

Certified Personnel Evaluation Plan 2026-2028



Reaching Excellence Daily

LIVINGSTON COUNTY SCHOOLS

**LIVINGSTON COUNTY SCHOOLS
PROFESSIONAL GROWTH & EVALUATION OF
CERTIFIED PERSONNEL**

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ASSURANCE
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Livingston County, Kentucky Board of Education hereby assures the Commissioner of Education that:

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

Name:	Title:
Kristen Wallace	Teacher
Stacy Turner	Teacher
Amy Crenshaw	Teacher
Amanda Elrod	Teacher
Mark Fenske	Principal
Stephanie Hinz	Principal
Randy Layne	Principal
Amy Ramage	Superintendent

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

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

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) years. (KRS 156.557)

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

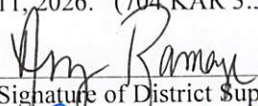
This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 11, 2026. (704 KAR 3:370)



Signature of District Superintendent

5/17/26

Date



Signature of Chairperson, Board of Education

5-11-26

Date

Certified Evaluation Contact Person

This district employee is designated to serve as the evaluation contact person and act as a liaison between the district and the Kentucky Department of Education in matters concerning the district's evaluation process

Amy Ramage, Superintendent
840 Cutoff Road
Smithland, KY 42081
amy.ramage@livingston.kyschools.us

Phone: (270) 928-2111
Fax: (270) 928-2112

Certified Evaluation 50/50 Committee

Teachers

Kristen Wallace
Stacy Turner
Amy Crenshaw
Amanda Elrod

Administrators

Mark Fenske
Stephanie Hinz
Randy Layne
Amy Ramage

Livingston County District's Summative Evaluation Appeals Panel

Board Appointed Certified Employee

Chair: Mrs. Jennifer Gosselin
Alternate/Chair: Mrs. Kristy Nelson

Elected Certified Employees

Panel Members: Lori Guill & Kathy Toon
Alternate Panel Members: Dawn Garvin & Kristen Wallace

COMMITTEE STATEMENT

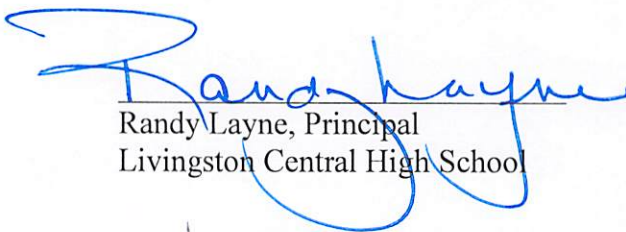
As members of the Livingston County School's Certified Evaluation 50/50 Committee, we have reviewed this document to ensure the continued success of student achievement with administrators and educators working together.



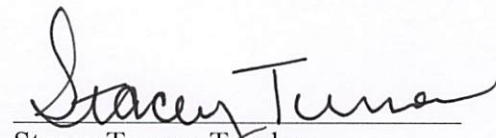
Stephanie Hinz, Principal
South Livingston Elementary



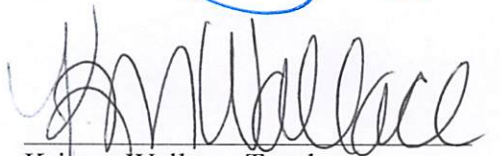
Mark Fenske, Principal
Livingston County Middle School



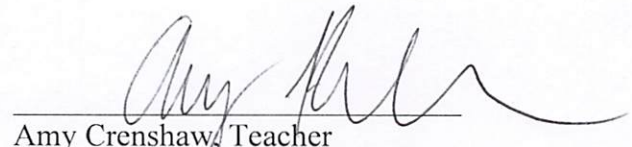
Randy Layne, Principal
Livingston Central High School



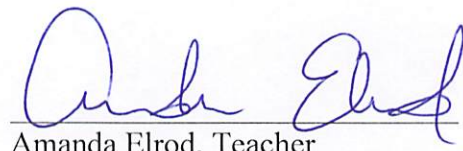
Stacey Turner, Teacher
South Livingston Elementary School



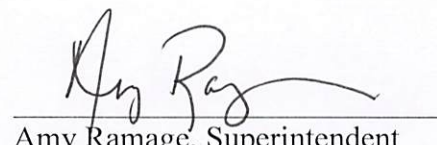
Kristen Wallace, Teacher
North Livingston Elementary School



Amy Crenshaw, Teacher
Livingston County Middle School



Amanda Elrod, Teacher
Livingston Central High School



Amy Ramage, Superintendent
Livingston County Schools

Livingston County Schools Certified Personnel Evaluation

Certified Evaluation Plan

All certified staff will be trained on the evaluation criteria and process within 30 calendar days of reporting for employment for each school year. This shall occur prior to the implementation of the plan.

The immediate supervisor or primary evaluator is responsible for evaluating teachers.

At a minimum, summative evaluations shall occur annually for certified employees below the level of superintendent who have not attained continuing service status. Summative evaluations shall occur at least once every five (5) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators. Additional summative evaluations may be performed at the discretion of the immediate supervisor of a teacher or other professional based upon a case-by-case analysis of the professional criteria set forth in KRS 156.557 but shall not be imposed as a uniform requirement across the system.

The Livingston County Board of Education evaluates the performance of the Superintendent. Opportunities for the professional growth of the Superintendent will be provided pursuant to **KRS 156.111**.

For a Year-at-a-Glance timeline for Certified Evaluation Plan, see page 17.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes a portion of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel who devotes a portion of time in a position for which administrative certification is required by EPSB or KDE.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes time in a position in a district for which certification is required by EPSB.
5. **Conference:** means collaborative meeting or dialogue involving the evaluator and the evaluatee for the purposes of: providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
6. **Corrective Action Plan:** means a plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention.
7. **Evaluatee:** district/school personnel that is being evaluated
8. **Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in a teaching-and-learning or leadership-and-management situation, based on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.

9. **Evaluator:** the immediate supervisor or primary evaluator (or designee) who has satisfactorily completed all required evaluation training. See KRS 156.557(5)(c)2.
10. **Evidence:** documents or demonstrations that indicate proof of a performance.
11. **Formative evaluation:** means a continuous cycle of collecting information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance. defined by KRS 156.557(1)(a)
12. **Framework for Teaching (Danielson):** the document indicating the domain, components, and descriptors for which certified classroom teachers will be evaluated.
13. **Full Observation:** an observation, conducted by the immediate supervisor that includes ratings in all four domains.
14. **Immediate Supervisor:** the person who provides, or is assigned, primary supervision or primary evaluation of personnel.
15. **Improvement Plan:** a plan for improvement.
16. **Job Category:** means a group or class of certified school personnel positions with closely related functions.
17. **Mini Observation:** an observation, conducted by the immediate supervisor or peer. Feedback may be given in any of the domains. Ratings may be provided by any supervisor or designee. Peers will not give ratings. Formal mini-observations should be at least a total of 20 minutes in duration.
18. **Observation:** a data collection process conducted by a certified observer, in person or through video, for evaluation or for self-reflection, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration. Full observations will include pre and post conferencing.
19. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers for the purposes of evaluation and feedback.
20. **Observer:** certified school personnel who have maintained proficiency and accuracy in observing teachers for the purposes of evaluation and providing feedback.
21. **Other Professional:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
22. **Observee:** the teacher or certified professional being observed during an observation.
23. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
24. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
25. **Performance Rating:** the summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in administrative regulation.
26. **Primary Evaluator:** the person who provides, or is assigned, primary supervision or evaluation of personnel.
27. **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.

28. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
29. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
30. **Professional Growth Plan:** an individualized plan for certified personnel that is focused on improving professional practice and leadership skills and is aligned with performance standards and the specific goals and objectives of the school improvement plan and the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school/district data, produced in consultation with the evaluator.
31. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
32. **Professional Practice Rating:** the rating that is calculated for a teacher or other professional evaluatee.
33. **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
34. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound).
35. **Sources of Evidence:** the multiple measures listed in KRS 156.557(4) and others.
36. **Student Growth:** the change in student achievement for an individual student between two (2) or more points in time including achievement on school, district, and/or state assessments.
37. **Student Growth Goal:** a goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
38. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
39. **Student Voice Survey:** the student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the [classroom] instructional environment [experience] and professional practice of the teacher or other professional evaluatee.
40. **Summative evaluation:** means the summary of, and conclusions from, all evaluative data, including, but not limited to the formal observation data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference or dialogue involving the evaluator and the evaluated certified employee, and a written evaluation report.
41. **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.
42. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from a working conditions survey or surveys.

Other Definitions and Roles may be applicable.

The Certified Evaluation Plan-(CEP)

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. The evaluation process is used to determine the effectiveness of an employee's performance, while providing encouragement and support for continuous professional growth and improved instruction.

The vision for the Certified Evaluation Plan (CEP) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

The Danielson Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework has been adapted for specialists to include, Guidance Counselors, Instructional Specialists, Library Media Specialists, School Psychologists, and Speech Language Pathologists and is divided into the domains of Planning and Preparation, Environment, Instruction/Delivery of Services, and Professional Responsibilities.

The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each 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. However, one individual data point may significantly impact the overall evaluation. Evaluators will also consider 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 (at a minimum) of evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- Observation

Products of Practice/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. Other sources of evidence that can be used to support educator practice may include, but not limited to:

- ☐ Program Review evidence
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ Parent/community communications
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student data records
- ☐ student work
- ☐ Student voice data
- ☐ 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
- ☐ walkthrough data

All components and sources of evidence supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category.

All Summative Ratings will be recorded in the approved platform.

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes.

The teacher and other professional shall:

- (1) reflect on his/her current growth needs based on sources of data and identify an area of focus;
- (2) collaborate with his or her administrator to develop a professional growth plan and action steps;
- (3) implement the plan;
- (4) regularly reflect on the progress and impact of the plan on his or her professional practice;
- (5) modify the plan as appropriate;
- (6) continue implementation and ongoing reflection;
- (7) conduct a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data

on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers/professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals will participate in self-reflection and professional growth planning annually, and they will document their self-reflection and professional growth planning. (See Table 1.)

Table 1:

Self-Reflection & Professional Growth Plan (PGP)		
Activity	Timeline	Staff Responsible
Professional Growth Plan (PGP) Develop, Revise and/or Review PGP	Teachers hired during the school year-- within 30 days of their start/hire date.	Teacher & Immediate Supervisor as Collaborative Partners
Self-Reflection - On-going Reflection Shall Occur (i.e. following observations, student voice survey, assessment results, etc.) - Supporting Documentation/Artifacts may be compiled and collected as needed.	By October 15 Annually	Teacher/Other Professional & Immediate Supervisor as Collaborative Partners
PGP/Self-reflection Mid-Year Review	By January 31 Annually	Teacher & Immediate Supervisor
Professional Growth Plan (PGP) Develop, Revise and/or Review PGP	By May 15 Annually	Teacher & Immediate Supervisor as Collaborative Partners

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes the supervisor for each certified employee. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The peer observation (if utilized) will not be used to inform a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. The peer observer will not provide ratings. The rationale for each observation is to encourage continued professional learning through critical reflection. For some categories of Other Professionals, observations may be adapted to meet the needs of their duties.

There will be a minimum of three (3) observations in the summative cycle (two mini and one full) conducted by the immediate supervisor. Unannounced observations and/or walkthrough observations are expected. Non-Tenured Teachers, Other Professionals, and Teachers/Other Professionals on a Corrective Action Plan will be on a one-year summative cycle. Tenured Teachers/Other Professionals will be on a five-year summative cycle. (See Tables 2 and 3 for One Year and Five-Year Summative Cycles).

Table 2:

Observer/Evaluator	Observation Type	Observation Time	Suggested Timelines
Immediate Supervisor	Mini	Minimum 20 Minutes	Annually First Semester By December 20
Immediate Supervisor	Mini	Minimum 20 Minutes	Annually By February 28
Immediate Supervisor	Formal/ Full	Full Class/Lesson	Annually By April 15 The final observation shall be the full observation. (Walkthroughs may still occur)

Table 3:

Observer/Evaluator	Observation Type	Observation Time	Cycle Year(s)/ Timelines
Immediate Supervisor	Mini	Minimum 20 Minutes	Year 1 By May 1 (Suggested)
Immediate Supervisor	Mini	Minimum 20 Minutes	Year 2 By May 1 (Suggested)
Immediate Supervisor	Mini	Minimum 20 Minutes	Year 3 By May 1 (Suggested)
Immediate Supervisor	Mini	Minimum 20 Minutes	Year 4 By May 1 (Suggested)
Immediate Supervisor	Formal/ Full	Full Class/Lesson	Year 5 Final Observation By May 1

Observation Conferencing

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

- Pre-conferences for mini observations may be scheduled at the request of either the evaluator or evaluatee but are not required.
- Pre-conferences for full observations may be held in person or via written exchange.
- Pre-conferences for unannounced observations do not exist.
- Post-conference, formal or informal, written or in person, shall be held by the end of the fifth (5th) working day after the observation. Conferences for formal observations must be documented.
- It is understood that mini observations may not include all elements or all domains.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Evaluator/Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting a summative evaluation. Evaluator training shall include:

- (a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department;
- (b) Training on KRS 156.557 and the requirements of this administrative regulation;
- (c) Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and
- (d) A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

Third Party Observer Process

If requested by the teacher, observations may be conducted by another administrator certified in current approved state platform. The selection process of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator; no later than February 15th of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Student Voice (used with administrative discretion)

The Student Voice Survey is a confidential that collects student feedback on specific aspects of the classroom experience and teaching practice. (See Table 4).

Table 4: Student Voice Survey (SVS)

Student Voice Survey	
District Point of Contact	SIS Contact or Superintendent/Designee
Student Groups	The SIS or Superintendent/Designee, in consultation with school administration, shall designate a uniform number of participating student groups across the district. (minimum of 1 group of students per teacher)
SVS Administration	• The Principal will designate a School Student Voice Survey PoC. • The Principal, in consultation with staff/SBDM, will determine the section to participate in the SVS. • The SVS PoC will create the SVS schedule. • The teacher/other professional may not administer the SVS to students on their roster for the SVS. • Students should have been in the class for at least 15 classroom days prior to the SVS.
Teachers Student Roster	• Each teacher with a roster of ten (10) or more students shall have at least one (1) student group complete SVS, annually. More than one class/section may be combined to reach a minimum of ten (10) students.
K-12 Students Location	• Participate in SVS at the school • Implementation through Infinite Campus (IC) Student Portal or other district approved process.
Equal Access	• The Principal /Designee shall implement a schedule to provide equal access to technology for all students.

	• All students, 3rd-12th, will be given the opportunity to complete at least one survey. • Accommodations will be provided for students as documented by their IEP/504 Plan.
Timeline	• District shall select at least one (1) window for implementation at all schools between 7:00 A.M.-5:00 P.M.
SVS Results	• Survey data may be available when teachers have ten (10) or more students respond. • Results from formative years' data may be used to inform Professional Practice in the summative year with all prior years given consideration.
SVS Ethic Statement	District & school level staff implementing SVS or with administrative IC rights are required to understand and comply with the SVS Ethic Statement.

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practices 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/evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. Evaluators 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 Measure at the culmination of an educator's observation cycle. The evaluator will determine, based on evidence, a summative rating for each performance measure (Planning, Environment, Instruction, Professionalism) as reflected in the *The Kentucky Framework for Personnel Evaluation* (see Table 5).

Table 5:

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

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

All ratings must be recorded according to the criteria in Table 6.

Table 6: Criteria for Educator’s Overall Performance Category Rating

Minimum Criteria for Determining an Educator’s Professional Performance Rating	
If...	Then...
Measures 2 & 3 are rated INEFFECTIVE and Measures 1 &/or 4 are rated INEFFECTIVE , DEVELOPING , ACCOMPLISHED , and/or EXEMPLARY	Professional Performance Rating shall be INEFFECTIVE
Measures 1 or 4 are rated INEFFECTIVE and Measures 2 &/or 3 are rated INEFFECTIVE , DEVELOPING , ACCOMPLISHED , and/or EXEMPLARY	Professional Performance Rating shall NOT be EXEMPLARY
Measures 1 &/or 4 are rated DEVELOPING and/or ACCOMPLISHED and Measures 2 and/or 3 are rated DEVELOPING	Professional Performance Rating shall be DEVELOPING
Measures 1 & 4 are rated DEVELOPING and Measures 2 or 3 are rated EXEMPLARY	Professional Performance Rating shall be DEVELOPING .
Measures 1 & 4 are rated DEVELOPING and Measures 2 & 3 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY
Measures 2 & 3 are rated EXEMPLARY and Measures 1 and/or 4 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY

Table 7: CEP Year-at-a-Glance Activity	Timeline	Staff Responsible
Professional Growth Plan (PGP) - Complete in or on District Approved Data Form (DADF) - On-going Reflection shall occur Supporting Documentation/Artifacts may be submitted to supervisor(i.e. benchmark assessments, rubrics)	Within 30 days of hire for new employees)	Teacher & Immediate Supervisor as Collaborative Partners
Self-Reflection Review PGP Submit for Review & Approval with revisions as needed	By October 15 Annually	Teacher & Immediate Supervisor as Collaborative Partners
1st Mini Observation for One (1) Year Summative Cycle - Completed by immediate supervisor - Minimum 20 minutes	By December 20 (Suggested)	Immediate Supervisor
PGP/Self-reflection Complete Mid-Year Conference	By January 31 Annually	Teacher/Other Professional & Immediate Supervisor as Collaborative Partners
2nd Mini Observation for One (1) Year Summative Cycle - Completed by immediate supervisor - Minimum 20 minutes	By February 28 (Suggested)	Immediate Supervisor
Full Observation for One (1) Year Summative Cycle - Final observation/ Full observation - Complete End-of-Year Conference annually *Provide teacher & Central Office copies of the summative	By April 15	Immediate Supervisor
KTIP (if applicable) Complete District's CEP and summative evaluation.	By April 15	Immediate Supervisor
Mini Observations for Tenured Teachers (Year 5 of cycle) - Minimum 20 minutes - Complete Mid-Year/End-of-Year Conference annually	By April 15	Immediate Supervisor/Designee
Mini Observations for Tenured Teachers (Years 1, 2, 3, and 4 of cycle) - Minimum 20 minutes - Complete Mid-Year/End-of-Year Conference annually	By May 1	Immediate Supervisor
Full Observations for Tenured Teachers - Final observation (Year 5 of cycle) /Full class period - Complete Mid-Year/End-of-Year Conference annually	By May 1	Immediate Supervisor
Self-reflection/Professional Growth Plan (PGP)	By May 15 Annually (or within 30 days of hire for new employees)	Teacher & Immediate Supervisor as Collaborative Partners

Principal and Assistant Principal Evaluations

The vision 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.

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 Professional Standards for Educational Leaders.

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. However, one individual data point could carry significant weight and reliance in the overall evaluation, which may include, but not limited to, a violation of the Kentucky Teacher Standards and Code of Ethics, and/or violation of KRS 161.790. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Site-Visits

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

- ➔ Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources of Evidence (e.g. surveys, stakeholder input, etc.)

Professional Practice

The following sections provide an overview of various sources of evidences that may be used to inform Professional Practice Ratings.

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including 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. (See Table 8)

TABLE 8: PRINCIPAL & ASSISTANT PRINCIPAL SELF-REFLECTION & PROFESSIONAL GROWTH PLAN

Principals & Assistant Principals Self-Reflection & Professional Growth Plan (PGP)			
Activity	Timeline	Responsible Staff	Possible Resources
Review of Self-Reflection & PGP	By October 15 th 30 calendar days after reporting for employment for late hires	-Principal in Collaboration with Superintendent/Designee -Assistant Principal in Collaboration with Principal	- <i>Reflective Practice Student Growth and Professional Growth Planning Template</i> - Survey Results -Performance Standards
Mid-Year Review	By Jan. 31 st	-Principal with Superintendent/Designee -Assistant Principal with Principal	- <i>Reflective Practice, Student Growth, Working Conditions and Professional Growth Planning Template</i> -- Survey Results -Performance Standards
Complete Self-Reflection & PGP using Performance Standards & Survey Results Documentation /Artifacts	By May 15 th	-Principal with Superintendent/Designee -Assistant Principal with Principal -Evaluator Reviews PGP Evidence prior to Summative Evaluation	- <i>Reflective Practice, Student Growth, Working Conditions and Professional Growth Planning Template</i> -- Survey Results -Performance Standards

Site-Visits –

Completed by supervisor of principal – formal site visits are not required for assistant principals.

Site visits are a method by which the superintendent, or designee, may gain insight into the principal's practice in relation to the standards. Any scheduled visit to the school of one-hour duration, or more, may be considered a Site-Visit. During a site visit, and/or during a post-conference, the superintendent or designee will discuss various aspects of the job with the principal and the findings of the site visit. (See Table 9)

TABLE 9: PRINCIPAL SITE VISITS

Principal Site Visits	
Activity	A minimum of two (2) formal site visits shall occur annually.
Location	School site
Suggested Timeline	*Visit #1 prior to mid-year review (Jan. 31 st) for a minimum 1 hr. *Visit #2 by April 15 th for a minimum 1 hr. *Late hires will have their first visit adjusted as needed.
Superintendent/Designee	*Schedule & conduct each site visits. *Provide documented feedback. * Schedule & conduct post-conferences within 5 days following site visit. (Specific forms are not required)
Resource	* <i>Kentucky Framework for Personnel Evaluation.</i> *Other evidence: surveys, self-reflection, PGP, etc.

Conference Expectations	*Superintendent/Designee shall provide feedback on Performance Criteria and may provide feedback on: PGP/ principal practice/additional supporting evidence, etc. *Post conferences following the site visits shall occur within five working days.
--------------------------------	--

Determining the Overall Performance Category

Evaluators are responsible for determining an Overall Performance Category for each principal/assistant principal for the conclusion of the summative evaluation. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Professional Standards for Educational Leadership.

Principal's Professional Performance Rating

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each Measure. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each measure (Table 10).

Table 10:

Minimum Criteria for Determining a Principal's Professional Performance Rating	
If...	Then...
Measures 2 & 3 are rated INEFFECTIVE and Measures 1 &/or 4 are rated INEFFECTIVE , DEVELOPING , ACCOMPLISHED , and/or EXEMPLARY	Professional Performance Rating shall be INEFFECTIVE
Measures 1 or 4 are rated INEFFECTIVE and Measures 2 &/or 3 are rated INEFFECTIVE , DEVELOPING , ACCOMPLISHED , and/or EXEMPLARY	Professional Performance Rating shall NOT be EXEMPLARY
Measures 1 &/or 4 are rated DEVELOPING and/or ACCOMPLISHED and Measures 2 and/or 3 are rated DEVELOPING	Professional Performance Rating shall be DEVELOPING
Measures 1 & 4 are rated DEVELOPING and Measures 2 or 3 are rated EXEMPLARY	Professional Performance Rating shall be DEVELOPING .
Measures 1 & 4 are rated DEVELOPING and Measures 2 & 3 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY
Measures 2 & 3 are rated EXEMPLARY and Measures 1 and/or 4 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY

Summative Evaluation

The summative evaluation conference shall occur after sufficient sources of evidence have been considered according to the Overall Professional Practice Rating system (see Table 11). The summative evaluation will be documented. A copy of the evaluation will be given to the evaluatee.

All personnel evaluated will be provided an opportunity for review of their summative evaluations. All written evaluations shall be communicated with the evaluatee, and he/she will be given the

opportunity to attach a written statement to the summative evaluation. Both the evaluator and evaluatee shall be provided the opportunity to sign and date the evaluation instrument. All summative evaluations will become a part of the official personnel record and shall be filed in the central office. Summative ratings will be completed by May 1st and will be used to help determine the type of professional growth plan to be developed for the next year.

Determining the Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the Superintendent, in consultation with the Principal, will determine the type of Professional Growth Plan required of the principal.

District Certified Staff- Professional Growth and Effectiveness System- (DCPGES)

The DCPGES is to be used by all certified district level personnel unless otherwise noted. District certified staff are personnel who oversee district-wide programs and whose work may not impact students directly while providing critical support to school and Board office administrators. Performance criteria is based on the crosswalk of the Superintendent Standards and Principal Performance Standards included in appendix A of this document as applicable to the job description of the individual staff member.

Self-Reflection & Professional Growth Goals

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

The Professional Growth Plan should address realistic, focused and measurable professional goals. Professional growth needs are identified through self-assessment and reflection. As district staff collaborate to identify explicit goals, these goals should become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator (1) reflects on his/her current growth needs based on the Self-Reflection tool and identifies an area or areas for focus; (2) collaborates with the supervisor 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 professional practice; (5) modifies the plan as appropriate; (6) and continues implementation and reflection. The district employee should meet with the superintendent or designee to develop and receive feedback on the PGP.

Professional Growth Goals

Professional Growth Goals and action plans should address the following questions:

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

TABLE 11: SELF-REFLECTION & PROFESSIONAL GROWTH PLAN

Self-Reflection & Professional Growth Plan (PGP) District Certified Staff			
Activity	Timeline	Responsible Staff	Possible Resources
Review of Self-Reflection & PGP	By October 15 th 30 calendar days after reporting for employment for late hires	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results
Review of Self-Reflection	By September 30 th 30 calendar days after reporting for employment for late hires	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results
Mid-Year Review	By Jan. 31 st	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results
Review of Self-Reflection	By May 15 th	District Certified Staff in Collaboration with Superintendent/Designee	DCPGES Reflective Practice Student Growth and Professional Growth Planning Template Survey Results

Observation/Site Visit:**OBSERVATION RATIONALE**

The observation process is one source of evidence that includes supervisor observation. The supervisor observation/visit will provide *documentation and feedback* to measure the effective practices of the district employee whereas the peer observation will focus on the *collaborative process* in order to provide *supportive and constructive feedback*. The underlying rationale of each type of observation is to encourage continuous professional growth through critical reflection.

Observations may look more like a site visit. The observer visits the District Certified Professional when they are with teachers, during ‘office’ or ‘planning’ hours, or leading team meetings.

The observation process is designed to create dialogue between the employee and supervisor around the roles and responsibilities that relate to the employee’s field to improve student learning.

TABLE 12: DISTRICT CERTIFIED OBSERVATIONS/SITE VISITS

District Certified Observations/Site Visits	
Activity	A minimum of one (1) observation/site visits shall occur annually.
Timeline	*Supervisor visit/observation by April 15 th *Late hires will have their first visit adjusted as needed.
Superintendent/Designee	*Schedule & conduct visit(s) *Schedule & conduct post-conferences/mid-year review/summative conference
Possible Resources	* <i>DCPGES Reflective Practice, Student Growth and Professional Growth Planning Template/Observation Instrument</i> (See Appendix) *Performance Standards documentation *Other evidence: surveys, self-reflection, PGP, SGG
Conference Expectations	*Superintendent/Designee shall provide feedback. *Post conferences following the site visits/observation shall occur within five working days.

Performance Levels: District employees' Overall Performance Categories are determined by the evaluator based on the ratings on each measure. Evaluators will use professional judgment to determine a rating for each measure (Table 13).

Table 13:

Minimum Criteria for Determining Professional Performance Rating	
If...	Then...
Measures 2 & 3 are rated INEFFECTIVE and Measures 1 &/or 4 are rated INEFFECTIVE, DEVELOPING, ACCOMPLISHED, and/or EXEMPLARY	Professional Performance Rating shall be INEFFECTIVE
Measures 1 or 4 are rated INEFFECTIVE and Measures 2 &/or 3 are rated INEFFECTIVE, DEVELOPING, ACCOMPLISHED, and/or EXEMPLARY	Professional Performance Rating shall NOT be EXEMPLARY
Measures 1 &/or 4 are rated DEVELOPING and/or ACCOMPLISHED and Measures 2 and/or 3 are rated DEVELOPING	Professional Performance Rating shall be DEVELOPING
Measures 1 & 4 are rated DEVELOPING and Measures 2 or 3 are rated EXEMPLARY	Professional Performance Rating shall be DEVELOPING .
Measures 1 & 4 are rated DEVELOPING and Measures 2 & 3 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY
Measures 2 & 3 are rated EXEMPLARY and Measures 1 and/or 4 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY

The following designations will be used to indicate the progress of a district employee:

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

All personnel will be provided an opportunity for review of their summative evaluations. All documented evaluations shall be communicated with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation. Both the evaluator and

evaluatee shall be provided the opportunity to sign and date the evaluation instrument. All summative evaluations will become a part of the official personnel record and shall be filed in the central office. Summative ratings will be completed by May 1st and may be used to determine the type of professional growth plan to be developed for the next year.

LIVINGSTON COUNTY SCHOOLS APPEALS PROCESS

APPEALS PANEL

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 003.370.

Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The Board of Education shall appoint one certified employee and one alternate certified employee to the panel. The chairperson of the panel shall be the certified employee appointed by the Board.

Two members of the panel shall be elected by and from the certified employees of the district. Two alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. Each certified employee has the right to be nominated and to vote in the process.

Of those certified employees on the ballot, the two (2) people receiving the highest number of votes from all certified staff will be the elected members of the Appeals Panel with the persons being third (3) and fourth (4) serving as alternates. If it is not possible to establish a panel, due to conflicts of interest, a special election for elected positions will be held in a timely manner.

All terms of panel members and alternates shall be for two (2) years and run from July 1 to June 30. Members may be reappointed or reelected.

No Panel member shall serve on any Appeal Panel considering an appeal for which she/he was the evaluator. A Panel Member shall not hear an appeal filed by his/her immediate supervisor. Panel Members with friendship ties to either appealing party shall request to be replaced by an alternate Panel Member.

Whenever a Panel Member or a Panel Member's immediate family appeals to the Panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent and corresponding in-laws.

APPEALS PROCESS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. Both the evaluator and the evaluatee shall be given the opportunity, at least five (5) days in advance of the hearing to review documents that are to be presented to the District evaluation appeals panel, and may have representation of their choosing. The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel. The Appeal must be in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals

Panel meetings. Confidentiality will be maintained. Copies of the documentation, once submitted to the Panel, shall not be carried away from the established meeting by either parties involved or the Panel members.

2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audio-taped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative, will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

APPEALS HEARING

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

According to 704 KAR 3:370 Section 12,

Section 12. State Evaluation Appeals Panel. (1) A certified school personnel who believes that the local district is not properly implementing the district certified evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as established in this subsection.

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel (SEAP). The SEAP's jurisdiction shall be limited to procedural matters already addressed by the local appeals panel related to the district's alleged failure to implement an evaluation plan as approved by the department. The SEAP shall not have jurisdiction of a complaint involving the professional judgmental conclusion of an evaluation, and the SEAP's review shall be limited to the record of proceedings and documents therein, or lack thereof, at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, a certified school personnel may submit a written request to the chief state school officer for a review before the SEAP. If a certified school personnel does not appeal within the time frame listed in this paragraph, the request shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document that a party wished to submit for consideration by the SEAP shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

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

(e) A determination of district noncompliance with the district evaluation plan or absence of a district local evaluation plan shall render the evaluation void.

LIVINGSTON COUNTY SCHOOLS APPEALS PANEL HEARING REQUEST FORM

I, _____, have been
evaluated by _____ as noted in
the _____ (date of conference) evaluation summary.

My disagreement with the findings of the evaluation has been thoroughly discussed, reviewed, and documented with my evaluator, including a written statement of my disagreement(s).

I respectfully request the Livingston County School District Evaluation Appeals Panel to hear my appeal. This appeal challenges the summative findings on (check one of the following):

_____ Substance _____ Procedure _____ Both Substance & Procedure

What specifically do you object to or why do you feel you were not fairly evaluated?
(Additional pages and documents may be attached)

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

Signature	Date
-----------	------

Date of Summative conference _____

Date evaluator notified of intent to appeal _____

Signature of Evaluator

Date _____

This form shall be presented in person or by mail to appointed chair of the appeals panel within five (5) working instructional days of completion of the summative conference.

PRELIMINARY HEARING

Date: _____

Time: _____

PURPOSE

The purpose of the preliminary hearing is to exchange documents and establish hearing procedures.

The following information will be provided to the Panel by the evaluatee and the evaluator at this time:

- Documentation to be presented at the hearing-- four (4) copies
- The name of their chosen representative / counsel (if any)--restricted to one (1)
- Witnesses to be called (if any)

The chairperson will explain the procedure for the hearing and any necessary timeline to be followed. The hearing is a personnel matter and closed to the public. Witnesses that are called will not be allowed to observe the hearing process other than during their testimony. The Board of Education shall provide legal counsel to the Panel, if requested.

LIVINGSTON COUNTY SCHOOLS APPEALS PANEL
REPORT OF FINDINGS

Evaluatee:
Representative:

Evaluator (s):
Representative:

Panel Members:

Preliminary Hearing:
Hearing Date:

Findings:

- a. Uphold the original evaluation
- b. Order a new evaluation by a second party.
- c. Amend any or all of the summative evaluation the Panel finds in error.

The Local District Appeals Panel has carefully reviewed the information presented and in our best professional judgment we believe our findings to be accurate.

Signed: _____

Date: _____

Livingston County Schools

Appendix

Guidance Counselor Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____

Date _____

Observer's Signature _____

Date _____

Library Media Specialist Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____ Date _____

Observer's Signature _____ Date _____

Psychologist Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____ **Observer:** _____ **Date:** _____ **School:** _____

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

Observee's Signature _____ Date _____

Observer's Signature _____ Date _____

Teacher Self-Reflection/Observation Tool

Directions: Highlight a rating for each component and then type in the rationale box to explain the rating.

Teacher: _____

Observer: _____

Date: _____

Component:	Self-Assessment:				Rationale: (additional sources as needed)
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	

Observee's Signature _____

Date _____

Observer's Signature _____

Date _____

Professional Growth Goal

Directions: After completing the Self- reflection tool, developing Student Growth Goal(s), and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain and Component with which it aligns.

Consider these questions when developing your PGG:

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

Name: _____ **Date:** _____ **School:** _____

Professional Growth Goal

Component

Evaluator's Feedback

Evaluatee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Student Growth Goal

Directions: Completed by teacher. Using the feedback provided by your principal, type your final answers in each box and submit to your principal for final approval.

Name: _____

Date: _____

Needs Assessment (Specific)

What student-needs have been identified (baseline data & source)? What are the related content area essential/enduring skills, concepts and/or processes?

Sources of Evidence (Measureable)

What sources of evidence/measures will you use to measure student growth?

Instructional Strategies and Intervals of Instruction/monitoring (Time oriented)

What is the course-long interval of instruction/monitoring (i.e. quarter, semester, etc.)?

Expected Growth Goal (Realistic)

What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level ?.")

Expected Proficiency Goal (Attainable)

What is the proficiency target? What percentage of students will meet or exceed that target? (For example, XX% of my students will meet or exceed level 3 of the rubric?"

Evaluatee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Mid-Year/End-of-Year Conference Form

Teacher _____

School Year: _____

Professional Growth Plan (PGP) review:

- How have you progressed toward meeting your Professional Growth Goal? How has it impacted teaching and learning in your classroom?
- In what areas do you still need to grow or learn more?
- What supports do you need to reach your goals?

Comments:

Student Growth Goal (SGG): Enduring Skill, KCAS, growth, proficiency, rigorous, & SMART

- How are students meeting or showing progress toward growth and proficiency targets? What evidence is used to show this growth?
- What patterns of learning do you see in special populations of students?
- How do the activities, materials and resources in the Student Growth Goal process align to the needs of the students now that you have additional data?
- What professional practices and decisions in your work have had the most influence on your ability to support your students to achieve growth?

Comments:

Mid-Year Conference Signatures indicating discussion and review:

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

End of Year Reflection Signatures indicating discussion and review:

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

CERTIFIED TEACHER PRE-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes: (additional sources may be attached as needed)
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students? What are some misconceptions students may have?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	

Observee's Signature/Date _____

Observer's Signature/Date _____

CERTIFIED TEACHER POST-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? What support do you need?	

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

Teacher's Signature* AND date of post conference

*Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post conference

SAMPLE Post-Conference Discussion Questions

Planning and Preparation (Domain 1)

1. How did you plan for this lesson? How did you plan for student cognitive engagement?
2. How did the lesson fit in the overall unit of study/instructional sequence? Are you on track with our Pacing Guide? How did you determine your targets?
3. How did you plan for the learning needs of your students in this class?
4. As you planned this lesson, what were some of the predictions you made about student misconceptions?
5. How did you plan the questions and discussions you used in your lesson?
6. How do you plan to incorporate TLIM, PBIS, literacy and program reviews, LDC/MDC if applicable, etc.

Evidence & Notes:

Classroom Environment (Domain 2)

1. How were the needs of individual students met?
2. What have you done to promote a culture for learning in your classroom?
3. What were the results on your Student Voice Survey?

Evidence & Notes:

Instruction and Assessment (Domain 3)

1. To what extent was your instructional delivery (activities, grouping of students, materials, resources, etc.) effective in this lesson?
2. How did you monitor student understanding and learning during the lesson?
3. How were students allowed and empowered to take responsibility for their own learning?
4. How did students have the opportunity to self assess their own learning and/or monitor their own progress?
5. If you have brought samples of student work, what does the work tell you about the level of engagement and mastery of your students?
6. How are you progressing on your SGG? If applicable, what was your median student growth percentile?

Evidence & Notes:

Professional Responsibilities (Domain 4)

1. How accurate are your records (IC, Weekly Lesson Plans, Paperwork, Sub folder, class postings, Program Reviews, Comm minutes, data NB, ILP Plan, agenda use, SBG, uploads to CIITS-SR, SGG, PGP, etc.)?
2. How do you initiate activities that contribute to the profession?
3. How do students contribute to record keeping, communicating data with families, goal setting, etc.?
4. How frequently, in what modes, & on what topics do you communicate with families? How successful are these efforts?
5. How do you participate in professional inquiry/learning, P. Organizations, leadership, networking with ALL stakeholders, etc.?
6. How do you participate in/initiate school events and district projects?
7. How do you comply with school and district policies/expectations (timeliness to work, attendance, dependability, attendance posting, responding to email, etc.), IP, initiatives (TLIM, PBIS, Learning360, Name & Claim, Guided Planning, Comm/PLC att), etc.?
8. How do you seek PL opportunities, feedback from colleagues, resources/grants to proactively serve students?
9. How do you assist colleagues, network, contribute/lead professional organizations, conduct action research, challenge neg, etc.?
10. How are you progressing on your PGP?

Evidence & Notes:

POST-OBSERVATION DOCUMENT (Guidance Counselor)

Guidance Counselor	
School	
Observer	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

In general, how successful was the lesson/session? Were goals achieved?	
In addition to the time observed, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder the lesson/session?	
Reflect on any aspect of the observation.	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? What support do you need?	

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Environment	Rating:				Domain 3: Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Assessing Student Needs	I	D	A	E
B: Establishing a Culture for Productive Communication	I	D	A	E	B: Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E
C: Managing Routines and Procedures	I	D	A	E	C: Using counseling techniques in individual and classroom programs	I	D	A	E
D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	D: Brokering resources to meet needs	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility/ Responsiveness	I	D	A	E

Teacher's Signature* AND date of post conference

*Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post conference

POST-OBSERVATION DOCUMENT (Library/Media Specialist)

Library Media Specialist	
School	
Observer	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? What support do you need?	

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Library Environment	Rating:				Domain 3: Instruction/Delivery of Service	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating Clearly and Accurately	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Research Techniques	I	D	A	E
C: Managing Library Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Assessment in instruction (whole class, one-on-one and small group)	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility/ Responsiveness	I	D	A	E

Teacher's Signature* AND date of post conference

*Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post conference

POST-OBSERVATION DOCUMENT (School Psychologist)

School Psychologist	
School	
Grade Level/Subject(s)	
Observer	

For each of the following standards, reflect on the event that was observed using the following guiding questions to focus your reflections: (additional sources may be attached as needed)

In general, how successful was the session/event? Were the objectives achieved? How do you know, and what will you do in the event they were not all achieved with this session/event?	
In addition to the interactions and responses witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did testing center procedures, student conduct, and physical space contribute to or hinder student performance/results?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to repeat this session again, what would you do differently, and why? What are next steps for proactively planning for this student?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? What support do you need?	

Evaluator's Formative Observation Rating: (additional sources may be attached as needed)

Domain 2: The Environment- School Psychologist	Rating:				Domain 3: Delivery of Service- School Psychologist	Rating:			
A: Establishing rapport with students.	I	D	A	E	A: Responding to referrals consulting with teachers and administrators.	I	D	A	E
B: Establishing a culture for positive mental health throughout the school/district.	I	D	A	E	B: Evaluating student needs and compliance with National Association of School Psychologists NASP guidelines.	I	D	A	E
C: Establishing and maintaining clear procedures for referrals.	I	D	A	E	C: Chairing evaluation team.	I	D	A	E
D: Establishing standards of conduct in the testing center.	I	D	A	E	D: Planning interventions to maximize student's likelihood of success.	I	D	A	E
E: Organizing Physical Space for testing of students and storage of materials.	I	D	A	E	E: Maintaining contact with physicians and community mental health service providers.	I	D	A	E
					F: Demonstrating Flexibility and responsiveness.	I	D	A	E

Teacher's Signature* AND date of post conference

conference *Denotes sharing of results, not necessarily agreement with the formative ratings

Observer's Signature & date of post

Educator Overall Performance/Summative Evaluation

Directions: Completed by Principal/Designee. Overall Performance Category is based on Professional Practice.

Educator: _____ **School Year:** _____

Professional Practice Rating

Domain 1: Planning and Preparation

Rating: **I** **D** **A** **E**

Domain 2: Classroom Environment

Rating: **I** **D** **A** **E**

Domain 3: Instruction

Rating: **I** **D** **A** **E**

Domain 4: Professional Responsibilities

Rating: **I** **D** **A** **E**

Minimum Criteria for Determining a Principal's Professional Performance Rating	
If...	Then...
Measures 2 & 3 are rated INEFFECTIVE and Measures 1 &/or 4 are rated INEFFECTIVE , DEVELOPING , ACCOMPLISHED , and/or EXEMPLARY	Professional Performance Rating shall be INEFFECTIVE
Measures 1 or 4 are rated INEFFECTIVE and Measures 2 &/or 3 are rated INEFFECTIVE , DEVELOPING , ACCOMPLISHED , and/or EXEMPLARY	Professional Performance Rating shall NOT be EXEMPLARY
Measures 1 &/or 4 are rated DEVELOPING and/or ACCOMPLISHED and Measures 2 and/or 3 are rated DEVELOPING	Professional Performance Rating shall be DEVELOPING
Measures 1 & 4 are rated DEVELOPING and Measures 2 or 3 are rated EXEMPLARY	Professional Performance Rating shall be DEVELOPING .
Measures 1 & 4 are rated DEVELOPING and Measures 2 & 3 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY
Measures 2 & 3 are rated EXEMPLARY and Measures 1 and/or 4 are rated EXEMPLARY	Professional Performance Rating shall be EXEMPLARY

Overall Performance Category Rating: **I** **D** **A** **E**

Evaluator's Signature _____ *Educator's Signature _____

Date _____ Date _____

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

Principal's Reflective Practice, Student Growth and Professional Growth Planning Template

Principal	
School	
Level	

Part A: Student Growth

Student Growth Goal <i>(Your identified Objective from your CSIP.)</i>		
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal.</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part B: Reflection on the Measures for Principals

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Measure	Self-Assessment				Strengths and areas for growth
1. Planning STANDARD 1. MISSION, VISION, AND CORE VALUES leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. STANDARD 9. OPERATIONS AND MANAGEMENT leaders manage school operations and resources to promote each student's academic success and well-being. STANDARD 10. SCHOOL IMPROVEMENT leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E	
2. Environment STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	I	D	A	E	
3. Instruction STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	I	D	A	E	
4. Professionalism STANDARD 2. ETHICS AND PROFESSIONAL NORMS leaders act ethically and according to professional norms to promote each student's academic success and well-being. STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) **Initial Reflection:** Based on the areas of growth identified in Part B, complete this section prior to the beginning of the school year.

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

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

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

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

VI. Mid-Year Student Growth Review*	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ / _____ Principal's / Superintendent

Date	Status of Professional Growth Goal	Revisions/Modifications
Administrator's Signature:		Date:
Superintendent's Signature:		Date:

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Date:	End of Year Student Growth Reflection:
VII. End-of-Year Data Results (Accomplishments at the end of year.)	☐ Data attached
Date:	End of Year Professional Growth Reflection:

Next Steps:

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

PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE EVALUATION

Principal/Assistant Principal	
Observer	
Date of Conference	

Summative Observation Rating for each Principal Performance Measurement:

Measurement 1: Planning	Rating: I D A E
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Comments:

Measurement 2: Environment	Rating: I D A E
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Comments:

Measurement 3: Instruction	Rating: I D A E
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Comments:

Measurement 4: Professionalism	Rating: I D A E
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Comments:

OVERALL PROFESSIONAL PRACTICE RATING	I D A E
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Comments:

Evaluatee's Signature*	Date	Evaluator's Signature	Date
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*Denotes sharing of results, not necessarily agreement with the summative rating. Appeals shall be made to the chairperson of the Appeals Panel within five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan*.

Certified District Reflective Practice, Student Growth and Professional Growth Planning
Template

District Certified Staff Name	
Position	

Part A: Student Growth

Student Growth Goal		
District Certified Staff's Student Growth Plan <i>This plan will outline what the district certified staff will do to impact the student growth goal.</i>		
Strategies/Actions What strategies/actions will I need to do in order to assist my district in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

LIVINGSTON COUNTY SCHOOLS

Part B: Reflection on the Standards (Crosswalk-Superintendent/Principal Standards)

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

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

mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation) strategically to progress data. (Strategic Planning -Goals)						
2. Instructional Leadership The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready. <i>A. Leads the District's philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets (Learning/Teaching Focus: High Expectations)</i> <i>B. Models and applies learning for staff and students (Professional Learning)</i> <i>C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels (High Expectations)</i> <i>D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. Strategic Planning (Goals)</i> <i>E. Demonstrates awareness of all aspects of instructional programs (Learning/High Expectations)</i> <i>F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation)</i>	Performance Standard 1: Instructional Leadership The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement. 1.1 <i>Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.</i> 1.2 <i>Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.</i> 1.3 <i>Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.</i> 1.4 <i>Demonstrates knowledge of research-based instructional best practices</i> 1.5 <i>Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.</i> 1.6 <i>Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.</i> 1.7 <i>Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and</i>	I	D	A	E	

	<i>accurate feedback to students and parents.*</i> <i>1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.</i>					
3. Cultural Leadership The Superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose. <i>A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs</i> (Stakeholder/Community Involvement) <i>B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century</i> (Stakeholder/Community Involvement) <i>C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices</i> (Vision/Beliefs) <i>D. Builds trust and promotes a sense of well-being between all stakeholders</i> (Stakeholder/Community Involvement) <i>E. Routinely celebrates and acknowledges district successes as well as areas needing growth</i> (Celebrate/Acknowledge)	Performance Standard 6: Professionalism The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession. <i>6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.</i> <i>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</i> <i>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</i> Performance Standard 2: School Climate The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. <i>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</i> <i>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</i>	I	D	A	E	
4. Human Resource Leadership The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses	Performance Standard 3: Human Resources Management The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	I	D	A	E	

distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning. A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction (Resourcing) B. Creates and monitors processes for educators to assume leadership and decision-making roles (Staffing) C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions) D. Uses data to create and maintain a positive work environment (Culture/Environment) E. Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning) F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation)	3.1 Actively participates in an effective and efficient selection process in consultation with the school council. 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements. 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel. 3.4 Provides a mentoring process for all new and targeted instructional personnel. 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements. 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources. 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness. 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration. 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential. 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.					
5. Managerial Leadership The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem	Performance Standard 4: Organizational Management The principal fosters the success of all students by supporting, managing,	I	D	A	E	

solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district. <i>A. Prepares and oversees a budget that aligns resources with district vision and needs (Finance)</i> <i>B. Identifies and plans for facility and technology needs (Capital Planning)</i> <i>C. Continually assesses programs and resource allocation (Resourcing)</i> <i>D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency)</i> <i>E. Builds consensus and resolves conflicts effectively (Conflict Resolution)</i> <i>F. Assures an effective system of districtwide communication (Communication)</i> <i>G. Continually assesses the system in place that ensures the safety of students and staff (Safety and security)</i> <i>H. Works with local and state agencies to develop and implement emergency plans (Safety and security)</i>	and overseeing the school's organization, operation, and use of resources. <i>4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.</i> <i>4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.</i> <i>4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.</i> <i>4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.</i> <i>4.5 Reviews fiscal records regularly to ensure accountability for all funds.</i> <i>4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.</i> <i>4.7 Follows state and local policies with regard to finances, school accountability, and reporting.</i> <i>4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.</i>					
6. Collaborative Leadership The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.	Performance Standard 5: Communication and Community Relations The principal fosters the success of all students by communicating and collaborating effectively with stakeholders. <i>5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</i>	I	D	A	E	

A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations) B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement) C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement) D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school (Stakeholder Involvement)						
7. Influential Leadership The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students. A. Understands the political systems involving the district (Political Context) B. Defines, understands, and communicates the impact on proposed legislation (Legal/Ethical) C. Applies laws, policies and procedures fairly, wisely, and considerately (Legal) D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal) E. Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement)	Performance Standard 2: School Climate The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment. 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community. 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale. 2.4 Promotes a culture of collaboration, trust and shared leadership. 2.5 Supports the staff through continuous improvement efforts.	I	D	A	E	

Part C: Connecting Priority Growth Needs to Professional Growth Planning

1) **Initial Reflection:** *Based on the areas of growth identified in Part B, complete this section.*

Professional Growth Goal: • What do I want to change about my practices that will effectively impact student learning? • How can I develop a plan of action to address my professional learning? • How will I know if I accomplished my objective?	
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Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/action?

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

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

VI. Mid-Year Student Growth Review*	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Superintendent Principal's

Date	Status of Professional Growth Goal	Revisions/Modifications

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

3) Summative Reflection: *Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal*

Date:	End of Year Student Growth Reflection:
VII. End-of-Year Data Results (Accomplishments at the end of year.)	☐ Data attached
Date:	End of Year Professional Growth Reflection:

Next Steps:

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

DISTRICT CERTIFIED STAFF & OTHER PROFESSIONAL SUMMATIVE EVALUATION

Staff Member	
Observer	
Date of Conference	

Summative Observation Rating as determined by the Superintendent Performance Standards:

Standard 1: Strategic Leadership	Rating: I D A E
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Comments:

Standard 2: Instructional Leadership	Rating: I D A E
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Comments:

Standard 3: Cultural Leadership	Rating: I D A E
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Comments:

Standard 4: Human Resource Leadership	Rating: I D A E
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Comments:

Standard 5 : Managerial Leadership	Rating: I D A E
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Comments:

Standard 6: Collaborative Leadership	Rating: I D A E
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Comments:

Standard 7: Influential Leadership	Rating: I D A E
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Comments:

OVERALL PROFESSIONAL PRACTICE RATING	I D A E
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Comments:

_____ Evaluatee's Signature*	_____ Date	_____ Evaluator's Signature	_____ Date
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*Denotes sharing of results, not necessarily agreement with the summative rating. Appeals shall be made to the chairperson of the Appeals Panel within five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan*.

LIVINGSTON COUNTY SCHOOLS

PROFESSIONAL GROWTH GOAL

_____ School Year	____ Enrichment ____ Corrective
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_____ Evaluatee	_____ Date	_____ Work Site
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1. PERFORMANCE AREA STANDARD(S)

2. PERFORMANCE CRITERIA

3. GROWTH OBJECTIVES (Describe desired outcome)

4. PRESENT STATE OF DEVELOPMENT

	_____ Awareness	_____ Preparation
	_____ Implementation	_____ Refinement

5. PROCEDURES and ACTIVITIES FOR ACHIEVING OBJECTIVE(S)

6. APPRAISAL METHOD AND TARGET DATES

7. EVALUATEE'S COMMENTS	8. EVALUATOR'S COMMENTS
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This plan is aligned with the school improvement/transformation and professional development plans of the school/district.

Individual Growth Goal Developed	Achieved/Revised/Continued

Evaluatee Signature	Date	Evaluatee Signature	Date
Evaluator Signature	Date	Evaluator Signature	Date

Please print one copy for Teacher record and one copy for Principal record.

LIVINGSTON COUNTY SCHOOLS
PERSONNEL CONFERENCE

Employee

Date

School

Concern(s):

Disposition:

Administrator / Supervisor Comments:

Employee Comments:

Employee Signature

Date

Administrator / Supervisor Signature

Date

LIVINGSTON COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN

Educator: _____ Date: _____ School Year: _____

This Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" or "Ineffective" rating(s) on the Summative Evaluation OR anytime when immediate attention is needed.

Domain or Standard Number	Growth Objective(s) / Goals (describe desired outcomes)	Procedures & Activities for Achieving Goals/Objective(s) (including support personnel)	Appraisal Method/Target Dates
		(attach more pages if necessary)	

Evaluatee Comments:

Evaluator's Comments:

Corrective Action Plan		Review (achieved revised continued)	
Employee Signature:	Date:	Employee Signature:	Date:
Supervisor Signature:	Date:	Supervisor Signature:	Date:

Copy to central office, school and employee.