will be used to determine overall Student Growth Rating; MSGP from Math and/or ELA may be considered as another source of evidence when determining the overall student growth rating.

- Three years of student growth data (when available) will be used to determine overall Student Growth Rating. When three years of data are not available, the data that is available will be used to make the final determination.
- To determine overall student growth rating, each rating for SGG from the past three years will be given a numerical weighting:
  - Low = 1
  - Expected = 2
  - High = 3
- The total of the three years of SGG ratings will be averaged, and applied to the scale below to determine the SGG Ranking.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.0-1.49</td>
</tr>
<tr>
<td>Expected</td>
<td>1.5-2.49</td>
</tr>
<tr>
<td>High</td>
<td>2.5-3.0</td>
</tr>
</tbody>
</table>
When there is ONLY a SGG Ranking and NO state MSGP Ranking:
The local SGG Ranking will be the overall **Student Growth Rating (SGR)**.

When there is BOTH a SGG Rating AND a state MSGP Ranking for teachers in grades 4-8 in Reading and Math:
Teachers in grades 4-8 in Reading and Math will have a state contribution for student growth expressed as the
Median Student Growth Percentile (MSGP). The scale for determining growth will be provided by the Kentucky
Board of Education. For teachers who have BOTH a state MSGP and a local SGG, the **Overall Student Growth Rating (SGR)** will be the local Student Growth Goal (SGG) ranking as determined above in combination with a
consideration of the state Median Student Growth Percentile (MSGP) for Reading and / or Math using
professional judgement.

**Determining the Overall Performance Category**

An educator’s Overall Performance Category is determined by the following steps:
1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply State Decisions Rules for determining an educator’s Professional Practice.

### CRITERIA FOR DETERMINING A TEACHER’S PROFESSIONAL PRACTICE RATING

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domains 2 AND 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 2 OR 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 1 OR 4 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall NOT be EXEMPLARY</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
</tbody>
</table>

3. Use Local Student Growth Goal tool to determine overall Student Growth Rating. (See directions beginning on page 24.)
4. Apply State Overall Decision Rules for determining educator’s Overall Performance Category.
5. Implement the Overall Performance Category process for determining effectiveness.
6. All summative ratings must be recorded in the department-approved technology platform.
7. All summative ratings reports must be signed and dated by the evaluator and evaluated and submitted to Human Resources by April 30 of each year.

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

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Ineffective</td>
<td>High</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>

**Professional Growth Plan and Summative Cycle**

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the duration of the summative cycle is determined using the **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS** chart on p. 27, and should be documented on the Certified Evaluation Plan Evaluator Control Sheet and submitted annually to Learning Support Services.
### Professional Growth Plan and Cycle for Tenured Teachers and Other Professionals

#### THREE-YEAR CYCLE

**Self-Directed Growth Plan**
- Goal set by teacher with evaluator input
- One goal must focus on low student growth outcome
- Formative review annually

**Expected Student Growth**

#### 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.

#### ONE-YEAR CYCLE

**Directed Growth Plan**
- Goal(s) determined by Evaluator
- Goals focus on professional practice and student growth
- Plan activities designed by evaluator with teacher input
- Summative review annually

**Low Student Growth**

#### THREE-YEAR CYCLE

**Self-Directed Growth Plan**
- Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.
- Formative review annually.

**Developing Professional Practice**

#### THREE-YEAR CYCLE

**Self-Directed Growth Plan**
- Goal(s) set by educator with evaluator input
- Formative review annually

**Ineffective**

#### Up to 12-Month Improvement Plan

- Goal(s) determined by evaluator
- Focus on low performance area
- Summative at end of plan

**Exemplary Student Growth Rating**

#### 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

**ACCOMPLISHED**

#### THREE-YEAR CYCLE

**Self-Directed Growth Plan**
- Goal set by teacher with evaluator input
- One goal must focus on low student growth outcome
- Formative review annually

**Low Student Growth**

#### THREE-YEAR CYCLE

**Self-Directed Growth Plan**
- Goal set by teacher with evaluator input
- Plan activities designed by evaluator with teacher input
- Summative at end of plan

**Expected Student Growth Rating**

#### THREE-YEAR CYCLE

**Self-Directed Growth Plan**
- Goal 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.

**High**

**Student Growth Rating**

<table>
<thead>
<tr>
<th>Low</th>
<th>Expected</th>
<th>High</th>
</tr>
</thead>
</table>
Improvement Plans / Individual Corrective Action Plans

Improvement Plans / Corrective Action Plans are not the same as a Professional Growth Plan. A Corrective Action Plan may be written at any time during the school year, but MUST be written when an evaluatee falls into the “Up to 12-month improvement plan” box in the chart above. 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.

Improvement Plans / Corrective Action Plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of Improvement Plans / Corrective Action Plans will be documented on the district approved form. (See Appendix A on p. 47.)

After a conference with the evaluatee, the evaluator will send a copy of the plan to the Director of Human Resources. The Director of Human Resources will be responsible for informing the Superintendent or his/her designee of all persons on an Improvement Plan / Corrective Action Plan.
Professional Growth & Effectiveness System – Principal & Asst. Principal

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

Roles and Definitions

- **Administrator**: An administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **ASSIST**: The Adaptive System of School Improvement Support Tools (ASSIST™) is a web-based platform designed to broaden and sharpen thinking about continuous improvement, performance and accreditation.
- **Evaluator**: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
- **Evaluatee**: District/School personnel that is being evaluated.
- **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.
- **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.
- **Val-Ed 360°**: An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
- **TELL Kentucky**: A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.
- **Working Condition Goal**: a goal, set by administrators every two years, using data from the state approved working conditions survey, for the purpose of school improvement.
Professional Growth and Effectiveness System – Principal and Assistant Principal
Principal Professional Growth and Effectiveness System Components

Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.

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

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

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

**Sources of Evidence—PPGES**

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

- **Required Sources of Evidence**
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Val-Ed 360°
  - Working Conditions Goal (Based on TELL KY)
  - State and Local Student Growth Goal data

- **Evaluators may use the following categories of evidence in determining overall ratings:**
  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g. surveys)
Professional Practice

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

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

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

- All principals and assistant principals will participate in Self-Reflection each year by September 1st. For principals hired after the start of the school year, the Self-Reflection must be completed within 15 working days of the first day of employment.
- Self-Reflections will be approved by the superintendent or his/her designee within 15 working days of submission.
- All principals and assistant principals will develop Professional Growth Plans each year. All Professional Growth Plans will be submitted no later than 30 working days after state testing data becomes available. Since principals and assistant principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For principals hired after the release of state testing data, the principal must submit a professional growth plan within 15 working days of the first day of employment.
- Professional Growth plans will be approved by the superintendent or his/her designee within 15 working days of submission.

Site-Visits for Principal / Formative Conferences with Assistant Principal

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

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will be conducted before December 31st of the school year. Second site visit will be conducted prior to April 30 of the school year. For principals hired after December 31, two site visits will be conducted prior to April 30 of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the collection and documentation of evidence using the district-approved digital platform. Documentation of evidence will be connected to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal, with evidence being collected and documented using the district-approved digital platform, for the purpose of reflecting on current practice and making next step goals.
Val-Ed 360° - completed for principals – not completed for assistant principals

The VAL-Ed 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating. The VAL-Ed 360° will be conducted at least once every two years in the school year that TELL Kentucky is not administered.

Connection to the Principal Performance Standards

Principals will refer to the crosswalk between the VAL-Ed Core Components and Key Processes and the Principal Performance Standards. This will help a principal to identify the performance standards in which he/she needs to grow and will be used as a data source in the development of the Principal Professional Growth Plan.

Val-Ed 360° Role Groups

District Administrator – The Director of Assessment will oversee and monitor the implementation of VAL-ED 360 and coordinate the survey at all schools. The role of the district administrator is to oversee and monitor the implementation of the VAL-ED 360 process, including the distribution of teacher “letters” in hard copy to each principal and the superintendent or his/her designee and the school teacher letters to each school. This letter will contain an anonymous code for access to the online survey. Participants will be surveyed at three levels . . . supervisor(s), principal, certified teachers. The district administrator will establish and communicate the VAL-ED window of administration (to occur in the fall of alternating years) and individual schools will choose a teacher to organize the method for teachers to complete the survey. Anyone absent during the survey will be required to complete the survey as soon as possible to meet the deadline.

School VAL-Ed Coordinator - The school Val-Ed Coordinator serves as a liaison between district and school in administrator to train, identify how the school will organize for the teacher survey and to distribution teacher codes. Each school will develop and publish the process for taking the VAL-ED that accommodates teacher schedules and assures all teachers participate in the survey.

Superintendent - The superintendent or his/her designee will receive an access code to be able to monitor the survey process and reports. Individuals completing the survey remain anonymous through an access code process but the superintendent or his/her designee, as well as the Director of Assessment, will be able to see the response rates and reports. The reports are not final until the survey window is closed. For this reason, it is imperative that the superintendent or his/her designee wait until this time before printing/using the report data. The individual principal data/report is personnel sensitive and should not be shared with anyone not designated as the primary supervisor.

Supervisors – The supervisor in collaboration with the principal may elect to have up to three district staff complete the survey for an individual principal. This will include the primary supervisor, who makes final decisions regarding employment and recommendations for growth. One to two additional supervisors (district office staff who also work closely with the principal, such as assistant superintendents, directors, coordinators, etc.) may also complete a survey for individual principals. This is a district level decision made by the primary supervisor.
Principals – Each principal will also complete a survey specifically designed for principals. The Director of Assessment will distribute a letter containing an access code to each principal. The principal will also receive an email with access information to the final report.

Certified Teachers – All certified teachers assigned to a specific school should complete the online survey designed specifically for teacher input. Teacher’s surveys are anonymous and the district/principal does not have access to individual teacher responses. This is supported by the use of individual access codes distributed in a random manner by district personnel - not the school principal.

VAL-Ed Survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results. The district administrator will establish and communicate the VAL-ED window of administration (to occur in the fall of alternating years). Anyone absent during the survey will be required to complete the survey as soon as possible to meet the deadline. Results of the survey will be used as a source of data to inform each principal’s self-reflection, the setting of professional goals, and the professional practice rating. Late hires will participate in the VAL-Ed Survey only to the extent that the window of administration is open.

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- Developed following the completion of the TELL Kentucky Survey.
- Each principal in collaboration with the superintendent or his/her designee will develop at least ONE working conditions goal based on the most current TELL Kentucky Survey data.
- If a principal does not have TELL data, due to lack of participation by staff, the principal will use district TELL data to create a working conditions goal OR complete a similar survey with staff to determine an area of need.
- Once a principal identifies a working condition goal based on the TELL survey, he/she will connect the survey item to one or more of the Principal Performance Standards, write a goal and create an action plan to implement over a two-year period.
- When creating the Working Conditions Goal rubric below, the principal will include the target percentage in the “Accomplished” range of the rubric. The interval constraint for the accomplished range will be +/- 5 of the target percentage. Other ranges in the rubric shall be established in collaboration with the superintendent or his/her designee.

<table>
<thead>
<tr>
<th>Working Conditions Goal Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INEFFECTIVE</strong></td>
</tr>
<tr>
<td>_____% to _____%</td>
</tr>
</tbody>
</table>

- A mid-point review of the Working Conditions Goal may include one or more of the following: physical evidence to show that strategies and actions in the plan have been completed and/or started, a follow-up survey with staff members to indicate an increase in agreement with the targeted TELL statement, or conversations with the
supervisor documented on the mid-year conference form. Evidence of the Working Conditions Goal will be uploaded to a digital platform selected by the superintendent or his/her designee.

Products of Practice/Other Sources of Evidence

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

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other evidence as deemed appropriate by district

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory

(Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent or his/her designee and the principal will meet to discuss the trajectory for the goal and to establish the year’s goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless Local goal is based on Gap population.
• Goal begins in fall and ends in fall of the following school year. Data will be lagged by a year. All Student Growth Goals must be submitted to the superintendent or his/her designee within 30 working days after testing data is released.

• Interim trajectory goals come from ASSIST. However, they can be modified to increase the percentage goal. All goals must include a percentage in order to be measurable.

• The following rules will apply when determining high, expected or low growth for a local student growth goal:
  • Interval constraints will be plus/minus 2% of the goal = Expected
  • Above the interval constraints = High
  • Below the interval constraints = Low

If the school does not receive state level data, the principal will construct two local student growth goals.

*Local Contribution – Based on School Need*

*(Goal inherited by Assistant Principal)*

The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

• Based on Gap population unless State goal is based on Gap population.
• Each principal shall have ONE local student growth goal.
• Goal will be developed in collaboration with the superintendent or his/her designee. Goal can be taken from ASSIST and address achievement, gap, growth, College/Career Readiness, or another aspect of school improvement. All local goals will include a percentage in order to be measurable.
• Goal will begin in fall and end **April 30** of the calendar year. Local goals can be measured for success using formative data from the school and/or district level (since state data is not available until the following school year).
• The following rules will apply when determining high, expected or low growth for a local student growth goal:
  • Interval constraints will be plus/minus 2% of the goal = Expected
  • Above the interval constraints = High
  • Below the interval constraints = Low

*Determining the Overall Performance Category*

Superintendents or his/her designee are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal’s ratings on professional practice and student growth.

*Rating Overall Professional Practice*

• Record ratings in-the department-approved technology platform.
• Overall professional practice ratings will be assigned by **April 30** of each school year.
A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard, as well as student growth. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

**Rating Overall Student Growth**

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.
**Required:**

- Determine the rating using both state and local growth.
- Determine the rating using 3 years of data (when available).
- Record ratings in the department-approved technology platform.
- To determine overall student growth rating, local and state goals will be given a numerical weighting.

  - Low = 1
  - Expected = 2
  - High = 3

When a principal has established three years of trend data for SGG, the principal will have a ranking based on an average of the three year score. The total rankings will be averaged from the previous three years (if available) and applied to the following scale.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.0-1.49</td>
</tr>
<tr>
<td>Expected</td>
<td>1.5-2.49</td>
</tr>
<tr>
<td>High</td>
<td>2.5-3.0</td>
</tr>
</tbody>
</table>

Overall Student Growth Rating (SGR) will be the local Student Growth Goal Ranking (SGG) as determined above in combination with consideration of the state growth contribution using professional judgement. They will be recorded in the department-approved technology platform.
**Determining the Overall Performance Category**

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

- Apply State Overall Decision Rules for determining a principal’s/assistant principal’s Overall Performance Category.
- All summative ratings must be recorded in the department-approved technology platform.

### CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>Accomplished</td>
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<tr>
<td></td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>Low OR Expected</td>
<td>Developing</td>
</tr>
<tr>
<td>Ineffective</td>
<td>Low, Expected OR High</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>
Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.
Other District Certified Personnel Evaluation Process

- “Other District Certified Personnel” include District Office Administrators, District Supervisory Personnel, and Coordinators.
- Other District Certified Personnel will be evaluated by the responsible supervisor as indicated below in this plan.
- Other District Certified Personnel will be evaluated annually by April 30 of each year using the district approved evaluation forms. (See Appendix B)

Responsibilities for Evaluation

1. The Boone 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 district special education staff, speech therapists, and occupational and physical therapists.
4. Principals will evaluate assistant principals, guidance counselors, librarians, and teachers.
5. Principals will evaluate preschool staff.
6. Principals will evaluate all ELL staff.
7. The Assistant Superintendent for Learning Support Services will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System and other professionals utilizing the old evaluation system.
Appeals Process

(See Board of Education Policy 03.18)

The district shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557. The panel shall consist of two members and two alternates elected by and from the certified employees of the District and one certified employee and alternate appointed by the Board. Terms shall be for two years and run July 1 to June 30. Members may be reappointed or reelected. The Board appointed certified employee shall be the chairperson of the panel.

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten working days of the receipt of the summative evaluation. The appeal shall be signed and in writing on a form prescribed by the district. The form shall state that evaluation records may be presented to and reviewed by the panel.

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings in collaboration with the teachers’ association. There shall be an opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation. The evaluatee has the right to the presence of a chosen representative.

No panel member shall serve on any appeal panel considering an appeal for which there is a conflict of interest as indicated in Board Policy 03.18.

At the conclusion of the hearings, the panel shall issue a recommendation to the district superintendent within fifteen working days from the date the appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

The Superintendent shall receive the panel’s recommendation and shall take such action as permitted by law and as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file.

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 Department of Education.
**Appeals Procedural Guidelines for LEA Appeals Panel Hearing**

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. The members of the appeals panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the district office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

The panel will meet, review and discuss all documents, and prepare questions to be asked of each party by the chair. The time and place of the hearing will be determined. Panel members may ask additional questions during the hearing.

The hearing will be held at a time and place set by the panel. The evaluated and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and to answer questions from the panel.

Both the evaluator and the evaluatee may be represented by legal counsel, KEA, and/or BCEA who may speak for the individual they represent during the hearing.

The hearing will be audio taped and a copy provided to both parties if requested in writing.

Witnesses may be invited to provide information one at a time, but will not be permitted to observe the proceedings.

The following procedures will be followed during the hearing:

- Chairperson will convene hearing, cover procedures which have been agreed upon by the appeals panel and the BCEA president, and clarify the responsibility of the panel.
- Each party will be allowed to make a statement of claim. The evaluated will begin.
- The panel may question the evaluated and evaluator.
- Each party will be asked to make closing remarks.
- The chairperson of the panel will make closing remarks.
Certified Employee Appeals Form

(To be submitted within ten (10) working days after receipt of the summative evaluation)

Certified Employee Name: ___________________________________________________________

Address: _________________________________________________________________________

Title: __________________________________________________________________________

Location: _______________________________________________________________________

Please answer the following questions & attach to this appeal form:

In your opinion what evaluation procedures have not been followed thus rendering your summative evaluation unfair?

Attach a copy of your summative evaluation and additional pages to this form. Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.

_______________________________________  ________________________________
Certified Employee’s Signature               Date
Decision of the Appeals Panel

Attach additional pages if necessary.

(A recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.)
Appendix A - Individual Corrective Action Plan
Boone County Schools

Teacher Name: ___________________________          Administrator Name: ___________________________

Position: ___________________          School year: _______________          Implementation Date: __________

<table>
<thead>
<tr>
<th>AREA OF NEED</th>
<th>OBJECTIVE / GOAL</th>
<th>Procedures / activities for achieving objective / goal</th>
<th>Appraisal method and target date</th>
<th>Required periodic checks set in (at minimum) one month intervals as described below. Initials and dates indicate progress is satisfactory otherwise noted</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Teacher and administrator will meet per the schedule above to review progress toward goals and make any necessary adaptations.

A Corrective Action Plan indicates that there is a need for immediate and sustained improvement. Failure to do so could result in a recommendation for non-renewal of the teacher’s contract. This plan was thoroughly reviewed by:

__________________________          ___________________________
Teacher Signature          Administrator Signature

__________________________          ___________________________
Date          Date

NOTE: KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duty.
Appendix B – Other District Administrator Evaluation Forms

BOONE COUNTY SCHOOLS
District Office Administrators and District Office Supervisory Personnel

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle -- From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled Formative Performance Appraisal Instrument

Particular attention should be paid to those evaluation elements that:
- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluatee
- are a result of the conferencing process.

It is recommended that the evaluator meet with the evaluatee prior to the formal observation.

Following the assessment, the evaluator will:
- Complete the evaluation instrument & provide a copy to the evaluatee for review prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE CRITERIA:
MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:
- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met
### 1. EFFECTIVE ORGANIZATIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adheres to professional code of ethics</td>
<td></td>
</tr>
<tr>
<td>• Creates and maintains an open, trusting, and safe environment</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates punctuality</td>
<td></td>
</tr>
<tr>
<td>• Adheres to attendance policies and procedures</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates communication skills that are clear, direct, and responsive</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates effective decision-making skills</td>
<td></td>
</tr>
<tr>
<td>• Uses a variety of techniques in problem solving</td>
<td></td>
</tr>
<tr>
<td>• Manages conflict situations</td>
<td></td>
</tr>
<tr>
<td>• Develops, implements, monitors, and evaluates the effectiveness of change processes</td>
<td></td>
</tr>
<tr>
<td>• Plans and facilitates meetings for optimum use of time and resources</td>
<td></td>
</tr>
<tr>
<td>• Plans for, models, and encourages collaboration and shared decision-making</td>
<td></td>
</tr>
<tr>
<td>• Uses principles of effective delegation of authority</td>
<td></td>
</tr>
<tr>
<td>• Applies strategic planning techniques that include assessed needs, plan of action, budget, monitoring, evaluation, and follow-up</td>
<td></td>
</tr>
</tbody>
</table>

### 2. EFFECTIVE INSTRUCTIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicates and implements shared district-wide vision and mission statements</td>
<td></td>
</tr>
<tr>
<td>• Builds and maintains a district-wide climate for learning</td>
<td></td>
</tr>
<tr>
<td>• Articulates high expectations for student achievement</td>
<td></td>
</tr>
<tr>
<td>• Leads the development, implementation, and evaluation of curriculum</td>
<td></td>
</tr>
<tr>
<td>• Leads the development, implementation, and evaluation of research-based instructional programs and strategies</td>
<td></td>
</tr>
<tr>
<td>• Acquires, allocates, and manages resources to effectively and accountably ensure successful student learning</td>
<td></td>
</tr>
<tr>
<td>• Facilitates the development of programs and services that promote and recognize individual differences</td>
<td></td>
</tr>
</tbody>
</table>
- Applies current principles, practices, theory, and research to promote academic achievement
- Uses a variety of strategies to accurately assess student performance

<table>
<thead>
<tr>
<th>3. EFFECTIVE ADMINISTRATION AND MANAGEMENT</th>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MET</td>
<td>UTILIZES performance standards to implement personnel recruitment, selection, supervision, evaluation, and management within the scope of his/her responsibility</td>
<td></td>
</tr>
<tr>
<td>NEEDS IMPROVEMENT</td>
<td>FACILITATES and nurtures professional growth and development of staff</td>
<td></td>
</tr>
<tr>
<td>NOT MET</td>
<td>APPLIES local, state, and federal statutes, regulations, policies, and procedures to school district business management decisions within the scope of his/her responsibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAINTAINS a fiscal accountability system by developing, monitoring, and evaluating a financial plan based on program/service priorities and financial capabilities within the scope of his/her responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APPLIES current knowledge of auxiliary programs (such as transportation, food services, pupil services, and maintenance) within the scope of his/her responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>USES information systems and technological applications to enhance administration of business, instruction, and support systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UTILIZES a system for inventory, evaluation, and maintenance of facilities, equipment and other resources within the scope of his/her responsibilities</td>
<td></td>
</tr>
<tr>
<td>4. EFFECTIVE RELATIONSHIPS WITH THE COMMUNITY</td>
<td>MET</td>
<td>NEEDS IMPROVEMENT</td>
</tr>
<tr>
<td>CRITERIA</td>
<td>ANNOTATIONS</td>
<td></td>
</tr>
<tr>
<td>- Identifies and communicates with multiple constituencies of the school and community through a variety of means</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Assesses the needs of parents and community and involves them in decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Promotes partnerships among staff, parents, business and the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Encourages the use of community resources to support programs and services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY | MET | NEEDS IMPROVEMENT | NOT MET |
| CRITERIA | ANNOTATIONS |
| - Strives to ensure equity among programs and learning opportunities for staff, students and parents |
| - Demonstrates appreciation for and sensitivity to the diversity among individual |

| 6. CAREER-RELATED PROFESSIONAL GROWTH | MET | NEEDS IMPROVEMENT | NOT MET |
| CRITERIA | ANNOTATIONS |
- Attends workshops, institutes, courses, and/or conferences relevant to continuing professional development
- Demonstrates knowledge of current professional literature and materials
- Participates as an active member of a professional organization
<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

**PERFORMANCE STANDARDS:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Organizational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Administration and Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Relationships with the Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion of Equity and Appreciation of Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career-Related Professional Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective Action Plan developed?  YES ____  NO ____

Additional pages attached?  YES ____  NO ____

**EVALUATEE COMMENTS:**

**EVALUATOR COMMENTS:**

Evaluatee Signature___________________________________________   Date _____________

Evaluator Signature___________________________________________   Date _____________

Evaluator & evaluatee keep a copy. Original to Human Resources with Summative Summary Form
BOONE COUNTY SCHOOLS
District Office Administrators and District Office Supervisory Personnel

SUMMARY REPORT for SUMMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Dates observed during this cycle:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

SUMMARY OF FORMATIVE(S) CONDUCTED IN THIS CYCLE:

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARDS:</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Organizational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Administration and Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Relationships with the Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion of Equity and Appreciation of Diversity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Career-Related Professional Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective Action Plan developed? YES _____ NO _____
Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature______________________________ Date _____________
Evaluator Signature ______________________________ Date ______________

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____
Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
BOONE COUNTY SCHOOLS
District Coordinators

_____ FORMATIVE or _____ SUMMATIVE EVALUATION (please check)

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle -- From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

The evaluator will record the results of each assessment conducted during the formative stage of the evaluation cycle on a form entitled Formative Performance Appraisal Instrument.

Particular attention should be paid to those evaluation elements that:
- have not been assessed during the current cycle
- have received a low rating during a previous assessment
- are included in the professional growth plan
- are important to the annual objectives set for the school/program
- are important to the overall professional growth of the evaluatee
- are a result of the conferencing process.

It is recommended that the evaluator meet with the evaluatee prior to the formal observation.

Following the assessment, the evaluator will:
- Complete the evaluation instrument & provide a copy to the evaluatee for review prior to the conference
- Within one week, conduct a conference with the evaluatee that includes discussion of strengths and areas of need
- Recommend ways of improving performance

PERFORMANCE CRITERIA:

MET: Overall performance is proficient.

NEEDS IMPROVEMENT: Proficiency is not evident for all performance criteria and/or performance is inconsistent.

NOT MET: Performance is inadequate. The employee has been made aware of areas that must be addressed. Assistance and a timeline for improvement should also be provided. Evaluator must develop a corrective action plan if a standard is not met.

Evaluator Annotations:
- should include specific examples of the performance criteria that are observed
- should note areas of strength and areas that need improvement
- can boldface performance criteria that need improvement or are not met
### 1. EFFECTIVE INSTRUCTIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicates &amp; implements shared district-wide mission statement</td>
<td></td>
</tr>
<tr>
<td>• Builds &amp; maintains a district-wide climate for learning</td>
<td></td>
</tr>
<tr>
<td>• Articulates high expectations for student achievement</td>
<td></td>
</tr>
<tr>
<td>• Applies current principles, practices, theory &amp; research to promote academic achievement</td>
<td></td>
</tr>
<tr>
<td>• Initiates change process in schools</td>
<td></td>
</tr>
<tr>
<td>• Effectively incorporates adult learning strategies</td>
<td></td>
</tr>
<tr>
<td>• Supports professional growth in colleagues</td>
<td></td>
</tr>
<tr>
<td>• Analyzes student work &amp; disaggregates data to identify and prioritize training and assistance needs</td>
<td></td>
</tr>
<tr>
<td>• Uses information systems and technological applications to enhance instruction</td>
<td></td>
</tr>
</tbody>
</table>

### 2. KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitates effective planning of curricula, classroom instruction and management based on research-based instructional practices</td>
<td></td>
</tr>
<tr>
<td>• Guides the development of curriculum and instructional materials</td>
<td></td>
</tr>
<tr>
<td>• Assesses programs and curriculum and proposes appropriate recommendations and needed adjustments</td>
<td></td>
</tr>
<tr>
<td>• Facilitates the development of units and lessons aligned to the curriculum and connected to real-world applications</td>
<td></td>
</tr>
<tr>
<td>• Develops, models, implements, and evaluates research-based instructional programs and strategies</td>
<td></td>
</tr>
<tr>
<td>• Facilitates &amp; models the implementation of best practice instructional strategies including multiple intelligences, learning styles, higher order thinking, integration, real-life connections, hands-on activities and instructional software</td>
<td></td>
</tr>
</tbody>
</table>
- Instructs teachers in the use of appropriate lesson delivery models and the incorporation of performance standards
- Includes creative and appropriate integration of technologies to improve student learning
- Facilitates the development of programs and strategies that are fair and promote and recognize diversity and individual differences
- Strives to ensure equity among programs and learning opportunities for all staff and students
- Demonstrates appreciation for and sensitivity to the diversity among individuals

### 3. PROFESSIONAL LEADERSHIP & GROWTH

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adheres to the professional code of ethics</td>
<td></td>
</tr>
<tr>
<td>Adheres to attendance policies and procedures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates punctuality</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective interpersonal, communication, and collaboration skills among peers, students, parents, and others</td>
<td></td>
</tr>
<tr>
<td>Practices effective listening, conflict resolution, and group-facilitation skills</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective decision-making skills</td>
<td></td>
</tr>
<tr>
<td>Plans and facilitates meetings and trainings for optimum use of time and resources</td>
<td></td>
</tr>
<tr>
<td>Uses a time management approach and is able to multi-task</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to develop long range plans to include needs assessments goals, objectives, and strategies/activities</td>
<td></td>
</tr>
<tr>
<td>Adheres to SBDM and district policies, procedures, and timelines</td>
<td></td>
</tr>
<tr>
<td>Attends workshops, institutes, courses and/or conferences relevant to continuing professional development and shares new knowledge with teachers and colleagues</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of current professional literature and materials</td>
<td></td>
</tr>
<tr>
<td>Assumes an active leadership role within professional organizations and within community organizations with educationally related activities</td>
<td></td>
</tr>
</tbody>
</table>
BOONE COUNTY SCHOOLS  
District Coordinators

SUMMARY REPORT for FORMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>Time:</td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARDS:</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Curriculum, Instruction, &amp; Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Leadership &amp; Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective Action Plan developed? YES _____ NO _____
Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature___________________________________________ Date _____________
Evaluator Signature _______________________________________ Date _____________

Evaluator & evaluatee keep a copy. Original to Human Resources with Summative Summary Form
BOONE COUNTY SCHOOLS
District Coordinators

SUMMARY REPORT for SUMMATIVE EVALUATION

<table>
<thead>
<tr>
<th>Individual observed:</th>
<th>Dates observed during this cycle:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

SUMMARY OF FORMATIVE(S) CONDUCTED IN THIS CYCLE:

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARDS:</th>
<th>MET</th>
<th>NEEDS IMPROVEMENT</th>
<th>NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Curriculum, Instruction, &amp; Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Leadership &amp; Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective Action Plan developed? YES _____ NO _____
Additional pages attached? YES _____ NO _____

EVALUATEE COMMENTS:

EVALUATOR COMMENTS:

Evaluatee Signature___________________________________________ Date _____________
Evaluator Signature__________________________________________ Date ______________

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
Appendix C: Teachers & Other Professionals SUMMARY REPORT for SUMMATIVE EVALUATION

BOONE COUNTY SCHOOLS

<table>
<thead>
<tr>
<th>Evaluatee:</th>
<th>Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle - From (date)</td>
<td>To (date)</td>
</tr>
</tbody>
</table>

SUMMARY OF SUMMATIVE SCORES:

<table>
<thead>
<tr>
<th>DOMAIN:</th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning &amp; Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classroom Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional Responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL PERFORMANCE PRACTICE

<table>
<thead>
<tr>
<th>STUDENT GROWTH:</th>
<th>LOW</th>
<th>EXPECTED</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Contribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Contribution</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL STUDENT GROWTH

<table>
<thead>
<tr>
<th>OVERALL SUMMATIVE SCORE</th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
</table>

Corrective Action Plan developed? YES _____ NO _____
Evaluatee Comments:

Evaluator Comments:

Evaluatee Signature ____________________________ Date ___________

Evaluator Signature ____________________________Date ___________

RECOMMENDED FOR EMPLOYMENT FOR 20__ - 20____ YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
Appendix D: Kentucky Teacher Intern (KTIP) SUMMARY REPORT for SUMMATIVE EVALUATION

BOONE COUNTY SCHOOLS

<table>
<thead>
<tr>
<th>Intern:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
</tr>
<tr>
<td>School Year:</td>
</tr>
</tbody>
</table>

_______The intern has successfully completed the KTIP internship and has been recommended for certification. In Cycle 3, the intern’s performance on each component has been rated DEVELOPING or higher by the committee members.

_______ The intern has NOT successfully completed the KTIP internship and has NOT been recommended for certification. In Cycle 3, the intern’s performance on one or more components has been rated as INEFFECTIVE by the committee members.

Intern’s Comments:

Evaluator Comments:

Evalutee Signature____________________________ Date ___________

Evaluator Signature____________________________ Date ___________

RECOMMENDED FOR EMPLOYMENT FOR 20____ - 20____ YES _____ NO _____
Evaluator & evaluatee each keep a copy. Original goes to Human Resources.
## Appendix E: Principals SUMMARY REPORT for SUMMATIVE EVALUATION

**BOONE COUNTY SCHOOLS**

### Evaluatee:  
### Evaluator:  
### Cycle - From (date) To (date)

#### SUMMARY OF SUMMATIVE SCORES:

<table>
<thead>
<tr>
<th>DOMAIN:</th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School Climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Human Resources Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Organizational Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Communication &amp; Community Relations</td>
<td></td>
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<tr>
<td>6. Professionalism</td>
<td></td>
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</tbody>
</table>

#### OVERALL PERFORMANCE PRACTICE

<table>
<thead>
<tr>
<th>STUDENT GROWTH:</th>
<th>LOW</th>
<th>EXPECTED</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Contribution</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>State Contribution</td>
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<td></td>
<td></td>
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#### OVERALL STUDENT GROWTH

<table>
<thead>
<tr>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
</table>

#### OVERALL SUMMATIVE SCORE

Corrective Action Plan developed?  

YES______ NO_____

**Evaluatee Comments:**

**Evaluator Comments:**

Evaluatee Signature___________________________________________ Date _____________

Evaluator Signature ____________________________________________Date ______________

RECOMMENDED FOR EMPLOYMENT FOR 20___ - 20____  YES _____ NO _____

Evaluator & evaluatee each keep a copy. Original goes to Human Resources.