

# Middlesboro Independent Schools



## Certified Personnel Evaluation System (CPES)

### Vision

*Middlesboro Independent Schools; Where Everyone Matters*

### Mission

*Middlesboro Independent Schools a relentless dedication to  
motivate and inspire student success.*

**Waylon Allen, Superintendent**  
**Assurances**  
**CERTIFIED PERSONNEL EVALUATION PLAN**  
**(CPES)**

*The Middlesboro Independent Schools 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).

<b>Name:</b>	<b>Title:</b>
Kristen Brock	Teacher, MHS
Carlena Carter	Teacher, MHS
Kelsey Massengill	Counselor/Other Professional, MES
Cindy Porter	Curriculum Coach/Other Professional, MES
Jamie Johnson	Counselor/Educational Diagnostician, MIS
Aaron Sowders	Curriculum Coach/Other Professional, MMS
Jenna Voges	Teacher, MMS

<b>Administrators:</b>	
Waylon Allen	Superintendent, MIS
Bobby Bennett	Principal, MHS
Bill Jones	Principal, MMS
Anthony Maxwell	Director of Assessment and Curriculum, MIS
Randy Rose	Principal, MES
Michele Schneider	Director of Special Education, MIS
Sheila Smith	Instructional Coordinator, MIS

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. (KRS 156.557)

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 15, 2018. (704 KAR 3:370)

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

**Middlesboro Independent School District  
220 North 20<sup>th</sup> Street  
Middlesboro, Kentucky 40965**

## TABLE OF CONTENTS

Assurances	2
<b><u>Certified Personnel Evaluation System (CPES)</u></b>	<b>6</b>
<b>Procedures</b>	<b>6</b>
Teacher and Other Professionals	
Principals and Assistant Principals	
District Level Administrators	
<b>Evaluation Process</b>	<b>9</b>
<b>The Kentucky Framework for Teaching</b>	<b>10</b>
Teacher	
Other Professional	
Professional Growth Planning and Self Reflection	
 <b>Observation</b>	 <b>11</b>
Observation Model	
Non-Tenured Teachers and Other Professionals	
Tenured Teachers and Other Professionals	
<b>Determining the Overall Rating</b>	
Sources of Evidence	
 <b>Pre-Observation Document</b>	 <b>13</b>
<b>Reflective Practice &amp; Professional Growth Planning</b>	<b>14</b>
Teacher and Other Professionals Professional Growth Goal	16
Teacher Observation Tool	17
Teacher Ratings of Performance Measures	18
Instructional Specialist Self-Reflection	19
Instructional Specialist Observation Tool	20
Instructional Specialist Ratings of Performance Measures	21
Library Media Specialist Self-Reflection	22
Library Media Specialist Observation Tool	23
Library Media Specialist Ratings of Performance Measures	24
Therapeutic Specialist – Speech Pathologist Self-Reflection	25
Therapeutic Specialist – Speech Pathologist Observation Tool	26
Therapeutic Specialist – Speech Pathologist Ratings of Performance Measures	27
School Guidance Counselor Self-Reflection	28
School Guidance Counselor Observation Tool	29
School Guidance Counselor Ratings of Performance Measures	30
Determining the Overall Summative Rating	31
 <b><u>Principal and Assistant Principal</u></b>	
<b>Evaluation Process</b>	<b>33</b>
Principal Performance Review	36
Principal Summative Performance Report	41
Ratings of Performance Measures	44
Determining a Summative Rating for Principals	45
Reflective Practice, TELL KY Working Conditions and Professional Growth Planning	46

<b><u>Other District Administrators</u></b>	
<b>Evaluation Process</b>	52
Evaluation Standards/Measures and Performance Criteria for Education Administrators	55
ISLLC Evaluation Standards and Performance Criteria for Education Administrators	56
Summative Conferencing Form	58

## **TABLE OF CONTENTS**

<b><u>Other District Administrators (continued)</u></b>	
Summative Evaluation for Administrators	62
Ratings of Performance Measures	63
Determining a Summative Rating for Other District Administrators	64
<b>Appeals/Hearings Procedure</b>	65
<b>Evaluation Appeal Form</b>	68
<b>Roles and Definitions</b>	69
<b>Individual Corrective Action Plan</b>	71
<b>Appendices</b>	
<b>Walk-Through Document</b>	76
<b>Professional Standards for Educational Leaders (PSEL)</b>	<b>80</b>

## **Middlesboro Independent School District Certified Personnel Evaluation System (CPES)**

### **Procedures**

The evaluation of certified personnel is a tool used by our district to improve instruction, curriculum, assessment, and other professional responsibilities.

It enables certified staff to identify areas for professional growth and assists with personnel decisions.

With the implementation of the Middlesboro Independent School District Certified Personnel Evaluation System (CPES) the primary evaluator is the immediate supervisor.

All certified personnel will be trained to use the CPES and criteria on which they are to be evaluated no later than the end of the 30 calendar days of reporting for employment for each school year.

### **For Teachers and Other Professionals**

1. The evaluator will formally evaluate non-tenured teachers and other professionals annually. First year teachers will participate in the year-long Middlesboro Independent School District New Teacher Academy and the assignment of an experienced teacher as a mentor.
2. Tenured teachers and other professionals will be formally evaluated every three years by the immediate supervisor or designee
3. Teachers entering the system with tenure will be evaluated during their first year of employment with the school system and if employment is continued they will be placed on a 3-year cycle.
4. Teachers obtaining tenure will be evaluated the third year after tenure has been granted.
5. Other Professionals (Speech Language Pathologists, Instructional Specialist, Counselors, Psychologist, Media Specialists) - non-tenured shall be evaluated annually and tenured shall be evaluated every three years by their immediate supervisor.
6. Dual Role employees will be evaluated in their primary role as identified by the immediate supervisor.

**For Principals and Assistant Principals:**

1. Evaluators shall complete the initial Certified Evaluation training and testing approved by KDE prior to conducting a formative or summative evaluation.
2. Evaluators shall earn 6 hours annually of EILA approved training related to personnel evaluation.
3. The district will support evaluator's in the following specific training areas:
  - a. Effective observation and conferencing techniques
  - b. Providing clear and timely feedback
  - c. Establishing and assisting with a professional growth plan
  - d. Implementing summative decision techniques
4. Administrators shall receive summative evaluations annually.
5. The summative evaluation for administrators shall be completed by June 15.

**For District Level Administrators:**

1. Evaluators shall complete the initial Certified Evaluation training and testing approved by KDE prior to conducting a formative or summative evaluation.
2. Evaluators shall earn 6 hours annually of EILA approved training related to personnel evaluation.
3. The district will support evaluator's in the following specific training areas:
  - a. Effective observation and conferencing techniques
  - b. Providing clear and timely feedback
  - c. Establishing and assisting with a professional growth plan
  - d. Implementing summative decision techniques
4. Administrators shall receive summative evaluations annually.
5. The summative evaluation for administrators shall be completed by June 15.

\*Alignment of performance criteria to the four performance measures is identified below. Detailed information for each role is located in each role group's section in this CPES.

*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

# Middlesboro Independent Schools Certified Personnel Evaluation System



# **(CPES)**

## **for Teachers and Other Professionals**

### **Teachers and Other Professionals Evaluation Process**

1. The evaluation process shall be consistent with the Middlesboro Board of Education policies.
2. The evaluation process will consist of at least two mini observations (at least twenty minutes each in length) and one full (at least forty minutes) class period observation.
3. Copies of required evidence, sources and summative ratings will be kept in the employee's official personnel file.
4. Before the full observation is completed the immediate supervisor and teacher will complete a pre-observation conference 48 hours prior to the observation.
5. Additional observations for all teachers will occur when the evaluator deems it necessary.
6. A face-to-face post-conference will be held within five working days after each observation in order to provide authentic and precise feedback in a timely manner.

7. Each certified staff member will complete a professional growth goal and reflection annually. The immediate supervisor of the certified staff member will review these growth goals annually.
8. Professional Growth Goals will meet the requirements of the CPES and align with the school and district improvement plans. All plans will be submitted to the building administrator.
9. All monitoring and observations of performance will be conducted openly.

### **Conclusion of Evaluation Process (To Be Completed by April 15)**

1. The final observation and summative evaluation will be completed by April 15 of the school year.
2. During the summative conference, the primary evaluator will review all the evaluation materials collected during the summative evaluation cycle with the teacher to include all applicable Professional Growth and Evaluation Data. The teacher will be given a copy of the evaluation instrument and the evaluator will keep a copy. Also the evaluator will inform the teacher that he/she may submit a written response and or file an appeal with the District Appeals Committee if they are not in agreement with the summative evaluation.
3. If a summative evaluation instrument is marked ineffective on any one or more measure, or if an immediate change is required in teacher behavior or practice, a Individual Corrective Action Plan may be developed.
4. All employees shall be afforded an opportunity for a review of their evaluations. All evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and the evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's official personnel file.
5. The Superintendent may extend annually any deadline in this plan provided that the extension falls within the deadlines for personnel decisions specified by state law. Affected individuals will be notified in writing.

### **Performance Criteria**

The Kentucky Framework for Teaching (KyFFT) is a foundational document for Kentucky educators. The research-based components of instruction were adapted from Charlotte Danielson's Framework for Teaching (2012), are aligned to the [INTASC standards](#), and are grounded in a constructivist view of learning and teaching. The [KyFFT](#) divides the complex activity of teaching into multiple standards clustered into four domains of teaching responsibility:

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. Planning and Preparation | 2. Classroom Environment         |
| 3. Instruction              | 4. Professional Responsibilities |

The Framework provides the critical rubric for educator growth and evaluation, detailing the concrete descriptions of practice associated with the four domains.

[The Kentucky Framework for Teaching: Specialist Frameworks for Other Professionals](#) are designed for the unique professional responsibilities of these specialists. Each framework

consists of research-based sets of components of practice that are consistent with the Kentucky Framework for Teaching. Like the KyFFT, instructional practices are divided into multiple standards clustered into four domains of responsibility:

1. Planning and Preparation
2. The Environment
3. Delivery of Service
4. Professional Responsibilities

### **Sources of Evidence**

#### **Required**

Copies of required evidence will be kept in the employee's official personnel file.

- **Professional Growth Planning and Self-Reflection**

The Professional Growth Goal is a required source of evidence.

All teachers and other professionals will participate in self-reflection and professional growth planning each year.

Reflective practices and professional growth planning are iterative processes.

- 1) The professional reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
- 2) Collaborates with the evaluator or designee to develop a professional growth plan and action steps (prior to September 30)
- 3) Implements the plan throughout the school year
- 4) Regularly reflects on the progress and impact of the plan on his or her professional practice
- 5) Modifies the plan as appropriate
- 6) Continues implementation and ongoing reflection
- 7) Evaluator and educator will meet to discuss the summative reflection on the degree of goal attainment/next steps (prior to April 15)

The Professional Growth Goal 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 will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Professional Growth Goal will align with school/district improvement plans.

- **Observation**

The observation process is a required source of evidence.

#### **Teachers and Other Professionals**

1. The evaluation process will consist of at least two mini observations (at least twenty minutes each in length) and one full (at least forty minutes) class period observation.

2. Copies of required evidence, sources and summative ratings will be kept in the employee’s official personnel file.
3. Before the full observation is completed the immediate supervisor and teacher will complete a pre-observation conference 48 hours prior to the observation.
4. Additional observations for all teachers will occur when a principal deems it necessary.
5. A face-to-face post-conference will be held within five working days after each observation in order to provide authentic and precise feedback in a timely manner.

**Observation Model**

The observation model will fulfill the following minimum criteria:

**Non-Tenured Teachers and Other Professionals**

1. Three scheduled observations each year (2 mini and 1 full).
2. All observations to be completed by April 15.

**Tenured Teachers and Other Professionals**

1. Observation model for teachers on a three (3) year summative cycle will use the following option.
  - a. Year 3 – one full observation to be completed by the administrator by April 15 and documented on the district form and placed in the employee’s personnel file.
  - b. The summative evaluation conference shall be held at the end of the summative cycle prior to April 15.
 Three observations within 3 years with a mini occurring in each year #1 and year #2, as well as a full in year 3. If any observation is ineffective the evaluator will perform additional observations as needed.

**Possible Sources of Evidence**

Additional sources of evidence that may be provided can be found as follows: Teacher (pg. 18), Instructional Specialist (pg. 21), Library Media (pg. 24), Therapeutic Specialist-Speech Pathologist (pg. 27), and School Guidance Counselor (pg. 30).

Year #1	Year #2	Year #3
Mini	Mini	Full

**Determining the Overall Rating**

**Sources of Evidence**

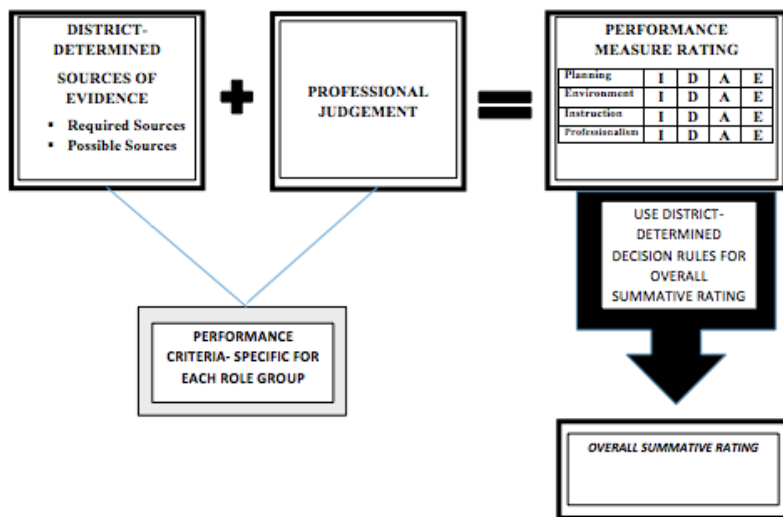
Supervisors are responsible for determining an Overall Summative Rating for each teacher at the conclusion of their summative evaluation year using the performance criteria specific for each role group. The Overall Summative District Rating will be determined by using identified sources of evidence in combination with professional judgment to determine a rating for each performance measure. The evaluator determines the overall summative rating by using the district-determined decision rules listed below.

## **Middleboro Independent Schools Determining the Overall Summative Rating**

MINIMUM CRITERIA FOR DETERMINING A SUMMATIVE RATING FOR TEACHERS AND OTHER PROFESSIONALS	
IF ...	THEN ...
Performance Measures <i>Environment</i> and <i>Instruction</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>INEFFECTIVE</b>
Performance Measures <i>Environment</i> OR <i>Instruction</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>DEVELOPING OR INEFFECTIVE</b>
Performance Measures <i>Planning</i> OR <i>Professionalism</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall <b>NOT</b> be <b>EXEMPLARY</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>ACCOMPLISHED</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>ACCOMPLISHED</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>EXEMPLARY</b>

EXEMPLARY     
 ACCOMPLISHED     
 DEVELOPING     
 INEFFECTIVE

**PROCESS FOR DETERMINING OVERALL SUMMATIVE RATING**



## PRE-OBSERVATION DOCUMENT

---

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

### Preconference (Planning Conference)

<b>Questions for Discussion:</b>	<b>Notes:</b>
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?	
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?	

**\*REQUIRED**

## REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING

<b>Teacher</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Date</b>	

### Part A: Initial Reflection – Establishing Priority Growth Needs

<b>Component:</b>	<b>Self-Assessment:</b>				<b>Rationale:</b>
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	

### ***Framework for Teaching*** \_\_\_\_\_

<b>Reflection</b>	
<b>Areas of Strength</b>	
<b>Areas of Need</b>	

**\*REQUIRED**

**OTHER EVIDENCE SOURCES TO CONSIDER:**

- \_\_\_\_\_ Lesson Plans and/or Curriculum Units
- \_\_\_\_\_ Student Work
- \_\_\_\_\_ Walk Through data
- \_\_\_\_\_ School Improvement Plan
- \_\_\_\_\_ Formative & Summative Assessments
- \_\_\_\_\_ Student work
- \_\_\_\_\_ Supervisor Observation
- \_\_\_\_\_ Other

Domains:	Component:						Select a component(s) from those circled for focused professional growth goal development (Part B):
	Circle Professional Growth Priority Components based on Initial Reflection						
Planning and Preparation	1A	1B	1C	1D	1E	1F	
Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	

**Part B: Connecting Priority Growth Needs to Professional Growth Planning**

Professional Growth Goal:

- What do I want to change about my instruction that will effectively impact student learning? Decision is grounded in evidence/initial reflection.
  
- What professional learning is needed to support my improvement efforts? How can I develop a plan of action to assist in attainment of professional learning? The plan should include new learning and application of that learning unique to the individual teacher.
  
- What are the measures of success? How will I know if I accomplished my objective? How will I know if I accomplished my objective? The teacher must be able to show evidence to prove a change in practice has occurred.



\*Evaluator will use these questions when conducting the post conference.

**\*REQUIRED**

### Teacher and Other Professionals Professional Growth Goal

**Directions:** After completing the Self-Reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain and Component with which it aligns. All goals should use the SMART goal process. Specific, Measurable, Appropriate, Realistic, Time-Bound

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Domains:	Component:						Select a component(s) from those circled for focused professional growth goal development (Part B):
	Circle Professional Growth Priority Components based on Initial Reflection						
Planning and Preparation	1A	1B	1C	1D	1E	1F	
Classroom Environment	2A	2B	2C	2D	2E		
Instruction	3A	3B	3C	3D	3E		
Professional Responsibilities	4A	4B	4C	4D	4E	4F	

#### PROFESSIONAL GROWTH GOAL

Specific, Measurable, Appropriate, Realistic, Time-Bound

#### PLAN OF ACTION

#### EVALUATOR'S FEEDBACK

\_\_\_\_\_  
Teachers Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluators Signature

\_\_\_\_\_  
Date

**REQUIRED**

## Middlesboro Independent Teacher Observation Tool

Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary

Educator Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade/Class: \_\_\_\_\_ Number of Students: \_\_\_\_\_

Kentucky Framework for Teaching	Component	Observation # _____				Comments
		I	D	A	E	
Domain 1 Planning and Preparation	1A-Demonstrating Knowledge of Content and Pedagogy					
	1B-Demonstrating Knowledge of Students					
	1C-Selecting Instructional Outcomes					
	1D-Demonstrating Knowledge of Resources					
	1E-Designing Coherent Instruction					
	1F-Designing Student Assessment					
Domain 2 Classroom Environment	2A-Creating an Environment of Respect and Rapport					
	2B-Establishing a Culture of Learning					
	2C-Managing Classroom Procedures					
	2D-Managing Student Behavior					
	2E-Organizing Physical Space					
Domain 3 Instruction	3A-Communicating with Students					
	3B-Using Questioning and Discussion Techniques					
	3C-Engaging Students in Learning					
	3D-Using Assessment in Instruction					
	3E-Demonstrating Flexibility and Responsiveness					
Domain 4 Professional Responsibilities	4A-Reflecting on Teaching					
	4B-Maintaining Accurate Records					
	4C-Communicating with Families					
	4D-Participating in a Professional Community					
	4E-Growing and Developing Professionally					
	4F-Demonstrating Professionalism					

<b>Overall Rating</b>	I	D	A	E
<b>Strengths related to the components of the Kentucky Framework for Teaching</b>				
<b>Priority Areas for Professional Growth</b>				

Teacher/Date \_\_\_\_\_ Evaluator /Date \_\_\_\_\_

**REQUIRED**

Sources of Evidence	+	Professional Judgment	=	Performance Measure Rating
---------------------	---	-----------------------	---	----------------------------

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

### Middlesboro Independent Schools Ratings of Performance Measures

	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
<u>Teacher Criteria</u> Kentucky Framework for Teaching	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
Required Evidence to inform measures	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG /Reflection
Possible Sources of Evidence	-Lesson Plans -Curriculum Guides -Reflection -Walk Throughs	-Surveys -Walk Throughs	-Student Work -Walk Throughs -Surveys	-PGG -Reflection -Walk Throughs -School Improvement Plan -Completion of Professional Development Requirements
<b>OVERALL RATING</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>



Overall Summative Rating

District Determined  
Decision Rules

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator's rating on each of the four performance measures. (REG) Sec. 8, 3 Performance Criteria: Sec. 8, 2-

\_\_\_\_\_  
Educator Signature

\_\_\_\_\_  
Date

---

Evaluator Signature

---

Date

Kentucky Framework for Specialists Self-Reflection

Instructional Specialists

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

**REQUIRED**

## Middlesboro Independent Instructional Specialist Observation Tool

Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary

Educator Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade/Class: \_\_\_\_\_ Number of Students: \_\_\_\_\_

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

<b>Strengths related to the components of the Kentucky Framework for Teaching</b>
<b>Priority Areas for Professional Growth</b>

Teacher/Date \_\_\_\_\_ Evaluator /Date \_\_\_\_\_

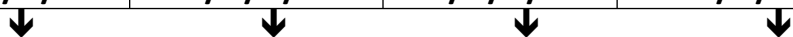
**REQUIRED**

Sources of Evidence	<b>+</b>	Professional Judgment	<b>=</b>	Performance Measure Rating
---------------------	----------	-----------------------	----------	----------------------------

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Middlesboro Independent Schools Ratings of Performance Measures**

Instructional Specialist	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
<u>Other Professionals Criteria</u> Kentucky Framework for Specialists	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
Required Evidence to inform measures	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG /Reflection -Accurate Records -Professional Development Log
Possible Sources of Evidence	-Student Plans -Knowledge of Service Area -Reflection -Walk Throughs -Lesson Plans -Curriculum Guides	-Surveys -Walk Throughs -Management -Organization -Routines -Procedures -Time Management -Referrals	-Assessment of Student Needs -Walk Throughs -Surveys -Referrals -Communication with Stakeholders -Developing and Implementing Plans	-Maintaining Accurate Records -PGG -Professional Development -Reflection -Walk Throughs -School Improvement Plan -Collaborating with Educators -Communication
<b>RATING</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>



Overall Summative Rating
--------------------------

District Determined  
Decision Rules

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator’s rating on each of the four performance measures. (REG) Sec. 8, 3 Performance Criteria: Sec. 8, 2-

---

Instructional Specialist Signature

---

Date

---

Evaluator Signature

---

Date

## Kentucky Framework for Specialists Self-Reflection

### Library Media Specialist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Component:	Self-Assessment:				Rationale:
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	



**REQUIRED**

## Middlesboro Independent Library Media Specialist Observation Tool

Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary

Educator Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade/Class: \_\_\_\_\_ Number of Students: \_\_\_\_\_

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

**Overall Rating**      I    D    A    E

<b>Strengths related to the components of the Kentucky Framework for Teaching</b>
<b>Priority Areas for Professional Growth</b>

Teacher/Date \_\_\_\_\_ Evaluator /Date \_\_\_\_\_

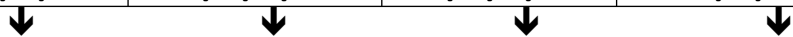
**REQUIRED**

Sources of Evidence	<b>+</b>	Professional Judgment	<b>=</b>	Performance Measure Rating
---------------------	----------	-----------------------	----------	----------------------------

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Middlesboro Independent Schools Ratings of Performance Measures**

Library Media Specialist	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
Other Professionals Criteria Kentucky Framework for Specialists	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
Required Evidence to inform measures	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG /Reflection -Accurate Records -Professional Development Log
Possible Sources of Evidence	-Student Plans -Knowledge of Service Area -Reflection -Walk Throughs -Lesson Plans -Curriculum Guides	-Surveys -Walk Throughs -Management -Organization -Routines -Procedures -Time Management -Referrals	-Assessment of Student Needs -Walk Throughs -Surveys -Referrals -Communication with Stakeholders -Developing and Implementing Plans	-Maintaining Accurate Records -PGG -Professional Development -Reflection -Walk Throughs -School Improvement Plan -Collaborating with Educators -Communication
<b>RATING</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>



Overall Summative Rating District Determined Decision Rules
---

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator's rating on each of the four performance measures. (REG) Sec. 8, 3 Performance Criteria: Sec. 8, 2-

Library Media Specialist Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

## Kentucky Framework for Specialists Self-Reflection

### Therapeutic Specialist – Speech Pathologist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

**REQUIRED**

**Middlesboro Independent Therapeutic Specialist – Speech Pathologist Observation Tool**

Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary

Educator Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade/Class: \_\_\_\_\_ Number of Students: \_\_\_\_\_

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

**Overall Rating**    I    D    A    E

**Strengths related to the components of the Kentucky Framework for Teaching**

**Priority Areas for Professional Growth**

--

Teacher/Date \_\_\_\_\_ Evaluator /Date \_\_\_\_\_

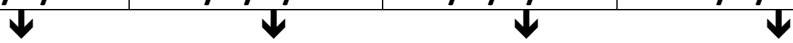
**REQUIRED**

Sources of Evidence	+	Professional Judgment	=	Performance Measure Rating
---------------------	---	-----------------------	---	----------------------------

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Middlesboro Independent Schools Ratings of Performance Measures**

Therapeutic Specialist- Speech Pathologist	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
<u>Other Professionals Criteria</u> Kentucky Framework for Specialists	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
Required Evidence to inform measures	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG /Reflection -Accurate Records -Professional Development Log
Possible Sources of Evidence	-Student Plans -Knowledge of Service Area -Reflection -Walk Throughs -Lesson Plans -Curriculum Guides	-Surveys -Walk Throughs -Management -Organization -Routines -Procedures -Time Management -Referrals	-Assessment of Student Needs -Walk Throughs -Surveys -Referrals -Communication with Stakeholders -Developing and Implementing Plans	-Maintaining Accurate Records -PGG -Professional Development -Reflection -Walk Throughs -School Improvement Plan -Collaborating with Educators -Communication
<b>RATING</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>



<p>Overall Summative Rating</p> <p>District Determined</p> <p>Decision Rules</p>
--

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator's rating on each of the four performance measures. (REG) Sec. 8, 3

Performance Criteria: Sec. 8, 2-

\_\_\_\_\_  
Therapeutic Specialist-Speech Pathologist Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

## Kentucky Framework for Specialists Self-Reflection

### School Guidance Counselor

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Component:	Self-Assessment:				Rationale:
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	

**REQUIRED**

## Middlesboro Independent School Guidance Counselor Observation Tool

Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary

Educator Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade/Class: \_\_\_\_\_ Number of Students: \_\_\_\_\_

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

<b>Overall Rating</b>	I	D	A	E
-----------------------	---	---	---	---

<b>Strengths related to the components of the Kentucky Framework for Teaching</b>
<b>Priority Areas for Professional Growth</b>



Teacher/Date \_\_\_\_\_ Evaluator /Date \_\_\_\_\_

**REQUIRED**

Sources of Evidence	<b>+</b>	Professional Judgment	<b>=</b>	Performance Measure Rating
---------------------	----------	-----------------------	----------	----------------------------

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Middlesboro Independent Schools Ratings of Performance Measures**

School Guidance Counselor	Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
<u>Other Professionals Criteria</u> Kentucky Framework for Specialists	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Delivery of Service	Domain 4: Professional Responsibilities
Required Evidence to inform measures	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG /Reflection -Accurate Records -Professional Development Log
Possible Sources of Evidence	-Student Plans -Knowledge of Service Area -Reflection -Walk Throughs -Lesson Plans -Curriculum Guides	-Surveys -Walk Throughs -Management Organization -Routines -Procedures -Time Management -Referrals	-Assessment of Student Needs -Walk Throughs -Surveys -Referrals -Communication with Stakeholders -Developing and Implementing Plans	-Maintaining Accurate Records -PGG -Professional Development -Reflection -Walk Throughs -School Improvement Plan -Collaborating with Educators -Communication
<b>RATING</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>



Overall Summative Rating

District Determined  
Decision Rules

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator's rating on each of the four performance measures. (REG) Sec. 8, 3 Performance Criteria: Sec. 8, 2-

Guidance Counselor Signature

Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

### Middleboro Independent Schools

#### MINIMUM CRITERIA FOR DETERMINING Determining the Overall Summative Rating SUMMATIVE RATING FOR TEACHERS AND OTHER PROFESSIONALS

IF...	THEN...
Performance Measures <i>Environment</i> and <i>Instruction</i> are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures <i>Environment</i> OR <i>Instruction</i> are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures <i>Planning</i> OR <i>Professionalism</i> are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

EXEMPLARY  
DEVELOPING

ACCOMPLISHED  
INEFFECTIVE

**Middlesboro Independent Schools  
Certified Personnel Evaluation System  
(CPES)  
for  
Principals  
and  
Assistant Principals**

## **Principals and Assistant Principals:**

### **Evaluation Process**

1. The evaluation process shall be consistent with the Middlesboro Board of Education policies.
2. Administrators shall receive summative evaluations annually.
3. The summative evaluation for administrators shall be completed by June 15.
4. There will be an initial (within the first 9 weeks) and a mid-year evaluation (immediately following the fall semester), with both serving as required sources of evidence.
5. Copies of required evidence, sources and summative ratings will be kept in the employee's official personnel file.
6. Each certified staff member will complete a professional growth goal and reflection annually. The immediate supervisor of the certified staff member will review these growth goals annually.
7. Professional Growth Goals will meet the requirements of the CPES and align with the school and district improvement plans. All plans will be submitted to the supervisor.
8. All monitoring and observations of performance will be conducted openly.
9. During the summative conference, the primary evaluator will review all the evaluation materials collected during the summative evaluation cycle including all applicable Professional Growth and Evaluation Data. The administrator will be given a copy of the evaluation instrument and the evaluator will keep a copy. Also the evaluator will inform the administrator that he/she may submit a written response and or file an appeal with the District Appeals Committee if they are not in agreement with the summative evaluation.
10. If a summative evaluation instrument is marked ineffective on any one or more measure, or if an immediate change is required in administrator behavior or practice, a Individual Corrective Action Plan may be developed.
11. All employees shall be afforded an opportunity for a review of their evaluations. All evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and the evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's official personnel file.
12. The Superintendent may extend annually any deadline in this plan provided that the extension falls within the deadlines for personnel decisions specified by state law. Affected individuals will be notified in writing.

### **Sources of Evidence**

#### **Required**

Copies of required evidence will be kept in the employee's official personnel file.

- **Initial Observation and Mid-Year Observation**
- **Professional Growth Planning and Self-Reflection**
- The Professional Growth Goal is a required source of evidence.
- All teachers and other professionals will participate in self-reflection and professional growth planning each year.

- Reflective practices and professional growth planning are iterative processes.
- The professional reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
- Collaborates with the evaluator or designee to develop a professional growth plan and action steps (prior to September 30)
- Implements the plan throughout the school year
- Regularly reflects on the progress and impact of the plan on his or her professional practice
- Modifies the plan as appropriate
- Continues implementation and ongoing reflection
- Evaluator and educator will meet to discuss the summative reflection on the degree of goal attainment/next steps (prior to June 15)
- The Professional Growth Goal 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 will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Professional Growth Goal will align with school/district improvement plans.

### **Observation**

- The observation process is a required source of evidence. Three Observations will occur annually, including Initial, Mid-Year and Summative.
- Copies of required evidence, sources and summative ratings will be kept in the employee's official personnel file.
- A face-to-face post-conference will be held within five working days after each observation in order to provide authentic and precise feedback in a timely manner.

### **Observation Model**

The observation model will fulfill the following minimum criteria:

- The summative evaluation conference shall be held at the end of the summative cycle prior to June 15

### **Possible Sources of Evidence**

Additional sources of evidence may be provided according to the requirements on page 44.

### **Determining the Overall Rating**

#### **Sources of Evidence**

Supervisors are responsible for determining an Overall Summative Rating for each principal and assistant principal at the conclusion of their summative evaluation year using the performance criteria specific for each role group. The Overall Summative District Rating will be determined by using identified sources of evidence, including the Professional Standards for Educational Leader, in combination with professional judgment to determine a rating for each performance

measure. The evaluator determines the overall summative rating by using the district-determined decision rules listed below.

## Middlesboro Independent Schools Determining the Overall Summative Rating

<b>MINIMUM CRITERIA FOR DETERMINING A SUMMATIVE RATING FOR PRINCIPALS AND ASSISTANT PRINCIPALS</b>	
<b>IF ...</b>	<b>THEN ...</b>
Performance Measures <i>Environment</i> and <i>Instruction</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>INEFFECTIVE</b>
Performance Measures <i>Environment</i> OR <i>Instruction</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>DEVELOPING OR INEFFECTIVE</b>
Performance Measures <i>Planning</i> OR <i>Professionalism</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall <b>NOT</b> be <b>EXEMPLARY</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>ACCOMPLISHED</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>ACCOMPLISHED</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>EXEMPLARY</b>

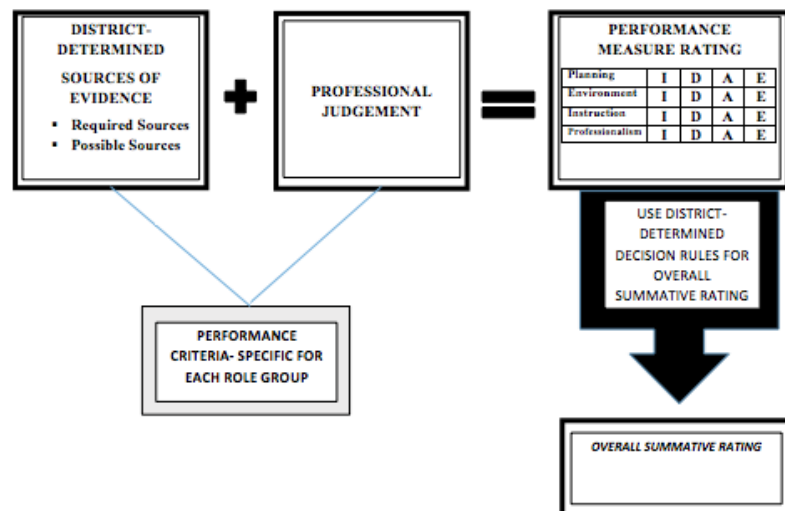
- EXEMPLARY
- DEVELOPING

- ACCOMPLISHED
- INEFFECTIVE

**Principal  
Assistant  
Principal**

### PROCESS FOR DETERMINING OVERALL SUMMATIVE RATING

**and**



## Performance Review

Initial

Mid-Year

**Directions:** Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard. The evaluator should maintain this form during the course of the evaluation cycle.

### STANDARD 1. MISSION, VISION, AND CORE VALUES

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

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Evident

Not Evident

Initial

Mid-Year

### STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Evident

Not Evident

Initial

Mid-Year

### **STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS**

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

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Evident

Not Evident

Initial

Mid-Year

### **STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT**

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

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.



- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Evident

Not Evident

Initial

Mid-Year

**STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS**

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

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

Evident

Not Evident

Initial

Mid-Year

**STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL**

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

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' & staff members' professional knowledge, skills, & practice through differentiated opportunities for learning & growth, guided by understanding of professional & adult learning & development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower & motivate teachers and staff to the highest levels of professional practice & to continuous learning & improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Evident

Not Evident

Initial

Mid-Year

**STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF**

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

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, & core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, & collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

Evident

Not Evident

Initial

Mid-Year

**STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY**

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

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

- e) Create means for the school community to partner with families to support student learning in & out of school.
- f) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build & sustain productive partnerships with public & private sectors to promote school improvement & student learning.

Evident     
  Not Evident                     
  Initial                     
  Mid-Year

**STANDARD 9. OPERATIONS AND MANAGEMENT**

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

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- c) Seek, acquire, & manage fiscal, physical, & other resources to support curriculum, instruction, & assessment; student learning community; professional capacity; & family & community engagement.
- d) Are responsible, ethical, and accountable stewards of the school’s monetary and non- monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers’ and other staff members’ work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop & maintain data & communication systems to deliver actionable information for classroom & school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

**STANDARD 9. OPERATIONS AND MANAGEMENT (continued)**

- l) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

Evident     
  Not Evident                     
  Initial                     
  Mid-Year

**STANDARD 10. SCHOOL IMPROVEMENT**

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

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.

- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Evident       Not Evident       Initial       Mid-Year

**Strengths:**

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

**Areas of Improvement:**

Principal's Name \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

**REQUIRED**

**Principal Summative Performance Report**

The principal should be given a copy of the form at the end of each evaluation cycle.

**Principal:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_ **School:** \_\_\_\_\_

**Performance Standard 1: Instructional Leadership**

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
---	--	-------------------	--------------------

The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Performance Standard 2: School Climate

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Performance Standard 3: Human Resources Management

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.
<input type="checkbox"/>			

**REQUIRED**

### Performance Standard 4: Organizational Management

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal excels at organizational	The principal fosters the success of all students by	The principal <b>inconsistently</b> supports,	The principal <b>inadequately</b> supports,

management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	supporting, managing, and overseeing the school's organization, operation, and use of resources.	manages, or oversees the school's organization, operation, or use of resources.	manages, or oversees the school's organization, operation, or use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Performance Standard 5: Communication and Community Relations

<b>Exemplary</b> In addition to meeting the requirements for Accomplished	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with-stakeholders.	The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Performance Standard 6: Professionalism

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## REQUIRED

### Evaluation Summary

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

**Commendations:**

**Areas Noted for Improvement:**

**Improvement Goals:**

**Overall Evaluation Summary**

Overall Evaluation Summary Criteria			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
_____ Employee's Signature/Date		_____ Administrator's Signature/Date	

Evaluator's Name \_\_\_\_\_ Principal's Name \_\_\_\_\_

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

Date \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Name \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_

Date \_\_\_\_\_

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

- \* Professional Growth and Self Reflection
- \* Site-Visits
- \* Working Conditions Goal
- \* Other Sources of Evidence

**REQUIRED**

Sources of Evidence	<b>+</b>	Professional Judgment	<b>=</b>	Performance Measure Rating
---------------------	----------	-----------------------	----------	----------------------------

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

# Middlesboro Independent Schools Ratings of Performance Measures

	Measure 1: <b>Planning</b>	Measure 2: <b>Environment</b>	Measure 3: <b>Instruction</b>	Measure 4: <b>Professionalism</b>
Principal Criteria	Standards 1 Mission, Vision, and Core Values	Standard 3 Quality and Equity	Standard 4 Instruction	Standard 2: Ethics and Professionalism
Professional Standards for Educational Leaders	Standard 9 Operations and Management	Standard 7 Professional Community for Teachers and Staff	Standard 5 Assessment	Standard 8: Meaningful Engagement of Families and Community
Performance Measures Environment and Instruction are rated	Standard 10 Improvement		Community of Care and Support for Educators	
Required Evidence to inform measures	-Observations -Evaluations -PGG/Reflection -Financial Records	-Surveys -Observations -PGG/Reflection -Site Visits	-Schedules -PGG/Reflection -Observations -Surveys	-Observations -PGG /Reflection -EILA/PD Logs -Site Visits
Possible Sources of Evidence	-Recruit, Assign & Retain HQ Staff -Implements Evaluation Plan -Develop Leaders -SBDM Consultation - Knowledge of School Law -Safety Policies -Efficient Monitoring -Fiscally Responsible -Includes Stakeholders	-Learning Environment -Collaboration -Procedures -Policies -Communication -SBDM Information -Stakeholder Engagement -Family Engagement -Utilize Resources	-Plans, Implements, Supports, Monitors, and Evaluates Professional Learning, Curriculum, Instruction, and Assessments -Time Management -Communication	-PGG -Reflection -Walk Throughs -School Improvement Plan -Professional Standards and Ethics -Professional Learning -Surveys -Collaboration
<b>RATING</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>

Overall Summative Rating

District Determined Decision Rules

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator’s rating on each of the four performance measures. (REG) Sec. 8, 3 Performance Criteria: Sec. 8, 2-

\_\_\_\_\_  
Administrator Signature Date

\_\_\_\_\_  
Evaluator Signature Date

## Middlesboro Independent Schools Determining the Overall Summative Rating



Performance Measures <i>Environment</i> OR <i>Instruction</i> are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures <i>Planning</i> OR <i>Professionalism</i> are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

EXEMPLARY

ACCOMPLISHED

DEVELOPING

INEFFECTIVE

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

**Reflective Practice, Working Conditions & Professional Growth  
Planning Template**

---

<b>Principal</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

**Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System**

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.

Standard	Self-Assessment				Strengths and areas for growth
<b>1. Instructional Leadership</b> <i>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.</i>	I	D	A	E	
<b>2. School Climate</b> <i>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>	I	D	A	E	
<b>3. Human Resource Management</b> <i>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>	I	D	A	E	
<b>4. Organizational Management</b> <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
<b>6. Professionalism</b> <i>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>	I	D	A	E	

- Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.
-

**Part B: Professional Growth & Effectiveness Data Reflection**

What do I need to learn to meet my Working Conditions Goal?

**Other Information on which to Reflect**

**Survey Results**  VAL-ED 360  Other: \_\_\_\_\_

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

**Questions to Consider:**

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

**Other Data**  Student Achievement Data  Non-Academic Data  
 Supervisor Feedback  Other

Data Selected	Results

**Questions to Consider:**

How does the additional data inform your decision about your learning needs?

## Part C: Connecting Priority Growth Needs to Professional Growth Planning

**1) Initial Reflection:** Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>• What do I want to change about my practices that will effectively impact student learning?</li> <li>• How can I develop a plan of action to address my professional learning?</li> <li>• How will I know if I accomplished my objective?</li> </ul>	
---	--

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

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 Working Conditions/Professional Growth Goal

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

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

<b>Date:</b>	
<b>End-of-Year Data Results</b> (Accomplishments at the end of year.)	
<b>Date:</b>	<b>End of Year TELL KY Working Conditions Growth Reflection:</b>
<b>Date:</b>	<b>End of Year Professional Growth Reflection:</b>

<b>Next Steps:</b>

<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent's Signature:</b>	<b>Date:</b>

---

**Middlesboro Independent Schools  
Certified Personnel Evaluation System  
(CPES)  
for  
Other District Administrators**

## **Other District Administrators:**

### **Evaluation Process**

1. The evaluation process shall be consistent with the Middlesboro Board of Education policies.
2. Administrators shall receive summative evaluations annually.
3. The summative evaluation for administrators shall be completed by June 15.
4. There will be an initial (within the first 9 weeks) and a mid-year evaluation (immediately following the fall semester), with both serving as required sources of evidence.
5. Copies of required evidence, sources and summative ratings will be kept in the employee's official personnel file.
6. Each certified staff member will complete a professional growth goal and reflection annually. The immediate supervisor of the certified staff member will review these growth goals annually.
7. Professional Growth Goals will meet the requirements of the CPES and align with the school and district improvement plans. All plans will be submitted to the supervisor.
8. All monitoring and observations of performance will be conducted openly.
9. During the summative conference, the primary evaluator will review all the evaluation materials collected during the summative evaluation cycle including all applicable Professional Growth and Evaluation Data. The administrator will be given a copy of the evaluation instrument and the evaluator will keep a copy. Also the evaluator will inform the administrator that he/she may submit a written response and or file an appeal with the District Appeals Committee if they are not in agreement with the summative evaluation.
10. If a summative evaluation instrument is marked ineffective on any one or more measure, or if an immediate change is required in administrator behavior or practice, a Individual Corrective Action Plan may be developed.
11. All employees shall be afforded an opportunity for a review of their evaluations. All evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and the evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's official personnel file.
12. The Superintendent may extend annually any deadline in this plan provided that the extension falls within the deadlines for personnel decisions specified by state law. Affected individuals will be notified in writing.

### **Sources of Evidence**

#### **Required**

Copies of required evidence will be kept in the employee's official personnel file.

- **Initial Observation and Mid-Year Observation**

- **Professional Growth Planning and Self-Reflection**

- The Professional Growth Goal is a required source of evidence.
- Reflective practices and professional growth planning are iterative processes.
- The professional reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus
- Collaborates with the evaluator or designee to develop a professional growth plan and action steps (prior to September 30)
- Implements the plan throughout the school year
- Regularly reflects on the progress and impact of the plan on his or her professional practice
- Modifies the plan as appropriate
- Continues implementation and ongoing reflection
- Evaluator and educator will meet to discuss the summative reflection on the degree of goal attainment/next steps (prior to June 15)
- The Professional Growth Goal 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 will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Professional Growth Goal will align with school/district improvement plans.

### **Observation**

- The observation process is a required source of evidence. Three Observations will occur annually, including Initial, Mid-Year and Summative.
- Copies of required evidence, sources and summative ratings will be kept in the employee's official personnel file.
- A face-to-face post-conference will be held within five working days after each observation in order to provide authentic and precise feedback in a timely manner.

### **Observation Model**

The observation model will fulfill the following minimum criteria:

The summative evaluation conference shall be held at the end of the summative cycle prior to June 15

### **Possible Sources of Evidence**

Additional sources of evidence may be provided according to the requirements on page 54 .

### **Determining the Overall Rating**

#### **Sources of Evidence**

Supervisors are responsible for determining an Overall Summative Rating for each district level administrator at the conclusion of their summative evaluation year using the performance criteria specific for each role group. The Overall Summative District Rating will be determined



by using identified sources of evidence, including ISLLC Standards, in combination with professional judgment to determine a rating for each performance measure. The evaluator determines the overall summative rating by using the district-determined decision rules listed below.

## Middlesboro Independent Schools Determining the Overall Summative Rating

<b>MINIMUM CRITERIA FOR DETERMINING A SUMMATIVE RATING FOR OTHER DISTRICT ADMINISTRATORS</b>	
<b>IF...</b>	<b>THEN...</b>
Performance Measures <i>Environment</i> and <i>Instruction</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>INEFFECTIVE</b>
Performance Measures <i>Environment</i> OR <i>Instruction</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>DEVELOPING OR INEFFECTIVE</b>
Performance Measures <i>Planning</i> OR <i>Professionalism</i> are rated <b>INEFFECTIVE</b>	Summative Rating shall <b>NOT</b> be <b>EXEMPLARY</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>ACCOMPLISHED</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>ACCOMPLISHED</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>EXEMPLARY</b>

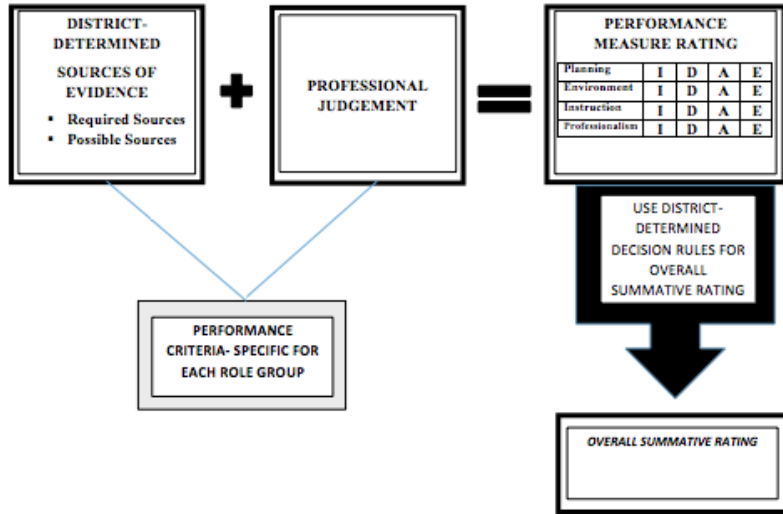
- EXEMPLARY
- DEVELOPING

- ACCOMPLISHED
- INEFFECTIVE

**PROCESS FOR DETERMINING OVERALL SUMMATIVE RATING**

OTHER

DISTRICT



**ADMINISTRATORS  
EVALUATION STANDARDS/MEASURES AND PERFORMANCE CRITERIA  
FOR EDUCATION ADMINISTRATORS-2008 ISLLC STANDARDS**

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

*Review the following standard titles and descriptions of each:*

<b>ISLLC Evaluation Standards for Education Administrators</b>	
<b>1. <u>Vision</u></b>	An education leader promotes the success of every student by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</b>
<b>2. <u>School Culture and Learning</u></b>	An education leader promotes the success of every student by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>

<p><b>3. <u>Management</u></b></p> <p>An education leader promotes the success of every student by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b></p>
<p><b>4. <u>Collaboration</u></b></p> <p>An education leader promotes the success of all students by <b>collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</b></p>
<p><b>5. <u>Integrity, Fairness, Ethics</u></b></p> <p>An education leader promotes the success of every student by acting <b>with integrity, fairness, and in an ethical manner.</b></p>
<p><b>6. <u>Political, Economic, Legal</u></b></p> <p>An education leader promotes the success of every student by <b>understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</b></p>

## ISLLC

### Evaluation Standards and Performance Criteria for Education Administrators

*(All performance criteria may not apply to all administrative positions.)*

#### Standard 1: Vision

An education leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

A.	Collaboratively develop and implement a shared vision and mission
B.	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C.	Create and implement plans to achieve goals
D.	Promote continuous and sustainable improvement
E.	Monitor and evaluate progress and revise plans

#### Standard 2: School Culture and Learning

An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

A.	Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B.	Create a comprehensive, rigorous, and coherent curricular program
C.	Create a personalized and motivating learning environment for students
D.	Supervise instruction
E.	Develop assessment and accountability systems to monitor student progress
F.	Develop the instructional and leadership capacity of staff
G.	Maximize time spent on quality instruction
H.	Promote the use of the most effective and appropriate technologies to support teaching and learning
I.	Monitor and evaluate the impact of the instructional program

#### Standard 3: Management

An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Performances – The administrator facilitates processes and engages in activities ensuring that

A.	Monitor and evaluate the management and operational systems
B.	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C.	Promote and protect the welfare and safety of students and staff
D.	Develop the capacity for distributed leadership
E.	Ensure teacher and organizational time is focused to support quality instruction and student learning

#### **Standard 4: Collaboration**

An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Collect and analyze data and information pertinent to the educational environment
<b>B.</b>	Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources
<b>C.</b>	Build and sustain positive relationships with families and caregivers
<b>D.</b>	Build and sustain productive relationships with community partners

#### **Standard 5: Integrity, Fairness, Ethics**

An education leader promotes the success of every student by acting **with integrity, fairness, and in an ethical manner.**

Performances – **The administrator facilitates processes and engages in activities ensuing that:**

<b>A.</b>	Ensure a system of accountability for every student’s academic and social success
<b>B.</b>	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
<b>C.</b>	Safeguard the values of democracy, equity, and diversity
<b>D.</b>	Consider and evaluate the potential moral and legal consequences of decision-making
<b>E.</b>	Promote social justice and ensure that individual student needs inform all aspects of schooling

#### **Standard 6: Political, Economic, Legal**

An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Advocate for children, families, and caregivers
<b>B.</b>	Act to influence local, district, state, and national decisions affecting student learning
<b>C.</b>	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

*Notes*

**SUMMATIVE CONFERENCING FORM**  
**Education Administrators**  
**ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH GOAL**  
**SUMMATIVE EVALUATION**

(Evaluator and evaluatee discuss and complete prior to developing the administrator’s professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

**Performance Rating Scale**

***Exemplary:*** the rating for performance that consistently exceeds expectations for effective performance.

***Accomplished:*** the rating for performance that consistently meets expectations for the effective performance.

***Developing:*** the rating for performance that inconsistently meets expectations for the effective performance.

***Ineffective:*** the rating for performance that consistently fails to meet expectations for effective performance.

**Standards/Performance Criteria**

<b>1: Vision</b>  <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			
	(*More than one (1) rating can be checked)			
	Exemplary	Accomplished	Developing	Ineffective
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
<b>Overall rating for Summative Evaluation Form</b>				

**Notes/Comments**

--

<b>2: School Culture and learning</b>	<b>Performance/Product/Portfolio Ratings</b>			
<i>The education leader promotes the success of every student by:</i>	(*More than one (1) rating can be checked)			
	Exemplary	Accomplished	Developing	Ineffective
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
<b>Overall rating for Summative Evaluation Form</b>				

<b>Notes/Comments</b>
-----------------------

<b>3: Management</b>	<b>Performance/Product/Portfolio Ratings</b>			
<i>The education leader promotes the success of every student by:</i>	(*More than one (1) rating can be checked)			
	Exemplary	Accomplished	Developing	Ineffective
A. Monitors and evaluates the management and operational systems				

B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
<b>Overall rating for Summative Evaluation Form</b>				

**Notes/Comments:**

<b>4: Collaboration</b>  <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b>			
	(*More than one (1) rating can be checked)			
	Exemplary	Accomplished	Developing	Ineffective
A. Collects and analyzes data and information pertinent to the educational environment				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				
D. Builds and sustains productive relationships with community partners				
<b>Overall rating for Summative Evaluation Form</b>				

**Notes/Comments:**



<b>5: Integrity, Fairness, Ethics</b>  <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b>			
	(*More than one (1) rating can be checked)			
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Ineffective</b>
A. Ensures a system of accountability for every student's academic and social success				
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior				
C. Safeguards the values of democracy, equality, and diversity				
D. Considers and evaluates the potential, moral and legal consequences of decision-making				
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
<b>Overall rating for Summative Evaluation Form</b>				

**Notes/Comments**

<b>6: Political, Economic, Legal</b>  <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b>			
	(*More than one (1) rating can be checked)			
	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Ineffective</b>
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
<b>Overall rating for Summative Evaluation Form</b>				

Notes/Comments



\_\_\_\_\_ Does not meet administrator standards for re-employment

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan. \*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*

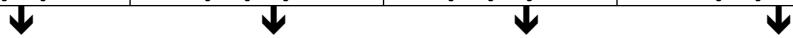
**REQUIRED**

Sources of Evidence	+	Professional Judgment	=	Performance Measure Rating
---------------------	---	-----------------------	---	----------------------------

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Middlesboro Independent Schools Ratings of Performance Measures**

	<b>Measure 1: Planning</b>	<b>Measure 2: Environment</b>	<b>Measure 3: Instruction</b>	<b>Measure 4: Professionalism</b>
<u>Other District Administrators</u> ISLLC Evaluation Standards for Education Administration	Standard 1: Vision  Standard 3: Management	Standard 2: School Culture and Learning	Standard 4: Collaboration	Standard 5: Integrity, Fairness, Ethics  Standard 6: Political, Economic Legal
Required Evidence to inform measures	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG/Reflection	-Observations -PGG /Reflection
Possible Sources of Evidence	-Vision and Mission Statements -Identify Goals -Implement, Monitor, Revise, and Evaluate Plans -Promote Safety of Student and Staff -Support Instruction and Student Learning	-Nurture and Sustain a Culture of High Expectations -Create a Curriculum Program -Supervise and Monitor Instruction -Assessment and Accountability -Promote Effective and Appropriate Technology	-Collect and Analyze Data -Promote Use of Community Resources -Build and Sustain Positive and Productive Relationships	-Ensure Accountability for All -Model Ethical Behavior -Practice Values of Democracy, Equity and Diversity -Advocate for Children and Their Caregivers Assess and Adapt Leadership Strategies
<b>RATING</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>	<b>I/D/A/E</b>



Overall Summative Rating
--------------------------

District Determined  
Decision Rules

**Evaluation Summary:**

- \_\_\_ Recommended for continued employment
- \_\_\_ Recommended for placement on a Corrective Action Plan
- \_\_\_ Recommendation for Non-Renewal

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator’s rating on each of the four performance measures. (REG) Sec. 8, 3                      Performance Criteria: Sec. 8, 2-

Administrator Signature

Date

Evaluator Signature

Date

<b>MINIMUM CRITERIA FOR DETERMINING A SUMMATIVE RATING FOR OTHER DISTRICT ADMINISTRATORS Middlesboro Independent Schools IF... THEN... Determining the Overall Summative Rating</b>	
Performance Measures <i>Environment</i> and <i>Instruction</i> are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures <i>Environment</i> OR <i>Instruction</i> are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures <i>Planning</i> OR <i>Professionalism</i> are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

**EXEMPLARY**

**DEVELOPING**

**ACCOMPLISHED**

**INEFFECTIVE**

**Evaluation Summary:**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan
- Recommendation for Non-Renewal

**Appeals/Hearings**

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.<sup>1</sup>

#### **ELECTION/TERMS**

Two (2) members of the panel shall be elected by and from the certified employees of the District. One (1) alternate shall also be elected by and from the certified employees to serve in the event an elected member cannot serve. The certified employee receiving the greatest number of votes shall be elected for a two-year term. The certified employee receiving the second greatest number of votes shall be elected to a one-year term. The next highest recipient of votes shall be designated as an alternative member. Once elected and appointed to the local Evaluation Appeals Panel, a certified employee shall not serve a subsequent term that is successive

Every two (2) years the Superintendent will present to the Board one (1) certified member and one (1) alternate to serve a two-year term.

#### **CHAIRPERSON**

The chairperson of the panel shall be the certified employee appointed by the Board.

#### **APPEAL TO PANEL**

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten (10) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

#### **APPEAL FORM**

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.

#### **CONFLICTS OF INTERESTS**

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

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 inlaws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

#### **BURDEN OF PROOF**

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

## **Appeals/Hearings**

### **Hearing**

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

#### **PANEL RECOMMENDATIONS**

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

#### **SUPERINTENDENT**

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent must respond to the appellant no more than fourteen (14) calendar days after receipt of the written statement from the Appeals Panel Chair.

In cases involving dismissal, the Superintendent's decision, under law, is final for non-tenured appellants. As required by law, tenured employees facing dismissal may appeal the Superintendent's decision to a tribunal created for that purpose. (Tribunal members are not employed by the District.)

Certified staff members who feel that the District is not properly implementing the evaluation plan as approved by the Kentucky Department of Education shall have the opportunity to appeal their evaluation to the Kentucky Board of Education.

#### **REVISIONS**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

#### **REFERENCES:**

<sup>1</sup>KRS 156.557; 704 KAR 003:370

703 KAR 005:225

OAG 92135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

#### **RELATED POLICIES:**

<sup>2</sup>03.15

02.14; 03.16

Adopted/Amended: 7/18/2017

Order #: 2017-2044

## Appeals/Hearings

### PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. 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 evidence supports the summative evaluation.

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.

### APPEALS

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 Evaluation Appeals Panel 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 as 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 audiotaped 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.

## Evaluation Appeal Form

### INSTRUCTIONS

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

<b>Employee's Name</b> _____		
<b>Home Address</b> _____		
<b>Job Title</b> _____	<b>Building</b> _____	<b>Grade or Department</b> _____

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

---

---

---

---

---

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_

Date \_\_\_\_\_

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

\_\_\_\_\_  
**Employee's Signature**

\_\_\_\_\_  
**Date**



## Roles and Definitions

1. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
3. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB and includes certified administrators, assistant principals, principals, other professionals and teachers.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purpose of providing feedback, analyzing the results of an observation and/or observations, and reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment and/or revision of a professional growth plan.
6. **Dual Role:** An educator who serves in more than one certified position
7. **Evaluatee:** Certified school personnel who are being evaluated.
8. **Evaluation Committee:** A group, consisting of an equal number of teachers and administrators who develop personnel evaluation procedures and forms for a local school district.
9. **Evaluator:** The immediate supervisor of the certified school personnel member being evaluated.
10. **Evaluator Certification:** successful completion of certified evaluation training to ensure that certified school personnel who serve as observed of evaluatees demonstrates proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
11. **Formative Evaluation:** a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.
12. **Job Category:** means a group or class of certified school personnel positions with closely related functions.
13. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified personnel evaluation system.
14. **Observation:** a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

15. **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals pursuant to Title 16 KAR.
16. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
17. **Performance Measure:** one of four measures defined in the Kentucky Framework for Personnel Evaluation, measures include PLANNING, ENVIRONMENT, INSTRUCTION and PROFESSIONALISM.
18. **Performance Rating:** the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district Certified Evaluation Plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings include EXEMPLARY, ACCOMPLISHED, DEVELOPING, and INEFFETIVE.
19. **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 that uses clear and timely formative feedback to guide professional growth.
20. **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.
21. **Sources of Evidence:** the district approved evidences aligned to the performance measures and used by evaluators to inform performance measures ratings.
22. **Summative Evaluation:** summary of, and conclusions from, the evaluation data, including formative evaluation data that: 1. Occur at the end of an evaluation cycle; and 2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.
23. **Summative Rating:** Overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. **Teacher:** 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.

### **Instructions for Completing the Individual Corrective Action Plan (ICAP)—**

An individual corrective action plan (ICAP) is required to be developed when an evaluatee does not meet one or more of the evaluation standards on the summative evaluation form. An ICAP may also be developed any time during the school year when there is documented evidence of unsatisfactory performance that has not been corrected through use of the individual professional growth plan or formative feedback.

The Corrective Action Plan is developed by the evaluator in collaboration with the evaluatee. Specific activities and an assistance team are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee must specifically identify and list, in writing:

- a. The standard not being met and the supporting performance criteria that identify the weakness(es)
- b. The growth objectives needed to meet the standard
- c. The activities and procedures to achieve the objectives to improve performance
- d. The means of assessing the evaluatee's improvement toward the objectives
- e. Timeline of targeted dates for activities for improvement of performance and appraisal of improvement
- f. An assistance team
  1. The primary evaluator in consultation with the evaluatee selects the assistance team which will include the principal, a central office administrator, and other personnel as deemed necessary by the primary evaluator
  2. The evaluator will make the final determination of team members.
  3. The evaluator/evaluatee/and team members meet to discuss the assistance process
  4. Each meeting of the assistance team is documented in summary format with recommendations

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form. Documentation of all reviews, corrective actions, and the evaluator's assistance must be provided as they occur to the evaluatee.

If the employee, in the judgment of the evaluator makes progress then the summative evaluation is completed and the summative conference occurs. The employee is then back on an individual professional growth plan or may remain on the corrective action for the next year.

Employees who fail to make sufficient progress to meet evaluation standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15th.

**MIDDLESBORO INDEPENDENT SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN (ICAP)**

Staff Member	School/Work Site	Date ICAP Developed
Assistance Team Members/Roles		Meeting Dates (Summary of Meetings to be attached)

Standard to be Addressed
Performance Criteria to be Addressed
ICAP Objective(s) to Achieve Improved Performance

--	--

Activities and Procedures to Achieve Objective(s)	Date to be completed
---	----------------------

Assessment/Appraisal of Achieving Objective(s)	Date to be completed
--	----------------------

Recommendation from Assistance Team	Date
-------------------------------------	------

Individual Corrective Action Plan Developed	Annual Review: Continued	Achieved	Revised
---	-----------------------------	----------	---------

Evaluatee's Signature/Date:	Evaluatee's Signature/Date:
Evaluator's Signature/Date:	Evaluator's Signature/Date:

**The signatures indicate that the evaluatee and evaluator have read this document.\* A copy is to be sent to Central Office and filed in the evaluatee's district personnel file by after review**

### MIS- Corrective Action Plan

#### DATE VERIFICATION OF STEPS

Steps	Date
Need for Individual Corrective Action Plan Conveyed to Evaluatee	
Development of Corrective Action Plan by Evaluator in Collaboration with Evaluatee	
Assistance Team Selected	
Orientation Meeting of Assistance Team to determine role of members	
1 <sup>st</sup> Meeting of Assistance Team/review of progress on ICAP	
2 <sup>nd</sup> Meeting of Assistance Team/review of progress on ICAP	
3 <sup>rd</sup> Meeting of Assistance Team/review of progress on ICAP	
4 <sup>th</sup> Meeting of Assistance Team/review of progress on ICAP	
Recommendation of Assistance Team	
Summative Conference with Employee	
Summative Evaluation	
Conference with Superintendent (if necessary)	
Termination Letter (if necessary)	
<b>Signatures:</b>	
Primary Evaluator	
Evaluator (if different from primary evaluator)	
Evaluatee	

Team Members:	

Individual Corrective Action Plan-- ASSISTANCE TEAM LOG

Date of Meeting: \_\_\_\_\_

Employee: \_\_\_\_\_

Team Members Present:

_____	_____
_____	_____
_____	_____

Summary of Meeting:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Date of Next Meeting: \_\_\_\_\_

MIDDLESBORO INDEPENDENT SCHOOLS WALK THROUGH DOCUMENT

NAME: _____ DATE: _____ PERIOD: _____ GRADE: _____ NUMBER OF STUDENTS: _____ LEARNING TARGET:	
2A-Creating an environment of respect and rapport	2B-Establishing a culture for learning
2C-Managing Classroom procedures	2D-Managing Student behavior
2E-Organizing physical space	

- Learning Target Posted
- Bell Ringer
- Closure

3A-Communicating with students

3B-Questioning and discussion techniques

3C-Engaging Students in Learning

3D-Using Assessment in Instruction

3E-Demonstrating Flexibility and Responsiveness

# Standard 1: Mission, Vision and Core Values

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

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

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

**Critical Attributes**

	The school leader provides no and/or minimal opportunities to engage stakeholders.	The school leader provides compliance driven opportunities to engage key	<b>The school leader regularly collaborates with stakeholders, representing diverse roles, and</b>	The school leader prioritizes and works to retain and strengthen partnerships with
--	--	--	--	--

<p>The school leader lacks conviction in activities related to vision/mission work.</p> <p>The school leader does not facilitate a data analysis process to develop the school's mission and vision.</p> <p>The school leader does not use a continuous improvement process to ascertain progress of vision/mission and core values to achieve goals.</p>	<p>stakeholder perspectives.</p> <p>The school leader communicates the importance of achieving the school's mission and vision but has limited/inconsistent success related to school and community "buy-in."</p> <p>The school leader facilitates a data analysis process, using relevant and multiple sources to inform the school's mission/vision action steps.</p> <p>The school leader sporadically utilizes a process to formally review and/or refine the vision, mission and core values to achieve goals.</p>	<p><b>validates their perspectives with action. (b, c, f, g)</b></p> <p><b>The school leader advocates the importance of achieving the school's mission and vision and creates "buy-in" within the school and community. (c, f, g)</b></p> <p><b>The school leader ensures school vision/mission includes a laser-like focus on student academic achievement and social/emotional development and instructional/organizational practices to promote this. (a, b, c, e, g)</b></p> <p><b>The school leader uses a formalized process to develop and to ensure continuous review and refinement of vision, mission and core values to achieve goals. (a, b, c, d, e, g)</b></p>	<p>diverse stakeholders to collaboratively address and assume responsibility for identified needs.</p> <p>The school leader expects teachers to take responsibility for ALL students in collaborative planning, supervision and data analysis; not just those students in their own classrooms.</p> <p>Review and evaluate stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school's mission and vision, as needed.</p> <p>Multiple data points (based on school and student needs) are used to inform or revise the mission, vision and core values to achieve goals.</p>
---	---	---	--

**Possible Examples**

Principal says, "I will just write this mission out when the teachers	Principal says, "My special needs teachers already have to stay	<b>The majority of stakeholders surveyed (80%) completed the school-developed survey</b>	Language of "we" and "our students" used by all stakeholders.
---	---	--	---

<p>are in a PD session after school. It will be a lot faster that way.”</p> <p>The mission/vision that is on the school webpage is different than the mission/vision that is printed on the cover of the Student Handbook.</p> <p>Parent survey results indicate the majority of respondents feel the school makes decisions based on the needs of adults instead of students.</p> <p>School has a policy that does not permit student schedules to be changed after the first week of classes.</p> <p>School leader does not follow through when instructed to collaborate with personnel from local postsecondary institutions regarding the performance of school graduates at these institutions.</p> <p>Master schedule does not prioritize collaborative planning time for teachers.</p>	<p>after school for so many meetings, I am not going to require them to attend this meeting about mission/vision. I will just send them the minutes of the meeting.”</p> <p>Only end-of-the year benchmark data is reviewed to inform progress.</p> <p>Professional development funds are being used annually to provide teacher training in collaborative structures; however, no process is utilized to gauge impact.</p> <p>The principal provides SBDM council minutes documenting the review of the school's mission and vision.</p> <p>The school leader provides sign-in sheets of committee meetings documenting work on mission and vision.</p> <p>School leader provides copies of the CSIP linked to mission and vision.</p>	<p><b>about Core Values and their input guided the team’s planning.</b></p> <p><b>Students report that they had a voice in the development of the school’s educational mission.</b></p> <p><b>Individual student data is analyzed regularly and used to inform the educational mission.</b></p> <p><b>Examples are provided of how staff members have used student achievement data to improve performance.</b></p> <p><b>Minutes from the meeting reflect attendance and participation from an extensive group of stakeholders.</b></p> <p><b>Principal facilitates EL teachers in the building to observe highly effective EL instructional practices in neighboring districts.</b></p>	<p>Agenda items with notes that show a discussion or emphasis on “shared responsibility”</p> <p>During a PLC session, teacher A suggests they attend a summer PD session together. Teacher B asks for clarification as to how the session aligns to the school’s mission, vision and core values.</p> <p>Students present to the local Chamber of Commerce about the school’s vision, mission and core values.</p> <p>Survey of staff, parents, students and other stakeholders meet district or school targets for reported understanding of, and commitment to, the school’s mission, vision, core values and goals.</p>
--	---	---	--

School leader informs the faculty that the school has gotten a grant that requires all teachers to use a specific literacy strategy. A faculty member asks, "How do we know this strategy will work for our students?" The school leader responds, "All I know is that we get \$10,000 for using the strategy."

Professional Development based solely on teacher interests.

**School webpage visibly and prominently communicates mission and vision.**

**Surveys of staff, parents, students, and other groups meet district or school participation targets for stakeholder involvement in the development of the school's mission, vision, core values, and goals.**

**At-risk list of students is utilized and plans for strategic support are developed.**

**Intervention meeting notes reflect gaps identified through data analysis and a strategy developed to close them.**

**Calendar or schedule for staff shared practice time and written description of how this time is used to improve professional practice and student learning (may include agenda, protocols, etc.).**

**Results of schoolwide or student learning action**

**research studies are utilized to inform targeted improvement efforts.**

**Master schedule documenting individual and collaborative planning time for every teacher.**

**Evidence of team development and evaluation of lessons demonstrated.**

**Written student outcome goals at the school, classroom, grade, subject, subgroup and student group that are clear, rigorous and based on standards.**

**When the teacher complains about schedule changes made after school started, the principal responds “The schedule wasn’t working for our students so it had to be changed.”**

**Routine communication with staff and stakeholders connects to vision, mission and core values.**

**Parents, staff and others are clear about academic expectations (observations and artifacts; homework policy; academic guidelines; parent handbook).**

**Building level staff**



**development plan is aligned to the school's mission, vision and goals.**

**There is visible alignment between the vision, school mission and identified goals (observations and artifacts; School Improvement Plan, School Report Card, grade level goals, individual student goals).**

**With passion and conviction, the principal presents often to stakeholder groups about the importance of achieving the school's mission and vision.**

**Written values and beliefs reflect high expectations for all groups of students.**

**Mission/vision statement posters are evident everywhere (school/businesses).**

**Internal/external communication structures are in place to promote vision/mission (website, social media, newsletters, etc.).**

**Collaboratively developed mission/vision is shared with the board and feedback was solicited for ideas for improvement.**

**School newsletter and/or local newspaper partners with school leadership to promote stakeholder involvement in the development and refinement of the mission & vision.**

**There is 2-way communication with local community/service organizations about the vision for learning.**

**Professional reading log demonstrates study on best practice for developing and enacting a mission/vision.**

**Calendar reflects vision/mission meetings planned in conjunction with pertinent data release and review over the entire year.**

**Resources are allocated to support the implementation of learning activities to meet the mission, vision and core values.**

**Based on high referral rates and a recommendation from the juvenile court designee, the principal, in collaboration with the school guidance counselor, proposes to the SBDM council that an evaluation of the school's discipline policies, with a focus on trauma-informed care led by a school social worker, be prioritized work for the group.**

School leader utilizes advisory and steering committees to analyze data and develop, implement and evaluate Comprehensive School Improvement Plans (CSIP).

## **Standard 2: Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

<b>Elements</b>	<b>Performance Levels</b>			
	An <b><i>Ineffective</i></b> School Leader ...	A <b><i>Developing</i></b> School Leader ...	An <b><i>Accomplished</i></b> School Leader ...	An <b><i>Exemplary</i></b> School Leader ...
<b>a.</b>	Fails to act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, or in any other aspect of school leadership.	Inconsistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources and/or in any other aspect of school leadership.	<b>Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.</b>	Consistently holds and models the highest standards of personal and professional conduct in all aspects of school leadership and is recognized as a “leader among leaders.”
<b>b.</b>	Does not practice or promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning or continuous improvement.	Inconsistently practices and/or promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and/or continuous	<b>Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement.</b>	Creates systems that promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement within the

		improvement.		school and community.
<b>c.</b>	Fails to place children at the center of education and takes little to no responsibility for the academic success and well-being for students.	Inconsistently places children at the center of education and accepts minimal responsibility for each student's academic success and well-being.	<b>Places children at the center of education and accepts responsibility for each student's academic success and well-being.</b>	Creates a shared responsibility that ensures prioritizing children at the center of education to ensure each student's academic success and well-being.
<b>d.</b>	Does not safeguard or promote the values of democracy, individual freedom and responsibility, equity, social justice, community, or diversity.	Inconsistently safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	<b>Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.</b>	Creates a shared responsibility within the school community to prioritize the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.
<b>e.</b>	Fails to lead with interpersonal and communication skills, lacks social emotional insight, or exhibits minimal understanding of all students' and staff members' backgrounds and cultures.	Inconsistently leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	<b>Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.</b>	Builds the capacity of all members of the school community to utilize interpersonal and communication skills and social emotional insight that demonstrates understanding of all students' and staff members' backgrounds and cultures.
<b>f.</b>	Fails to provide moral direction for the school or fails to promote ethical and professional behavior among faculty and staff.	Inconsistently provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	<b>Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.</b>	All systems within the school operate from a perspective of moral, ethical and professional behavior.
<b>Critical Attributes</b>				
	Actions and lack of ethical conduct portray	Sometimes demonstrates a lack of respect for self	<b>Personal and professional conduct is beyond reproach</b>	Advances commendable ethical practices of

<p>negative perception of the profession.</p> <p>Does not hold self or others accountable to establish or implement professional norms.</p> <p>Fosters an adult-centered culture.</p> <p>Displays lack of detailed oversight of school resources/human resources.</p>	<p>or others when communicating, decision-making, and managing fiscal and human resources.</p> <p>Inconsistent implementation of professional norms.</p> <p>Sometimes displays a lack of judgement in efforts to model fairness, trust, perseverance and/or continuous learning and improvement.</p> <p>Inconsistently focuses on student-centered decision making.</p>	<p><b>when communicating, decision-making, and managing fiscal and human resources, and behavior serves as a model.</b> (a, b, d, e, f)</p> <p><b>Implements professional norms for collaborative work among school staff.</b> (a, b, d, e, f)</p> <p><b>Emphasizes the well-being of students in all decision-making.</b> (a, b, c, e, f)</p> <p><b>Displays behavior consistent with the Professional Code of Ethics for Kentucky School Certified Personnel.</b> (a, b, d, f)</p>	<p>educators and promotes positive perception of the profession.</p> <p>Collaborates with stakeholders to create systemic approaches that foster shared responsibility for ensuring integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement for all students.</p> <p>Empowers others through a collaborative leadership model to utilize interpersonal and communication skills and social emotional insight that demonstrates understanding of all students' and staff members' backgrounds and cultures.</p>
---	---	--	---

**Possible Examples**

<p>Principal disregards or is not aware of Redbook protocol or SBDM policies.</p>	<p>Principal communication, including emails, lacks professionalism (spelling, awkward humor, sarcasm).</p>	<p><b>Students' equitable access to highly qualified teachers is studied, prioritized and acted upon in an ethical manner.</b></p>	<p>Principal has in-depth knowledge of the strengths, talents, certifications and qualifications of staff and uses that</p>
---	---	--	---

<p>Principal fails to maintain scheduled leadership meetings or does not hold others accountable to participate in professional learning.</p>	<p>In response to one teacher’s habitual no-show to afternoon duty, principal sends an email to all teachers about the importance of being on time and present for all duties, as assigned.</p>	<p><b>Principal communicates clearly and models ethical behavior and professionalism, even when dealing with negative situations, such as insubordinate actions.</b></p>	<p>information when making staffing decisions.</p> <p>Principal leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators.</p>
<p>Principal says “Our test scores are low because of the lack of parent support.”</p>	<p>Principal communicates the importance of professional learning communities, but inconsistently monitors the effectiveness of PLCs.</p>	<p><b>Principal follows all school/district handbooks and SBDM/board policy procedures, ensures teachers are informed of this information, and ensures policies are updated when needed.</b></p>	<p>Principal utilizes current structures (committees, leadership teams, student organizations, community organizations, etc.) to foster a shared responsibility within the school community to promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.</p>
<p>When a student harassment complaint is brought to the office, the principal says “That’s just boys being boys.”</p>	<p>Principal communicates the need for consistent and fair student discipline practices, but inconsistently monitors student discipline data to study possible discrepancies regarding disadvantaged students.</p>	<p><b>Principal models responsible use of social media and technology, even when potentially “provoked” to respond in an unprofessional or unbecoming manner on the school’s public Facebook account.</b></p>	<p>Principal and leadership team examine responsibilities of existing committees and determine adjustments of goals based on current needs assessment data (student feedback, teacher feedback, parent feedback, culture audit, etc.).</p>
<p>Principal uses profanity</p>	<p>Principal is sometimes</p>	<p><b>Principal models strict</b></p>	<p>Principal advocates and</p>

<p>and acts unprofessionally in faculty meetings.</p>	<p>persuaded to make decisions that are adult centered (school schedule and teacher assignment, for example), instead of using data to make decisions focused on student needs.</p>	<p><b>boundaries when it comes to social media. His/her personal accounts are private and employment is not discussed.</b></p>	<p>stands firm for what is best for students, even when receiving pushback from adults (e.g., teacher assignment matching student needs).</p>
<p>Principal imposes autocratic decision-making without input from stakeholders.</p>	<p>Principal ignores a group of teachers' nonverbal responses (such as eye rolling) when a colleague shares ideas at a faculty meeting, instead of addressing the nonverbal behavior as unprofessional.</p>	<p><b>Principal ensures that funds are equitably distributed to effectively support disadvantaged groups within the school population.</b></p>	<p>Principal leads in the development of district policies and protocols to address issues of fairness, freedom, social justice, equity, etc.</p>
<p>Principal does not show respect or concern for diverse needs of students and staff.</p>		<p><b>Principal's words and actions are consistently focused on "What's best for students."</b></p>	<p>Principal creates a school leadership team of students, certified and classified staff, and parents to address student needs and recommend immediate action steps to accommodate needs (schedule, resources, staffing, support, discipline, etc.).</p>
<p>Posts questionable pictures/comments on social media.</p>		<p><b>All communication, including emails, are professional and follow confidentiality guidelines.</b></p>	
<p>Student comes to the office crying because teacher read the student's private text messages aloud to the class when student had phone out during class. The principal says, "You broke the cell</p>		<p><b>Leader models ways to celebrate inclusivity and diversity by inviting various stakeholder partners to co-host school/community events.</b></p>	

phone policy. Maybe you won't get your phone out again during class time."

Blame student academic struggles on students, staff and families.

Allows school culture to foster harassment and lack of respect for society's values.

Teachers and parents report they are freely able to speak their minds without fear of consequence or betrayal of trust.

School guidance counselor requests a policy be made that restricts schedule changes after a certain time no matter the reason. The principal's initial response is, "How does that policy request support the changing needs of students?"

### Standard 3: Equity and Cultural Responsiveness

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

Elements	Performance Levels			
	An <b>Ineffective</b> School Leader ...	A <b>Developing</b> School Leader ...	An <b>Accomplished</b> School Leader ...	An <b>Exemplary</b> School Leader ...
a.	Lacks efforts to ensure each student is treated fairly, respectfully or with an understanding of each student's culture and context.	Limited and inconsistent efforts to ensure each student is treated fairly, respectfully and/or with an understanding of each student's culture	<b>Ensures that each student is treated fairly, respectfully and with an understanding of each student's culture and context.</b>	Builds capacity among all members of the school community and serves as a model to ensure each student is treated fairly, respectfully, and with an



		and context.		understanding of the student's culture and context.
<b>b.</b>	Does not recognize, respect, and employ each student's strengths, diversity and culture as assets for teaching and learning.	Inconsistently recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.	<b>Recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.</b>	Builds capacity of all members of the school community to consistently recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning.
<b>c.</b>	Does not ensure equitable access, for each student, to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Attempts to provide equitable access, for each student, to effective teachers, learning opportunities, academic and social support and other resources necessary for success.	<b>Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.</b>	Builds and sustains systems to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
<b>d.</b>	Does not have a policy or fails to follow student policies to address student misconduct in a positive, fair and unbiased manner.	Attempts to develop student policies and/or inconsistently addresses student misconduct in a positive, fair and unbiased manner.	<b>Develops student policies and addresses student misconduct in a positive, fair and unbiased manner.</b>	Routinely refines and implements student policies and consistently addresses student misconduct in a positive, fair, and unbiased manner.
<b>e.</b>	Ignores or does not confront institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	Does not consistently or effectively confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	<b>Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.</b>	Builds the capacity of others and serves as a model, to confront and alter institutional biases of marginalization, deficit-based schooling and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
<b>f.</b>	Does not understand	Attempts to promote	<b>Promotes the preparation</b>	Develops systems,

	the need for the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	<b>of all students to live productively in and contribute to the diverse cultural contexts of a global society.</b>	serves as a model and consistently promotes the preparation of students to live productively and positively impact the diverse cultural contexts of a global society.
<b>g.</b>	Demonstrates a lack of cultural competence and/or responsiveness in their interactions, decision-making and/or practice.	Inconsistently acts with cultural competence and responsiveness in their interactions, decision-making and practice.	<b>Acts with cultural competence and responsiveness in their interactions, decision-making and practice.</b>	Ensures the development of all to act with cultural competence and responsiveness in their interactions, decision-making and practice.
<b>h.</b>	Ignores or does not understand matters of equity and cultural responsiveness in all aspects of leadership.	Inconsistently addresses matters of equity and cultural responsiveness in aspects of leadership.	<b>Addresses matters of equity and cultural responsiveness in all aspects of leadership.</b>	Urgently addresses and prioritizes matters of equity and cultural responsiveness in all aspects of leadership and requires the same for all members of the school community.

**Critical Attributes**

Does not demonstrate an understanding of the importance of diversity and inclusion through words and actions.	Demonstrates a compliance driven commitment to diversity and inclusion through words and actions.	<b>Values each student’s culture and heritage and acts with moral conscience to understand students and families. (a, g, h)</b>	Culture of equity, diversity and cultural responsiveness permeates throughout the school community.
Lacks evidence of the implementation of diversity initiatives.	Lack of evidence of systematic implementation of diversity initiatives.	<b>Capitalizes on student diversity as an asset for teaching and learning in the school. (a, c, d, f, h)</b>	School community acts with moral conscience to understand students and families.
Unsuccessfully develops systems or policies to address diversity, equity and cultural responsiveness.	Minimal commitment to access and opportunity for ALL students.	<b>Models fair, respectful and unbiased interactions with all students and holds the school community to the same standard. (a, c, d, f, h)</b>	Intentional and systematic in implementation of diversity initiatives.

<p>Leader renders punitive student discipline without regard for pattern, trend, and/or support.</p>	<p>Focuses on some instead of ALL students.</p> <p>Has a generalized understanding of culture and heritage.</p>	<p><b>Demonstrates and holds others accountable for a deep commitment to diversity and inclusion through words and actions.</b> (b, c, e, f, h)</p> <p><b>Serves as an advocate for diversity and equity in school specifically by ensuring access and intentionality of instruction and support for each student.</b> (b, c, e, h)</p> <p><b>Implements systems and policies to address diversity, equity and cultural responsiveness to ensure student success both in and outside of school.</b> (a, b, c, d, e, f, g, h)</p>	<p>Serves as an advocate for diversity and equity in community and beyond.</p> <p>Systems implemented, reviewed and sustained to address diversity, equity and cultural responsiveness.</p>
--	---	--	---

**Possible Examples**

<p>School leader bases teacher assignments on seniority.</p> <p>Microaggressions are dismissed by the school leader.</p> <p>Features pictures of students of only one ethnicity or gender on the school website.</p>	<p>Posters or school media represent some cultures and backgrounds (in classrooms or common areas).</p> <p>Teacher says in PLC, “How could the students do so poorly? I covered each question on the test and supported them with readings?”</p> <p>School budget reflects some programming reflective of diversity or inclusion of student</p>	<p><b>Posters, school media and social media represent all cultures and backgrounds of the school population (in classrooms and common areas).</b></p> <p><b>Adults who represent and reflect the same demographics, ethnicity, cultures and religions of students are invited to participate in all areas of the school.</b></p> <p><b>Teacher says in PLC, “Are the learning experiences we are providing for our students providing ALL students the</b></p>	<p>Recognized as a model for equity, diversity and cultural responsiveness.</p> <p>School leader facilitates year-long professional study with staff on explicit/implicit bias. Requires evidence of how the study is impacting/influencing their work.</p> <p>On yearly professional development survey, the majority of teachers requested training and</p>
--	---	---	---

<p>During a data chat with a teacher, the school leader asked for an explanation of the stagnant performance of a student, the teacher said, “That’s a good score for her.” School leader nods head in agreement.</p> <p>Before sharing common assessment data during PLC, a teacher says, “This is my low group.”</p> <p>The school leader fails to learn to pronounce or continues to mispronounce the names of students after being corrected.</p> <p>School leader does not address concerns from parents that a major class project due date is scheduled on a significant cultural holiday.</p> <p>Required readings in the school's curriculum include only white protagonists.</p> <p>Unaware and/ or</p>	<p>needs.</p> <p>Individual learning plans are completed, but individual student needs are not addressed.</p> <p>Student grouping is considered but not reflected across all curriculum areas and placement levels.</p> <p>Parent surveys suggest the school integrate literature that is more reflective of the cultural demographics of the school.</p> <p>School leader engages in conversation with sponsors of career and technical student organizations (CTSO) regarding the importance of diverse student populations being represented.</p>	<p><b>opportunity to meet grade level expectations?”</b></p> <p><b>Diverse student representation is evident in all curriculum pathways and levels.</b></p> <p><b>The school leader consistently communicates intolerance of microaggressions.</b></p> <p><b>The school leader engages teachers and students in demonstrating the power of the spoken word.</b></p> <p><b>Promotes positive campaigns (Random Acts of Kindness, Kindness Pledge, Stop Spreading Hate, Positive Phrases on Lockers, Fairness Campaigns, etc.) to communicate with words of value.</b></p> <p><b>The school leader engages in year-long professional study and self-reflection on explicit/implicit bias. Implements personal strategies to counteract biases.</b></p> <p><b>School leader utilizes the</b></p>	<p>support in culturally responsive pedagogy.</p> <p>All the teachers in the 3rd grade family and the school leader attend a cultural fair after school to learn more about a specific student’s culture.</p> <p>Support staff members coordinate school potluck luncheon that includes recipes representing all the cultures of the school community.</p> <p>The school leader and teachers facilitate a session at the National Capitol Forum on Hispanic Higher Education annual conference.</p> <p>Students present at school-based decision council requesting the creation of a new club that focuses on inclusivity for all.</p> <p>Collaborates with community partners to develop initiatives related to diversity, equity and cultural responsiveness.</p> <p>Lead community wide</p>
---	--	---	---

unresponsive to the needs of addressing equity, diversity or cultural responsiveness in the school community.

Does not address the needs of an ineffective teacher(s) resulting in lack of equitable access to effective instruction and programming.

Individual learning plans are not completed for each student.

Student grouping is reflected across all curriculum areas and placement levels, and this tracking is ignored by leadership.

Does not follow the school's discipline code book.

Student surveys repeatedly mention that athletes get preferential treatment when it comes to discipline and due dates for assignments.

**foreign language teacher to provide "mini-lessons" to staff during every meeting to learn the basic language of the EL student population in school.**

**School leader addresses what can go wrong in cross-culture communication and provides the school community strategies to utilize.**

**All members of the office staff utilize "Welcoming Strategies" when interacting with those who come to the school.**

**The importance of an inclusive and supportive classroom and school environment is consistently communicated.**

**Finds the strengths students bring with them from their culture to school rather than reinforce a deficit perception of what students don't have, don't know and can't do.**

**School schedule is reflective of diversity and inclusion of all cultures to support student needs.**

collaborative initiative to support deep commitment to diversity and inclusion through words and actions in the school community.

Personalized learning opportunities for each student.

Equity plan is developed with the inclusion of students the plan most directly impacts.

Highlights community partnerships and community leaders representing the diversity of the school by providing intentional opportunities for strengths to be showcased.

Professional learning plans reflect deep learning experiences for all staff that are focused on developing and embracing a knowledge base about cultural diversity and the reality of the cultural experiences that students bring to the classroom.

Awareness training is required by those serving on interview committees as a means to identify unconscious bias.

Teacher says, “I’m closing my classroom door and doing my job. I don’t care what everybody else is doing.”

During a gap analysis meeting, a teacher says, “Just tell me what to do to get those kids on grade level.”

**Curriculum design reflects an awareness and intentionality of demographics/diversity of school population.**

**Principal and school master schedule committee strategically work to ensure a student going to off-site technical school in the morning has the opportunity to take AP Calculus in the afternoon.**

**Equity plan demonstrates reflective practices facilitated by principal to ensure the behavioral, emotional and educational needs are met for all groups.**

**Principal involves stakeholders in completing an equity audit and promotes the urgency of action planning based on results.**

**Principal seeks out and provides support for ALL students to participate in educational travel experiences.**

**School policy reflecting inclusion and support of student-initiated clubs and organizations is regularly updated based on student voice/feedback.**

**In conjunction with quarterly parent conference events, the**

**principal facilitates a Community & Culture Showcase that highlights cultural aspects of the diverse student population.**

**Principal uses current research to spark urgency in the school community to address gaps and develop action steps ("The Opportunity Myth").**

**Principal coordinates a minority student panel to share with teachers at an after-school faculty meeting about unique cultural and educational needs to support their success.**

**When asked by a teacher to change his/her teaching assignment, the principal says, "The students taking Algebra I for the second time really need you in that class. Students struggling in math need a highly effective instructor like you. I made that decision because they need your expertise."**

**Professional learning opportunities specifically address cultural responsiveness and equity.**

**School budget and programming are reflective of**

**diversity and inclusion of all cultures to support student needs.**

**There is strong evidence of individual learning plans utilized to meet the needs of each student.**

**School policies and procedures purposefully address equity and cultural responsiveness.**

**Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices.**

**Principal engages in educator minority job fairs and other planned, strategic actions in an effort to increase workforce diversity.**

**During a gap analysis meeting, a teacher suggests using blended learning as a strategy. The teacher's colleague says, "I know a school that is having success with blended learning. I'm sure we could go visit that school to learn more about the strategy."**

**Principal asks central office to forward all applications only after demographic characteristics are eliminated. Applications and resume review are blind to support a focus on the qualifications and talents of the applicants.**



There is a standardized interview process that uses the same questions for each person interviewed.

## Standard 4: Curriculum, Instruction and Assessment

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

Elements	Performance Levels			
	An <b><i>Ineffective</i></b> School Leader ...	A <b><i>Developing</i></b> School Leader ...	An <b><i>Accomplished</i></b> School Leader ...	An <b><i>Exemplary</i></b> School Leader ...
a.	<p>Fails to implement an effective system of curriculum, instruction and assessment.</p>	<p>Limited implementation of a system of curriculum, instruction and assessment, and/or lacks connection to the mission, vision and core values of the school, and/or may not communicate high expectations for student learning, partially aligned with academic standards and/or not culturally responsive.</p>	<p><b>Implements coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive.</b></p>	<p>Builds the capacity of other administrators, teacher teams and individual teachers to assume collective responsibility for ensuring there is schoolwide implementation, monitoring and refinement of highly effective systems of curriculum, instruction and assessment that correlate to the school’s principles and strategic plan, that exemplify high student learning expectations for ALL, tightly align with grade level academic standards and embraces culturally responsive teaching.</p>

<b>b.</b>	Attempts to align and/or focus systems of curriculum, instruction, and assessment within and/or across grade levels to promote positive student outcomes of academic and emotional development.	Coordinates systems of curriculum, instruction and assessment within and across grade levels to support academic growth and personal/emotional development of students.	<b>Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.</b>	Continually evaluates the effectiveness of aligned and focused systems of curriculum, instruction, and assessments and adjusts plans to strengthen coherence and alignment across grade levels and disciplines to accelerate student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
<b>c.</b>	Lacks an awareness of how to promote instructional practice and/or is inconsistent with supporting and/or recognizing best practice techniques.	Attempts to promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and/or the needs of each student.	<b>Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</b>	Builds the capacity of others to utilize instructional practice that is indicative of a deep understanding of child learning and development, highly effective pedagogy, and targeted to meet the unique needs of each student.
<b>d.</b>	Fails to ensure instructional practices are intellectually challenging, authentic to student experiences and/or strengths. Lacks awareness of the importance of differentiated and personalized instruction.	Encourages instructional practices that are intellectually challenging, authentic and student focused, but utilizes limited and/or ineffective structures to ensure implementation.	<b>Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</b>	Fosters an environment of systemic accountability for ensuring all members of the school community utilize instructional practice that is intentionally designed to elicit high levels of student engagement and significant cognitive challenge, has purposeful relevance to student experiences, and amplifies student strengths through

				differentiation and personalization of learning.
e.	Superficially supports the use of technology within the learning environment.	Demonstrates limited knowledge of technology and its value related to teaching and learning.	<b>Promotes the effective use of technology in the service of teaching and learning.</b>	Evaluates the effective use of instructional technology to maximize teaching and learning that leads to high levels of student achievement through a systemic process that is grounded in evidence and action planning.
f.	Demonstrates a lack of awareness of the attributes of valid assessments and evidence, reflects minimal knowledge of child learning and development, and technical standards of measurement in connection to assessment.	Demonstrate awareness of key attributes of valid assessments and evidence, reflects some knowledge of child learning and development, and technical standards of measurement in connection to assessment.	<b>Employs valid assessments that are consistent with knowledge of child learning and development, and technical standards of measurement.</b>	Evaluates a system of review in which assessments that are consistent with extensive knowledge of child learning and development and technical standards of measurement are analyzed and refined in order to ensure validity and consistency of implementation.
g.	Exhibits limited knowledge of assessment data and/or unsuccessfully utilizes it to monitor student progress or improve instruction.	Demonstrates basic knowledge of assessment data and attempts to use it appropriately to monitor student progress and improve instruction, but has inconsistent success.	<b>Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</b>	Builds the capacity of staff to collaboratively and continuously analyze summative and interim learning outcomes for identified student groups, predictive indicators and school practices; builds the capacity of staff to diagnose the current state of the school, set school priorities and goals, and establish grade level targets using disaggregated data.

## Critical Attributes

<p>The school leader has minimal evidence of a system of curriculum, instruction and assessment.</p>	<p>The school leader is in the process of developing or refining a system of curriculum, instruction and assessment.</p>	<p><b>The school leader facilitates a focused process to monitor curriculum, instruction and assessments within and across grade levels that are rigorous and aligned to support each student’s success and well-being. (a, b, d, g)</b></p>	<p>The school leader utilizes shared leadership to develop, refine and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student’s academic success and well-being.</p>
<p>The school leader lacks conviction when attempting to integrate student-centered systems.</p>	<p>The school leader emphasizes student identities and habits of learning as important to focus on during planning and instruction.</p>	<p><b>The school leader fosters accountability by providing actionable feedback to teachers that focuses on the implementation of student-centered curriculum, assessment and evidence-based instructional practices that are aligned to an integrated, tiered system of support. (c, d, f)</b></p>	<p>The school leader rallies all stakeholders to own an interactive system that focuses on the academic, social and emotional well-being of each student and monitors progress throughout student’s tenure at the school.</p>
<p>The school leader possesses limited knowledge regarding child development, effective pedagogy and strategies.</p>	<p>The school leader monitors and provides feedback regarding effective teaching and learning.</p>	<p><b>The school leader provides support to develop teacher capacity to utilize instructional practices that reflect an understanding of how to teach the whole child, based on best practices (KyFFT). (c, d, f)</b></p>	<p>The school leader facilitates professional development that examines pedagogy around child-development and verifies application of adult learning in teaching practice.</p>
<p>The school leader demonstrates minimal competence in the instructional technology used within the school.</p>	<p>The school leader encourages funding for instructional technology.</p>	<p><b>The school leader identifies, uses, evaluates and promotes appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.</b></p>	<p>The school leader verifies protocols used to examine student work with the primary goal of ensuring rigor and relevance for each grade level, are highly effective and stimulate action.</p>

<p>The school leader supports the allocation of time to utilize a variety of assessments.</p>	<p>The school leader uses assessment data to promote discussion regarding student learning.</p>	<p><b>(e)</b></p> <p><b>The school leader verifies assessments are technically sound and consistent with best practices and data is strategically used to inform instructional decision-making and to improve achievement. (f, g)</b></p>	<p>The school leader facilitates and supports collaborative technology-enriched learning environments conducive to innovation for improved learning.</p> <p>The school leader collaboratively designs, implements, supports, participates and evaluates professional learning for all instructional staff that institutionalizes effective integration of technology to meet the individualized and diverse needs of students.</p> <p>The school leader exhibits extensive knowledge regarding individual student assessment data and strategic plans for growth.</p> <p>The school leader guarantees systemwide policies focused on ensuring technically sound assessments are utilized with innovative, tiered supports as a mandatory expectation.</p>
---	---	---	---

**Possible Examples**

<p>Lack of formalized process to incorporate</p>	<p>Principal shares KY GoDigital YouTube</p>	<p><b>Professional learning community (PLC) minutes</b></p>	<p>Principal &amp; teacher leaders co-facilitate a</p>
--	--	---	--

<p>instructional technology purchase and/or use.</p> <p>No evidence of PLC processes or artifacts.</p> <p>Teachers complain that technology is not available and/or little to no training has occurred on available technology.</p> <p>Principal provides only a rating after an observation.</p> <p>Formative and summative assessments are “one size fits all” and there is no evidence of individualized instruction, remediation or assessment occurring.</p> <p>Grade level and/or</p>	<p>channel with faculty and ask all teachers to subscribe to the channel.</p> <p>PLC minutes reflect the development or refinement of curriculum, instruction and assessment systems.</p> <p>Lesson plans and Professional Learning Community (PLC) minutes reflect differentiation and personalized learning.</p> <p>Instructional technology request forms do not require evidence of impact for renewal.</p> <p>Professional Learning Community (PLC) minutes, committee minutes, lesson plan, etc. that reflects disaggregation of assessment data and the impact of the results.</p> <p>Principal provides some</p>	<p><b>reflect the consistent use of the EQIP Quality Review Rubrics (just an example) when planning/evaluating lessons, units, and modules.</b></p> <p><b>Master schedule prioritizes time for teachers to consistently collaborate on curriculum, instruction and assessment within and across grade levels and/or disciplines to improve coherence and alignment.</b></p> <p><b>The school’s professional learning plan includes a Plan-Do-Study-Act approach to develop teacher capacity to effectively implement formative assessment practices.</b></p> <p><b>After a classroom visit, the principal provides the teacher-requested data on “teacher talk” vs. “student talk”.</b></p> <p><b>Principal participates with instructional staff and fully engages in quality professional learning opportunities for improved learning and teaching with technology.</b></p> <p><b>In an attempt to support</b></p>	<p>hands-on training session examining student assignments by utilizing an assignment review protocol highlighted in the Assignment Review &amp; Alignment Professional Learning Module on <a href="http://kystandards.org">kystandards.org</a>.</p> <p>Teachers share results with faculty of their Action Research project focused on proposed instructional technology tools.</p> <p>Principal and team of teachers share the school’s instructional alignment process at a state/national conference.</p> <p>Teachers enthusiastically engage in a peer observation feedback process focused on teacher growth and school instructional goals (#ObserveMe).</p> <p>Social and emotional curriculum is implemented schoolwide.</p> <p>Principal enhances</p>
---	--	---	---

<p>content levels do not analyze student data or data analysis is not used to inform instruction.</p> <p>Completes a cursory review of the school's strengths and weaknesses using annual student achievement results; may misinterpret data patterns; may set goals unrelated to student learning and/or not adequately specific or measurable.</p>	<p>data to the teacher on progress toward the Professional Growth Plan (PGP) goal.</p> <p>Principal offers to purchase ZOOM subscription for all teachers as a tool to virtually connect with students during nontraditional instruction days.</p> <p>Principal encourages teachers to complete the Curriculum Design &amp; Implementation Guidance Learning Module on <a href="http://kystandards.org">kystandards.org</a>.</p> <p>School leader allocates funds to purchase the book "Embedded Formative Assessment" by Dylan Wiliam for all teachers and instructs them to read it and try out some of the practices the book mentions.</p> <p>School leader shares the Technical Education Database System (TEDS)</p>	<p><b>student discussion and participation, all faculty members were trained in the effective use of FlipGrid. The principal modeled the technology tool by using FlipGrid as the tool for teachers to provide feedback regarding a proposed change to the student handbook.</b></p> <p><b>Principal captures observational evidence in classrooms followed by reflective feedback and questioning (e.g., "I noticed how you engaged students in the close reading approach that we are studying as a staff. How did you go about determining the focus of your lesson?").</b></p> <p><b>The school leader engages the entire staff in ongoing dialogue about the existing data that most accurately reflects student learning as well as any gaps that need to be filled.</b></p> <p><b>All stakeholders engage in the development of data walls that show changes and areas of concern for students. A focus on equitable improvement is obvious.</b></p> <p><b>Principal develops schedules collaboratively with staff and assists with interventions by</b></p>	<p>technology skill set by completing Google for Education Certified Trainer Program and provides support to educators within and beyond the school district.</p>
--	---	---	---

and Career Readiness monitoring tools with teachers during a faculty meeting.

**working with a small group of students using the school adopted Targeted Intervention Strategies.**

**Principal engages in a year-long professional learning cadre to develop extensive capacity to support instruction that is tightly connected to rigorous standards for ALL students.**

**Sample assessments reflect vetting to ensure alignment to grade-level standards.**

**All curriculum maps reflect strong alignment to grade-level standards and evidence is available to confirm periodic review and refinement.**

**Formal and informal observation forms reflect a focus on ensuring the usage of culturally relevant resources that demonstrate a commitment to equity and an appreciation of diversity.**

**Principal asks the following reflective question during a PGP planning conversation with a teacher, “How might you use your PGP to be a lever for your professional growth in the area of effective**



**pedagogy?”**

**Principal solicits an external team to complete an Equity Audit with a focus on curriculum, instruction and assessment.**

**In preparation for an upcoming classroom observation, the principal asks the teacher, “What evidence might I see that confirms you used the results from the student Learning Styles Inventory to plan your lesson?”**

**Principal asks, “How do we know the time and money we are investing in quarterly benchmark assessments are increasing student performance and impacting teaching strategies?”**

**Principal notices a teacher was showing a movie making no obvious connection to learning. Principal meets with the teacher and emphasizes the school’s nonnegotiable of protecting instructional time in order to maximize learning.**

**Communicates rigorous student learning expectations,**

**assessment information and instructional practices to parents, students, teachers and other stakeholder groups.**

**The principal leads a system for teacher feedback and coaching that identifies an instructional point of view, provides professional learning on high-yield instructional practices, collects data, and provides teachers with frequent feedback and coaching.**

**The school utilizes curriculum and instructional frameworks to identify essential standards used for instructional planning.**

**Instructional plans are in place and provide opportunities for individualized, differentiated and personalized learning opportunities for students.**

**The school implements an assessment system that employs universal screening and formative and summative assessments to monitor student progress.**

**Collaboration activities reflect individual learning plans for students.**

School leader ensures all areas, programs and/or pathways have valid industry certifications and/or end-of-program assessments (EOP) aligned to measure students' learning of standards from the Kentucky Program of Studies.

## Standard 5: Community of Care and Support for Students

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

Elements	Performance Levels			
	An <b>Ineffective</b> School Leader ...	A <b>Developing</b> School Leader ...	An <b>Accomplished</b> School Leader ...	An <b>Exemplary</b> School Leader ...
a.	Does not build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Attempts to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	<b>Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.</b>	Evaluates and builds the capacity of others to ensure the maintenance of the safe, caring, and healthy school environment, and enhances the academic, social, emotional, and physical needs of each student by providing targeted support systems for each student.
b.	Does not create and sustain a school environment in which each student is known, accepted, valued, trusted, respected,	Inconsistently creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected,	<b>Creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be</b>	Collaborates with community stakeholders to sustain and enhance a school environment in which all students are known,

	cared for and encouraged to be an active and responsible member of the school community.	cared for and encouraged to be an active and responsible member of the school community.	<b>an active and responsible member of the school community.</b>	accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community and society.
<b>c.</b>	Provides a disjointed, stand alone systems of academic and social support services that do not show evidence of meeting the range of learning needs of students.	Provides a system of academic and social support services, extracurricular activities, and accommodations that is somewhat interconnected and interdependent, that meets most learning needs of groups of students.	<b>Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.</b>	Evaluates the effectiveness of the system and responds to the data as part of a consistent review. The systems in place produce evidence/data that the diverse learning needs of students are not only being met, but that student success also is accelerated.
<b>d.</b>	Does not promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.	Attempts to promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	<b>Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.</b>	Models how to build the capacity of others to sustain positive relationships by promoting adult-student, student-peer, and school-community relationships that value, support and promote academic learning and positive social and emotional development of each student.
<b>e.</b>	Does not cultivate and reinforce student engagement in school and positive student conduct.	Begins to cultivate student engagement in school and positive student conduct with some degree of success.	<b>Cultivates and reinforces student engagement in school and positive student conduct.</b>	Builds the capacity of the school community to prioritize high levels of student engagement in school and focus on positive student conduct, and creates a space for students to offer input on what is working/not working in terms of student engagement and student behavior.

f.	Does not infuse the school's learning environment with the cultures and languages of the school's community.	Attempts to infuse the school's learning environment with the cultures and languages that represent the students of the school.	<b>Infuses the school's learning environment with the cultures and languages of the school's community.</b>	Showcases the infusion of cultures and languages; the cultures and languages of the school's community permeate throughout and there is an intentional and strategic focus on the unique diversity of the school's community.
----	--	---	---	---

**Critical Attributes**

	<p>Fails to adhere to or communicate school system policies and procedures regarding safety and security.</p> <p>Fails to collect and review school data including perception, learning, demographic and program data to determine needs, goals, objectives and activities.</p> <p>Fails to demonstrate or create conditions and expectations for working relationships that exhibit mutual respect and trust in working with students, teachers and/or stakeholder groups.</p>	<p>Fully complies with district requirements regarding school safety procedures, including staff badging, visitor checks, exterior inspection and security protocols, emergency drills, incident/threat reporting and background checks on volunteers.</p> <p>Attempts to implement academic, social and emotional student-centered resources to meet the needs of groups of students or some students.</p> <p>Collects and reviews some relevant school data that includes perception, learning, demographic and program data.</p>	<p><b>The school leader builds and sustains an inclusive, student-centered, safe and engaging learning environment that cultivates and focuses on individual student's academic and social- emotional needs. (a, b, e, f)</b></p> <p><b>The principal provides and promotes clear and consistent systems of support services to meet the diverse academic, social, emotional and physical needs of each student. (a, b, c, e)</b></p> <p><b>The school leader promotes encouraging, caring relationships (student-peer, student-adult, school-community) that cultivate student engagement and responsibility in school, and support the social and emotional development of each student. (b, c, d, e)</b></p>	<p>The school leader advocates for district, state and/or national policies, resources or practices that focus on sustaining an inclusive, student-centered, safe and engaging learning environment that cultivates individual student's academic success and well-being.</p> <p>The principal fervently seeks out and researches effective systems of support to meet or exceed the needs of a diverse student population in terms of academic, social, emotional and physical needs.</p> <p>Facilitates an environment that enables student engagement and voice in a variety of school improvement efforts, including academic and behavioral expectations, mentoring and co/extra-curricular offerings.</p>
--	---	---	---	---

<p>Fails to develop systems and structures that encourage and facilitate relationships between and among students, staff and community.</p> <p>Fails to create or implement policies and practices that reinforce student engagement and positive student behavior.</p> <p>Fails to create systems, practices and structures that authentically include the culture and language of students and community in the school.</p>	<p>Shares policies and practices in compliance with school system requirements but follows or enforces code of conduct inconsistently.</p> <p>Offers some systems, practices and structures that include the culture and language of students and community in the school.</p>		
---	--	--	--

**Possible Examples**

<p>Data collected and reviewed is mostly standardized assessment data.</p> <p>Behavior or discipline systems are teacher specific.</p>	<p>Some staff are involved in analyzing data.</p> <p>Inconsistent use of surveys relating to school climate.</p>	<p><b>Principal conducts pre and post (toward the beginning and end of the year) internal student/family surveys or needs assessments that specifically ask participants about the academic and social supports they receive, disaggregates the data to see what can be improved for students and works toward these goals.</b></p> <p><b>Comprehensive School Counseling Advisory Council meets, at minimum, twice per</b></p>	<p>The principal and staff fervently seeks out and researches (may choose to create opportunities for professional learning community members to research and bring the most up-to-date, new, innovations to the group) effective systems of support to meet or exceed the needs of a diverse student population in terms of academic, social, emotional and physical needs.</p> <p>6th-grade teachers introduce themselves to new students entering</p>
--	--	---	--

<p>There are no shared leadership decisions or opportunities for staff to collaborate on school improvement initiatives.</p> <p>No adherence to Positive Behavior Intervention Strategies (PBIS), student code of conduct, student handbook, etc.</p> <p>No evidence of celebrations, signage and/or acknowledgements.</p> <p>Does not utilize programs such as mentoring programs, advisor-advisee programs, community-inclusion programs, etc.</p> <p>Does not include stakeholders (e.g. parents, community members).</p>	<p>Inconsistent use of student data regarding suspensions and/or attendance, etc.</p> <p>Limited use of celebrations, signage and acknowledgements of cultural diversity.</p>	<p><b>year to discuss the program and any improvements needed.</b></p> <p><b>Principal Student Advisory Council regularly convenes to discuss programs, issues, and any improvements needed.</b></p> <p><b>Collaborates with students, parents and the community in providing academic and social/emotional wellness resources for the academic success and overall well-being of each student.</b></p> <p><b>Community and school partnerships support health and wellness for the school community and benefit community business.</b></p> <p><b>Signs of suicide are discussed multiple times each year with all students.</b></p> <p><b>There is a plan to review school programs and initiatives with a culturally responsive perspective.</b></p> <p><b>Responsible parenting is supported through volunteer</b></p>	<p>from feeder schools using FlipGrid. Teachers sent the link to parents/guardians of students through email and mailing distribution lists. Each new student and their family may then have access to a 2-minute video introduction from each of the 6th-grade teachers.</p> <p>Serving on a community board working on cultural and societal challenges.</p> <p>Partnerships with local and regional stakeholders.</p>
--	---	--	--

**programs, learning activities and coalitions with educators, community agencies, institutions and businesses.**

**Evaluates academic programs, students' sense of belonging and supports for social support through the use of data-based evidence, such as student surveys.**

**The code of conduct is consistently and equitably enforced. School behavior policies are equitable and reasonable for all students.**

**Attendance, behavior and course passing data is reflected on with an equity lens. Data showing inequities, disproportionality or opportunity gaps are discussed and new goals are created and monitored to improve this data.**

**A welcoming environment is prioritized by intentionally designing public spaces within the school that reflect the school's cultural representation and languages.**

**School leader communicates the importance of having an equitable and culturally responsive school.**



**The principal provides and participates in ongoing professional training on cultural competence.**

**Expectations for student behavior and participation in school are clearly communicated both in writing and verbally.**

**Student voice survey results are analyzed and data is used to inform changes in policy/procedures to ensure students feel accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.**

**Code of conduct reflects restorative practices, anti-bullying policy and team building activities aligned with student needs.**

**The school safety plan recognizes and incorporates the diverse needs of all students and staff.**

**The school leader is engaged on a personal level with students, exhibiting caring and empathy in their success and struggles.**

**Extra-curricular activities represent a wide array of**

opportunities (sports, academic teams, clubs, etc.) that appeal to a diverse student population: gender, race, cultural, socioeconomic, disability, etc.

Student health resources are offered and promoted to all students.

## Standard 6: Professional Capacity of School Personnel

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

Elements	Performance Levels			
	An <b><i>Ineffective</i></b> School Leader ...	A <b><i>Developing</i></b> School Leader ...	An <b><i>Accomplished</i></b> School Leader ...	An <b><i>Exemplary</i></b> School Leader ...
<b>a.</b>	Unsuccessfully recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and/or consistently misses opportunities to form them into an educationally effective faculty.	Attempts to develop practices to recruit, hire, support, develop and retain effective and caring teachers and other professional staff, but the leader’s personnel practices are inconsistent or ineffective. There is limited ownership by the school leader regarding faculty growth and development.	<b>Recruits, hires, supports, develops and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.</b>	Builds stakeholder capacity and commitment to utilize intentional strategies to recruit, hire, support, develop and retain a highly effective and caring school staff that willingly assumes collective responsibility for the growth and development of all staff.
<b>b.</b>	Does not effectively plan for and manage staff turnover and	Reacts to staff turnover and succession when it occurs and has a basic	<b>Plans for and manages staff turnover and succession, providing</b>	Builds stakeholder capacity and commitment to

	<p>succession, and/or consistently misses opportunities for effective induction and mentoring of new personnel.</p>	<p>plan of action to support new personnel.</p>	<p><b>opportunities for effective induction and mentoring of new personnel.</b></p>	<p>proactively engage in strategic planning and management of staff turnover and succession, empower school staff to design and facilitate highly-effective and innovative induction and mentoring programs while seeking to consistently improve systems of support for new personnel.</p>
<p><b>c.</b></p>	<p>Lacks evidence of professional learning impact regarding participants' professional knowledge, skills and practice. Does not prioritize differentiated opportunities for learning and growth and/or does not utilize best practices to support professional learning experiences for teachers and staff members.</p>	<p>Utilizes a surface-level approach to develop teachers' and staff members' professional knowledge, skills and practice while utilizing some differentiated opportunities for learning and growth, minimal evidence demonstrates intentional design structures.</p>	<p><b>Develops teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.</b></p>	<p>Builds the capacity of the school community to collaboratively develop teachers' and staff members' extensive professional knowledge, enhanced skills and accomplished practice through strategically designed opportunities for deep learning and evidence-based growth, guided by an application of professional and adult learning structures grounded in extensive research.</p>
<p><b>d.</b></p>	<p>Leads some continuous school improvement efforts but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.</p>	<p>Promotes a continuous improvement process that addresses individual and collective instructional capacity; as a result, some improvement in student performance and school effectiveness is evident.</p>	<p><b>Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.</b></p>	<p>In collaboration with the school community, leads a systemic continuous improvement process that results in an action plan that promotes personal and group instructional capacity and in turn nets improved student academic achievement, enhanced student well-being and greater school effectiveness.</p>

e.	Allocates little time to deliver feedback and/or delivers token feedback as required by the mandated evaluation system.	Delivers non-specific feedback about instruction and other professional practice. Feedback includes some degree of intentionality to a goal but has minimal impact on the evaluatee's growth and development.	<b>Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.</b>	Sustains a culture where stakeholders independently seek, reflect on and utilize actionable feedback, from various sources, about instruction and other professional practice through vetted systems of supervision, evaluation and growth models to support the continuous improvement of teachers' and staff members' application of extensive knowledge, high-leverage skills and research-based practice.
f.	Accepts basic professional practice and/or minimal effort toward learning and improvement.	Encourages teachers and staff to enhance professional practice and promotes continuous learning and improvement.	<b>Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</b>	Sustains a culture where stakeholders empower and motivate others to the highest levels of professional practice and continuous learning and improvement is a valued and expected norm guiding professional growth.
g.	Lacks investment in developing and/or supporting authentic leadership opportunities within the school and/or designs leadership opportunities that lack ownership and decision making.	Articulates the value of teacher leadership and leadership from other members of the school community and identifies some leadership opportunities for those who express interest.	<b>Develops the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.</b>	Sustains systems and structures that encourage ALL stakeholders to engage in diverse leadership opportunities.
h.	Vocalizes support for the personal and professional health,	Exerts effort to design structures to support the personal and	<b>Promotes the personal and professional health, well-being and work-life</b>	Champions systems and structures designed to ease the challenge of

	well-being, and work-life balance of faculty and staff; however, does not demonstrate correlating action and/or over time restricts school personnel from prioritizing personal and professional health, well-being, and work-life balance.	professional health, well-being, and work-life balance of faculty and staff; however, there is limited implementation and moderate impact.	<b>balance of faculty and staff.</b>	achieving work-life balance for faculty and staff while also purposefully addressing and assessing their professional health and well-being through strategic support and expertise.
i.	Dismisses the importance of personal growth and/or trivializes the possibility of achieving a healthy work-life balance.	Inconsistently focuses on own learning and effectiveness, utilizes limited tools for growth and sporadically uses strategies to achieve a healthy work-life balance.	<b>Tends to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.</b>	Purposefully models the value of self-directed learning and increased effectiveness through strategic reflection, targeted study and outcomes-based personal growth while stimulating interest in innovative ways to prioritize and sustain a healthy-work life balance.

**Critical Attributes**

	The school leader exerts minimal effort to demonstrate systemic work connected to Human Resources.	The school leader responds to staff turnover as it occurs.	<b>The school leader develops explicit criteria to recruit, hire, support, develop, and retain staff and proactively plans for staff turnover and succession and ensures induction and mentoring systems are valuable and increase effectiveness. (a, b, g)</b>	The school leader ensures systemic plans for hiring, protocols, induction and mentoring of staff are in place, widely shared with stakeholders, and implemented with fidelity.
	The school leader inconsistently demonstrates effective hiring, development and retention practices.	The school leader mostly follows compliance steps to fill vacancies.	<b>The school leader establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through</b>	The school leader builds a culture wherein all stakeholders assume responsibility for proactively responding to

<p>The school leader minimizes the importance of data-based professional learning plans.</p>	<p>The school leader conducts evaluation of teachers in accordance with school system policies.</p>	<p><b>a meaningful evaluation system focused on growth and collaboration.</b> (c, d, e, f)</p>	<p>turnover and succession as well as high-quality induction and mentoring programs to support new personnel.</p>
<p>The school leader provides generic feedback that does little to inform improved practice.</p>	<p>Engages staff in leadership opportunities thus initially beginning to build internal capacity.</p>	<p><b>The school leader implements data-driven strategies to foster the professional growth, continuous improvement and personal well-being (work-life balance) of the school workforce and self.</b> (c, e, g, h, i)</p>	<p>The school leader builds the capacity of others to evaluate the effectiveness and impact of professional learning and growth experiences provided.</p>
<p>The school leader lacks awareness of the need for well-being plans and/or addressing work/life balance issues.</p>	<p>The school leader engages in initial planning for personal growth and staff growth in areas of professional health, well-being and developing work-life balance, including professional development plans, etc.</p>	<p><b>Aligns extensive professional development efforts with the school improvement plan and focuses on changing adult behaviors that lead to higher levels of student learning.</b> (c, d, e)</p>	<p>The school leader empowers others to assume leadership roles that support the advancement of instructional capacity leading to improved student outcomes and professional expertise.</p>
<p>The school leader lacks awareness of the need for well-being plans and/or addressing work/life balance issues.</p>	<p>The school leader engages in initial planning for personal growth and staff growth in areas of professional health, well-being and developing work-life balance, including professional development plans, etc.</p>	<p><b>The school leader plans for frequent, individualized, actionable feedback conversations strategically designed to increase teacher effectiveness and utilizes established protocols to ensure regular classroom visits and observations take place with coaching and mentoring.</b> (c, d, e, f, g)</p>	<p>The school leader emphasizes the importance of a work-life balance for ALL that values professional health and well-being.</p>

<p>The school leader does not advocate for personal, staff well-being plans or work/life balance.</p>		<p><b>The school leader advocates the importance of Distributed Leadership/Shared Leadership and consistently supports innovative leadership opportunities for all stakeholders.</b> (d, f, g)</p>	
---	--	--	--

**Possible Examples**

<p>The library media specialist (LMS) asks the principal for permission to attend the state LMS conference and the principal responds, “Just get your PD hours at the math strategy training we are having next month. I need some people to sign up for it anyway.”</p>	<p>Professional development plan does not prioritize evidence of implementation/impact.</p>	<p><b>Principal reaches out to the College of Math at a local university about an upcoming math teaching vacancy. Offers to explain teacher certification routes for individuals with a math degree.</b></p>	<p>Teacher says to the principal, “Many of us teachers have reviewed the postsecondary tracking reports and I have a lead on a candidate for the position we are going to have open next year. He graduated from here in 2014 and is interested in getting certified to teach. Several colleagues also had ideas about candidates, as well. We think we will be able to generate an excellent pool of applicants.”</p>
<p>Few or no hiring protocols exist.</p>	<p>Multiple structures for professional learning are available. (i.e., large group, grade level, content teams).</p>	<p><b>Principal reflects on the effectiveness of the remote learning the school provided as required by the COVID-19 pandemic by reading the article “Student-Centered Remote Teaching: Lessons Learned for Online Education” and uses the reflection as a springboard to improve the school’s remote learning practices.</b></p>	<p>Teachers volunteer to help a teacher new to the building get her classroom ready for students.</p>

<p>No building-level teacher induction structures exist.</p> <p>New staff members are not mentored.</p> <p>Professional development is compliance based with no input or connection to school improvement priorities or teacher growth plans.</p> <p>Professional development tends to be structured as “one size fits all.”</p> <p>Staff do not have a system for collecting performance feedback data.</p> <p>Interviews or surveys do not reflect a sense of pride in their work or a culture of professionalism among staff.</p> <p>There are no faculty/staff wellness programs or morale-boosting incentives in place.</p>	<p>School leaders attend career fairs in an attempt to recruit employees.</p> <p>Posting of vacancies is on the state platform and follows all regulatory mandates.</p> <p>Hiring protocols include teacher and/or department preferences.</p> <p>Teachers new to the profession are assigned a mentor.</p> <p>An induction conversation and/or activity is scheduled for all new teachers as a single group.</p> <p>Professional development is scheduled and regularly delivered to full faculty with the ability to “break out” based on either grade level teams or department (subject area) teams.</p> <p>Feedback for walkthroughs are filed electronically and kept with the principal.</p>	<p><b>Principal communicates regularly with a network of individuals about vacancies and capitalizes on the partnerships to increase the quality and quantity of applicants.</b></p> <p><b>Principal requests the online application process to be streamlined, a one click process.</b></p> <p><b>Principal says to the superintendent, “Our hiring process must be velocitized. We are missing out on great candidates because of our slow process.”</b></p> <p><b>The school markets itself to potential employees.</b></p> <p><i>Grow Your Own</i> initiatives are implemented, and school leader strategically recruits students to consider the profession. (Ex., Educators Rising, Teaching &amp; Learning Pathway)</p> <p><b>Title II, Part A funds are strategically utilized for innovative and highly effective mentoring programs for new teachers.</b></p> <p><i>Stay Survey</i> results are analyzed to inform retention efforts and feedback guides decisions regarding retention</p>	<p>Teachers offer to be mentors for teachers new to the building.</p> <p>Teacher asks the principal, “We have three people eligible for retirement in two years, what are we doing to address these impending vacancies?”</p> <p>A teacher serves as chairperson of the Teacher Induction Program.</p> <p>Teachers spearhead an Action Research project at the school.</p> <p>Experienced teachers facilitate induction programs that focus on school core values and mission and result in professional growth of participants.</p> <p>Teacher leaders use feedback from induction program survey results to design and refine school support for new employees.</p> <p>School staff advocates for high-quality applicants to enter the education profession.</p>
--	---	--	--



<p>Faculty and staff do not reflect on or establish personal growth goals related to self-improvement or work-life balance.</p>	<p>The observer writes, “Great lesson, but there were a lot of students who seemed bored.”</p> <p>Teachers complete a survey related to job satisfaction and the results are reviewed by the principal.</p> <p>Weekly newsletter to staff includes a note or article related to mindfulness practices.</p> <p>Agendas on faculty meetings include mention of the need for a work-life balance.</p> <p>Feedback after an observation is provided but there is no follow-up support given.</p> <p>School leader sets aside Perkins funding for teachers to attend program specific technical upgrade training and/or Kentucky Association of Career and Technical Education</p>	<p>efforts.</p> <p><b>Early in the school year, the principal reaches out to employees that might not be returning (ex. those eligible for retirement) to emphasize the importance of early notification.</b></p> <p><b>Professional growth plans are personalized and driven by the teacher/staff based on data.</b></p> <p><b>Evidence collection during an observation is strategically connected to professional growth goals.</b></p> <p><b>Professional learning plan for school allocates resources to support individualized job-embedded professional learning experiences.</b></p> <p><b>Professional learning time is protected.</b></p> <p><b>Weekly opportunities for faculty’s continuous learning are incorporated in the schedule.</b></p>	<p>Teacher requested to lead a professional learning cadre and received approval.</p> <p>School improvement plan provides evidence of engagement of the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation and evaluation for continuous school improvement.</p> <p>Teachers utilize student voice surveys to inform professional growth plans.</p> <p>Teachers collect evidence through peer observation to confirm evidence of professional learning impact.</p> <p>National Board-Certified Teachers design and facilitate NBCT supports for teachers within the school.</p> <p>School prioritizes budget to support various leadership pathways for teachers (i.e., hybrid teaching position).</p>
---	---	--	--

(KACTE) summer conference.

Industry contacts are used by the school leader when a Career Technical Education teacher vacancy occurs.

**Each teacher’s needs assessment includes a long-range professional learning plan that capitalizes on peer coaching as a strategy.**

School leader onboards the school community to commit to turning off electronics (i.e., email, Blackboard) from 6 p.m.-6 a.m.

**Staff perception data around school practices and procedures is analyzed to identify areas of sustainability and growth.**

School leader provides incentives for teachers who attend free yoga classes provided at the school.

**During a pre-observation conference with the teacher, the principal says, “I know your PGP is focused on improving your practice around student participation. What type of evidence might I collect for you, while I’m in your classroom, that would be useful?”**

School leader shares excerpts of journal reflections about progress toward maintaining work-life balance.

**When a classroom observation is scheduled with a teacher, the school leader also sets the post-observation conference to occur during the teacher’s next planning period.**

Teacher interviews reveal a sense of pride in the profession and a sustained culture of professionalism between and among the staff.

**The calendar of the principal prioritizes in person feedback conversations with assistant principals, teachers and staff to inform practice.**

Teachers self-select and lead mindfulness activities during the school day, individually and /or collectively.

**504 plans indicate an effective**

As part of an ongoing

**system of academic and social supports and accommodations are in place to meet student needs.**

social media connection with faculty, the principal facilitates a Twitter chat for faculty around the following question: What forms of self-care are you practicing to cope with this pandemic (COVID-19)?

**With fidelity, the school uses Danielson’s Collaborative Observation Process as a tool to support growth.**

**Peer feedback initiatives, like Pineapple Charts and #ObserveMe, are visibly supported and prioritized by school leadership.**

**To compensate for KTIP, the school leader spearheads a multi- district project that trains teachers to lead induction programs and support cross-district professional growth.**

**Student leaders attend job fairs with school administrators and advocate why candidates should choose their school for employment.**

**Master schedule prioritizes a hybrid teaching position that allows the teacher to teach half-day and serve as a coach for new teachers the other half of the day.**

**School utilizes Kentucky Teacher Leadership**

**Framework to ensure multiple types of teacher leadership opportunities are encouraged.**

**Student leadership opportunities are visible components of the school climate.**

**Leadership Programs (e.g., Leader in Me) are implemented with fidelity.**

**Teachers share effective mindfulness practices for students during collaborative planning meetings.**

**Principal incorporates mindfulness practices during all meetings with staff.**

**Principal “subs” for teachers so that teachers can get on-site flu vaccination during the school day.**

**The principal’s Professional Growth Plan (PGP) reflects specific strategies addressing work-life balance.**

**Principal seeks out an online book study for school level administrators who are interested in learning more effective coaching strategies.**

**Specific structures are utilized to support the new career and technical education teacher who is transitioning from**

**business and industry to public education. Such support might include ongoing training in classroom management techniques, curriculum development, mentoring, limiting the number of course preparations, and career and technical student organization responsibilities.**

**School leader provides formalized feedback to teachers that is aligned to support the continuous compliance and improved practice relating to mandated Industry and State Safety Standards.**

**Targeted feedback is prioritized when lapses of safety protocols and/or personal protective equipment use is observed.**

**Principal consistently uses 5-Step Feedback Protocol (or other model) during post-observation conferencing and trains teacher in the protocol model.**

**School leader closes every faculty meeting by asking teachers to reflect on implementation of Habit 7: Sharpen the Saw from Stephen Covey's book, "The**

## Standard 7: Professional Community for Teachers and Staff

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

Elements	Performance Levels			
	An <b>Ineffective</b> School Leader ...	A <b>Developing</b> School Leader ...	An <b>Accomplished</b> School Leader ...	An <b>Exemplary</b> School Leader ...
<b>a.</b>	Workplace conditions are underdeveloped or negatively impact professional development, practice and student learning.	Develops workplace conditions for teachers and other professional staff that attempt to promote effective professional development, practice and student learning, and there is minimal evidence of success.	<b>Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.</b>	Establishes a system/cycle to maintain and continuously improve workplace conditions for teachers and other professional staff to ensure continued effective professional development, practice and student learning.
<b>b.</b>	Acts as a consultant to teachers and staff so that decisions about meeting the various needs of students is made at the school leader level, with little to no consideration of mission, vision and the core values of the school	Collaborates with teachers and staff to meet various needs of students, with some connection to the mission, vision and core values of the school.	<b>Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.</b>	Sustains a culture of teacher and staff empowerment and collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.
<b>c.</b>	Unsuccessfully establishes and	Attempts to establish a professional culture of	<b>Establishes and sustains a professional culture of</b>	Establishes a system to ensure all key

	sustains a professional culture of engagement and commitment to shared vision, goals or objectives pertaining to the education of the whole child; or fails to hold high expectations for professional work, including ethical and equitable practice, trust and open communication, collaboration, collective efficacy or continuous improvement.	engagement and commitment to some of the following: a shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.	<b>engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement.</b>	stakeholders collectively monitor and regularly evaluate the professional culture as it relates to engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
<b>d.</b>	Does not promote responsibility among teachers and other professional staff for each student's success or the effectiveness of the school as a whole.	Promotes individual accountability for teachers and other professional staff without prioritizing and fostering mutual accountability among teachers and other professionals for each student's success or effectiveness of the school as a whole.	<b>Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.</b>	Sustains a culture of collective efficacy among teachers and other professionals to ensure success for each student, and continuously shows improvement of school effectiveness, as a whole.
<b>e.</b>	Unsuccessfully develops and/or supports open, productive, caring or trusting working relationships among leaders, faculty and staff to promote professional capacity or the improvement of practice.	Attempts to develop and support open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice with limited evidence of success	<b>Develops and supports open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.</b>	Leverages a repertoire of strategies designed to assess, build and sustain open, caring and trusting working relationships among leaders, faculty and staff to cultivate high levels of professional capacity that leads to the continuous improvement of practice.

f.	Fails to design or implement job-embedded or other opportunities for professional learning collaboratively for faculty and staff; or implementation shows no positive impact on instruction	Attempts to design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff that showcases some evidence of positive effects of implementation.	<b>Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</b>	Empowers and entrusts teachers and other professionals to design, implement and sustain effective job-embedded, personalized and relevant ongoing professional learning.
g.	Unsuccessfully provides opportunities for collaborative examination of practice, collegial feedback and collective learning.	Attempts to provide opportunities for collaborative examination of practice, collegial feedback and collective learning.	<b>Provides opportunities for collaborative examination of practice, collegial feedback and collective learning.</b>	Empowers teachers and other professionals to sustain and further develop effective systems for collaborative examination of practice, collegial feedback and collective learning.
h.	Is unable or unwilling to encourage faculty-initiated improvement of programs and practices.	Attempts to develop and encourage faculty-initiated improvement of programs and practices, but sometimes resorts to previously established, current practices.	<b>Encourages faculty-initiated improvement of programs and practices.</b>	Builds and sustains a system that supports faculty-initiated improvement of programs; shares autonomy and ensures mutual accountability of teachers and staff for improvement of programs and practices.

**Critical Attributes**

	The school leader fails to or does not consistently employ a process to assess and improve working conditions or program improvement efforts to promote the academic success and well-being of all students.	The leader has put some foundational structures in place (working conditions data collection process, committee structures, professional learning communities), and is beginning to develop a plan to distribute leadership.	<b>The school leader has demonstrated a consistent ability to monitor and evaluate working conditions and perceptions of his/her school and has developed a plan to effectively impact professional development and student learning. (a, c)</b>	The principal regularly (multiple times per year) gathers perception and other data to maintain and continuously improve workplace conditions for teachers and other professional staff to ensure continued effective professional development, practice and student learning.
--	--	--	--	--



There is little to no accountability among staff focused on continuous improvement for the success of the school as a whole.

The leader works as a consultant (holder of knowledge/skills/abilities) to tell teachers and other professionals how to advance student learning, social-emotional well-being, or school-wide progress.

The leader is inconsistent at providing professional learning experiences to staff.

The school leader provides professional learning but does not enlist the voice of faculty/staff to determine professional learning needs.

The principal works with teachers to assign responsibilities for faculty and staff by which they contribute to the advancement of student learning, social-emotional well-being and/or schoolwide progress, but the principal has not yet empowered and entrusted teachers to design their own process to do this work.

The principal supports and holds teachers and other professional staff to a high standard, but there is little evidence that teachers support each other and hold each other to high standards.

Leader has begun to initiate a PLC model through which staff spend their time learning from each other (analyzing student work and alignment of assessment/activities to standards) and designing learning experiences to improve student learning (from student work data).

Leader has begun to develop rapport and to interact with staff in a way that reflects trust, transparency and positive intention which, in turn, improves professional

**The accomplished leader leverages the power of distributed leadership and empowers stakeholders to take charge and responsibility of program improvement efforts designed to promote the academic success and well-being of all students. (b, c, d, g, h)**

**Leader provides job-embedded structures for staff to learn from each other, intentionally design professional learning experiences, and reflect on student and school-wide progress. (a, c, f, g)**

**Leader demonstrates the ability to interact with staff in a way that reflects trust, transparency and positive intention, which improves professional practice. (b, c, e)**

Faculty and staff freely take initiative to improve programs and practices which promote the inclusive leader who engages stakeholders in a cycle of continuous improvement, empowering and entrusting others to monitor and evaluate program improvement efforts in order to promote the academic success and well-being of all students.

This leader has also demonstrated an impact on the larger professional community by participating in and sharing district-wide, regional, state, and even national efforts to improve the academic success and well-being of all students.

Leverages staff expertise to design, implement and assess the effectiveness of job-embedded professional learning opportunities in alignment of academic success and well-being of all students.


Leader promotes the successful implementation of faculty-initiated improvement efforts.

<p>Leader does not include teacher and/or other professional educator input to inform school decisions and is inconsistent at reviewing staff perception data.</p>	<p>practice.</p> <p>The school leader makes some effort to act upon the ideas of faculty and staff for improvement of programs and practices, but sometimes resorts to previously established, current practices</p>		<p>Stakeholders actively participate and contribute to professional organizations and/or communities of practice in alignment with school/district goals.</p>
--	--	--	---

**Possible Examples**

<p>Principal examines ImpactKY perception survey results and either does not develop a plan of action based on the results or fails to enact the plan.</p> <p>The school leader frequently attempts to solve issues by telling teachers/other professionals what to do, instead of collaborating with the teachers/other professionals and empowering through coaching conversations.</p> <p>The school schedule has time embedded for professional learning communities (departments, grade levels, grade bands), but teachers infrequently meet to plan together.</p>	<p>Principal examines ImpactKY survey results and implements a plan of action based on the results, but the actions show little to no positive impact.</p> <p>The principal collaborates with teachers to solve important issues and is beginning to shift control to the teachers and other professionals through some coaching conversations.</p> <p>Schedules reflect time for professional learning communities and teachers frequently meet together, but little time is spent on analyzing data (student work, lesson observations, alignment of standards) and acting upon the results.</p>	<p><b>The school leader uses ImpactKY survey (perception data) results to develop a plan for teachers and other professional staff that promote effective professional development, practice and student learning.</b></p> <p><b>Leader provides regular reports to school-based decision making council, faculty/staff and/or steering committees regarding working conditions survey results as well as actions that have been developed for improvement.</b></p> <p><b>The principal uses Cognitive Coaching conversations to empower teachers to solve important issues and entrusts teachers and other professionals with collective responsibility for meeting the academic, social, emotional and physical needs of each student pursuant to the mission, vision and core values of the school.</b></p>	<p>The principal systematically and multiple times per year collects and analyzes perception survey data in order to develop and monitor action plan(s) for continuous improvement of workplace conditions.</p> <p>Evidence that the leader regularly participates and monitors collaborative meetings, e.g., weekly PLC meetings, data team meetings.</p> <p>Evidence of job-embedded professional development (ex: peer coaching, instructional rounds, etc.)</p>
---	--	--	---

<p>Teachers or other professional staff say there is little to no autonomy and the faculty/staff is micromanaged.</p>	<p>There is some evidence of team building activities to build rapport that may loosely connect to professional growth and improvement of practice.</p>	<p><b>A schedule for intentional collaboration among faculty and staff using protocols, e.g., weekly PLC/data team meetings. Those teams are inclusive of all roles, e.g., library/media specialist, special educators, elective/special areas teachers.</b></p>	<p>Evidence (agendas, slide decks, conference program guides) that the leader is a leader among their colleagues across the district, region and/or state. They provide professional learning sessions at convenings of the regional cooperative, state-level and/or various other professional organizations.</p>
<p>There is little to no effective feedback for professional improvement.</p>	<p>Principal is becoming more and more transparent in his/her actions in order to support open, productive, caring and trusting relationships with leaders, faculty and staff.</p>	<p><b>The principal consistently holds high expectations for professional work and ethical and equitable practice from all teachers and other professionals.</b></p>	
<p>Principal shows lack of transparency and trust by attempting to appear to be at school when he/she is out of the building due to professional learning or other obligations.</p>	<p>CTE teachers set program specific career readiness goals and develop action plans to help the students in their program become career ready.</p>	<p><b>Principal is transparent in his/her actions and communication and establishes trust and open communication.</b></p>	
<p>There is blame among staff when students are not successful.</p>		<p><b>Teachers, other professionals and the principal take responsibility and hold each other responsible for continuous improvement.</b></p>	
<p>Teachers are assigned to tasks (bus duty, bathroom supervision), but are not engaged in the leadership of school improvement.</p>		<p><b>School improvement plan addresses needs/concerns from survey data acquired from various stakeholders.</b></p>	



**Leader’s EILA credit hours reflect a high level of professional learning that aligns with their professional growth goals and the goals of the school/district.**

**The leader consistently shares own learning with faculty and other stakeholders and functions as the “lead learner” (e.g., leads book studies, engages in professional learning dialog with colleagues in the district, or across multiple districts, etc.).**

**Principal facilitated an online research and review professional learning session for teachers to study highly effective engagement strategies designed specifically for virtual instruction. Teachers were partnered up for NTI days and virtually observed each other and provided evidence for student engagement and strategy implementation.**

## **Standard 8: Meaningful Engagement of Families and Community**

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

Elements	Performance Levels			
	An <b><i>Ineffective</i></b> School Leader ...	A <b><i>Developing</i></b> School Leader ...	An <b><i>Accomplished</i></b> School Leader ...	An <b><i>Exemplary</i></b> School Leader ...
a.	Often fails to be approachable, accessible, and welcoming to families and members of the community.	Generally approachable, accessible and welcoming to families and members of the community.	<b>Is approachable, accessible and welcoming to families and members of the community.</b>	Builds the capacity of all school personnel to be approachable, accessible and welcoming to families and members of the community.
b.	Fails to effectively engage in the conversations and activities necessary to develop mutually beneficial relationships with families and the community and/or does not nurture positive relationships that exist.	Attempts to develop positive, collaborative and productive relationships with families and the community, but these attempts may be haphazard or less than fully effective.	<b>Creates and sustains positive, collaborative and productive relationships with families and the community for the benefit of students.</b>	Develops schoolwide capacity to establish trusting relationships and holds school personnel (and self) accountable for developing positive relationships among and between all stakeholder groups.
c.	Communication with families and the community is minimal, lacks purpose and/or lacks inclusivity.	Communicates regularly and/or openly with families and the community about school-related issues, but the majority of the communication is one sided.	<b>Engages in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.</b>	Uses multiple strategies, languages and vehicles to continuously create reciprocal links with families and the community to support highly effective communication systems focused on school and student success.
d.	Does not maintain an active presence in the community and/or fails to capitalize on the community as a valuable school partner.	Maintains some degree of presence in the community and attempts to promote a partnership between school and community,	<b>Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school.</b>	Maintains a strong and continuous presence in the community and actively seeks out and draws upon the community's resources while also building community commitment to the school and its students by prioritizing strategic partnerships.
	Does not utilize	Encourages active	<b>Creates means for the</b>	Evaluates the

e.	effective structures between the school and families as a tool to support student success and/or limited connections between the school community and families exist.	family participation in the learning process and uses basic communication structures to facilitate student learning.	<b>school community to partner with families to support student learning in and out of school.</b>	effectiveness of structures designed to promote dynamic family engagement in the learning process and advocates for innovative avenues to continuously strengthen the bond.
f.	Makes little use of the community's cultural, social, intellectual and political resources as a means to advance student and school growth, and/or is not particularly aware of the community's resources and/or makes little effort to increase his/her understanding.	Developing an ability to identify the community's cultural, social, intellectual and political resources, and makes some use of those resources to strengthen the school and promote student learning and well-being.	<b>Understands, values and employs the community's cultural, social, intellectual and political resources to promote student learning and school improvement.</b>	Seeks out and draws frequently upon the community's cultural, social, intellectual and political resources to advance the school and extend learning opportunities for students.
g.	Restricts the use of the school as a resource for families and the community and/or many obstacles discourage the use of the school as a resource for families and the community.	Provides limited use of the school as a resource for families and the community.	<b>Develops and provides the school as a resource for families and the community.</b>	Promotes the school as a community center and actively seeks out opportunities for families and community members to engage in programs and activities that strengthen family and community member connections and validate the school as a joint asset.
h.	Lacks conviction when communicating with families and the community regarding the value of the educational system and/or family, and community buy in of the message is low.	Verbalizes the value of the educational system and student well-being to families and community members periodically and evidence confirms some degree of buy in.	<b>Advocates for the school and district, for the importance of education and student needs, and priorities to families and the community.</b>	Empowers families and the community to advocate, on behalf of the school and district, the gravity of education and necessity of student well-being to fellow families and community members.
i.	Fails to advocate publicly for the needs	Promotes the needs and priorities of	<b>Advocates publicly for the needs and priorities of</b>	Empowers all members of the school

	and priorities of students, families and the community, and/or makes moderate advocacy attempts that result in minimal impact.	students, families and the community.	<b>students, families and the community.</b>	community to passionately advocate publicly, using a variety of platforms, for the needs and priorities of students, families and the community.
j.	Dismisses partnerships with public and private sectors and/or has negative interactions that derail long-term, mutually beneficial relationships.	Seeks out some mutually beneficial partnerships with public and private sectors: however; the relationships are short-lived and/or are not grounded in a shared vision.	<b>Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.</b>	Consistently evaluates and expands innovative, mutually high-yielding partnerships with public and private sectors based on evolving needs of the school and individualized learning needs of each student resulting in elevated and shared success.

**Critical Attributes**

	<p>The school leader is unwilling to engage with families and community productively or in a meaningful way.</p> <p>The school leader lacks the willingness to communicate and involve families and the community in the school beyond compliance purposes.</p>	<p>The school leader recognizes the need and makes an effort to engage and develop partnerships with families and community.</p> <p>The school leader establishes foundational relationships with families and community.</p>	<p><b>The school leader establishes school-wide structures, involving strategic, inclusive practices and implementation checks, to facilitate continuous engagement of families and community members to support student learning and social-emotional well-being both in and out of school.</b> (b, c, d, e, g)</p> <p><b>The school leader utilizes a variety of communication strategies, both personal and public, to effectively engage in reciprocal communication with families and community members to support student and school success.</b> (a, c, e)</p>	<p>The school leader proactively engages families and community and holds self and staff accountable for deep engagement to ensure success.</p> <p>The school leader consistently gauges and refines the dynamic, evolving and mutually beneficial engagement plan/structures to accelerate student, school and community needs</p>
--	---	---	---	---

<p>The school leader does not prioritize responding to families and community needs and concerns.</p> <p>The school leader communicates with families and the community in a predominately one-sided manner.</p> <p>Being involved in the community holds minimal value for the school leader.</p> <p>Community and family support is not expected by the school leader.</p>	<p>The school leader exhibits willingness to utilize school as a resource for families and communities.</p> <p>The school leader acknowledges stakeholder concerns and needs in an effort to maintain partnerships.</p>	<p><b>The school leader intentionally builds and maintains strategic partnerships with internal and external stakeholders that are mutually beneficial. (b, d, f, g, j)</b></p> <p><b>The school leader personally and publicly champions the importance of family and community support of schools, and school support of community. (f, h, i)</b></p>	<p>The school leader capitalizes on diverse communication pathways, with keen awareness of audience needs, to elevate success and showcase value.</p> <p>The school leader utilizes all appropriate and available opportunities and organizations to ensure equitable access and acceleration of school and student goals.</p> <p>The school leader advocates, alongside school personnel, community members and families, the essential partnership of home, school and community.</p> <p>The school leader provides support to other leaders in the school system, state and/or professional organizations on how to meaningfully engage families and community members.</p>
--	---	---	--

**Possible Examples**

<p>No observable plans or partnerships with families or community (e.g., CSIP, Title I Compact).</p>	<p>Articulation of a plan to gather stakeholder feedback and develop partnerships with families and communities (e.g., CSIP, Title I Compact).</p>	<p><i>Parent survey data evidenced 95% of parents agreed/strongly agreed with the following statement: I feel included and invested in this school.</i></p>	<p>Authentic service-learning opportunities in the community (e.g., passion projects, service projects, volunteering opportunities, etc.) are rewarded and collaboratively designed.</p>
--	--	---	--



<p>Not responding to emails or phone calls from families and community partners in a timely fashion.</p>	<p>Needs assessment conducted periodically identifies student, school and community needs.</p>	<p><b>Times and locations for all meetings/collaborative events are communicated using multiple platforms and languages.</b></p>	<p>School hosts weekly video chats with parents about how to support their child’s learning at home (e.g., how to set up your home to make it most conducive to learning, positive study environments, routines that work, homework-friendly area with limited distractions).</p>
<p>No evidence of electronic, written, social media, one-calls to families and community (e.g., Email, Twitter, Facebook, school website, etc.).</p>	<p>Family and community surveys have been developed to guide decisions (e.g., needs assessment, plus/delta, etc.).</p>	<p><b>Interpreter is provided for all family and community events.</b></p>	<p>Family and community surveys have been developed, distributed and analyzed, and the results drive collaborative school improvement decisions.</p>
<p>Unaware of community partnerships (e.g., chamber of commerce, local merchants/industry, emergency services, etc.).</p>	<p>Communication opportunities have been identified and have been initially implemented (e.g., schoolwide calendar, school Facebook/Twitter accounts, school website, two-way communication routes are established and advertised).</p>	<p><b>Minutes and agendas from school leadership team meetings provide evidence of active, rotating membership from parents and community members.</b></p>	<p><i>For the past several years most parents have completed the school’s parent survey, and greater than 95% respond with agree/strongly agree with the statement: When I go to the school, I feel welcome.</i></p>
<p>School gives bonus points to students whose parents attend parent-teacher conferences.</p>	<p>Family and community events are planned and conducted as evidenced by school calendar, event flyers, social media posts (e.g., fall festival, family engagement nights, parent/teacher groups, etc.).</p>	<p><b>Enrichment activities (and support for implementation) for parents to use at home are offered strategically to match up with school calendar breaks.</b></p>	<p>Celebrations are held to recognize the contributions of the community (e.g., Veteran’s Day, multicultural events, etc.).</p>
<p>When a local community health group requests use of the track for walking, the principal says, “No. The track is to be used only by students.”</p>	<p>The school hosts a weekly exercise class free of charge for any staff member and parent.</p>	<p><b>Evidence exists to demonstrate that communication with families and stakeholders is responded to in a timely manner, appropriate tone and with a tailored message.</b></p>	<p>Attainment of state, federal or private entity grants to support meaningful partnerships.</p>

<p>Principal focuses only on truancy court consequences when conferencing with a parent and student about excessive unexcused absences.</p> <p>When given a discipline referral to take home, the student tells the assistant principal his parents can't read English. The principal responds, "You will just have to read it to them. I don't know a foreign language."</p> <p>When asked if the school principal might be willing to serve as guest speaker at the local community college graduation ceremony, the principal responds, "I don't have time to get a speech together for that ceremony. I have to get ready for my own school's ceremony."</p> <p>Elementary school principal declines an opportunity to visit a high school classroom and remarks, "It doesn't matter what happens in high school classrooms, I have a responsibility to worry about what's happening now with my students."</p> <p>When greeting a parent, the principal calls the</p>	<p>Easy-to-read school maps that help visitors find where they are going when visiting the school are available.</p> <p>Professional learning is offered to staff on the topic of cultural competence.</p> <p>Principal works to forge a partnership with the public library, but no mutually agreed upon purpose or procedures are formally established.</p> <p>Based on survey results, school safety is the number one priority for parents. As such, the principal periodically communicates school safety efforts being implemented.</p> <p>Community use of the school's facilities is</p>	<p><i>On the current year's parent survey, 97% of respondents agreed with the following survey statement: When I go to the school, I feel welcome.</i></p> <p><b>Local health department and school health education teacher facilitate a yearly diabetes education and screening booth during the school's homecoming football game.</b></p> <p><b>School budget reflects funding for a dedicated staff member to coordinate support programs to address out-of-school learning barriers for students and families.</b></p> <p><b>An expanded learning plan is prioritized work showcasing after-school, weekend and summer programs that provide academic instruction and individualized support.</b></p> <p><b>Curriculum documents embed enrichment activities</b></p>	<p>Principal serves as an advocate for school/district needs with state and federal entities (professional organizations).</p> <p>School programs systematically utilize community cultural, social, intellectual and political resources to address student needs and school improvement.</p> <p>Principal uses feedback from open houses, parent/community forums, parent conferences, volunteer programs, activities and meetings to inform decisions that drive school improvement.</p> <p>Parent outreach plan includes implementation and impact checks with required evidentiary accountability for all school personnel.</p> <p>Principal holds "Community</p>
--	--	--	--

<p>parent by the wrong name.</p> <p>Parent leaves a voicemail for principal about the excessive hours of homework being assigned on a nightly basis. Principal does not return the parent’s call.</p> <p>When communicating with a parent, the assistant principal references the student by his/her first name and the parent has to emphasize that the student goes by his/her middle name.</p>	<p>permissible from 3 p.m. to 5 p.m. only.</p> <p>Principal has received complaints about the excessive burden school fundraising is putting on the community. Principal suggests school groups limit fundraisers to two a year.</p> <p>School leader publicizes dates of steering committee and advisory committee meetings as a means to provide information regarding the development and progress of goals as well as future goals and initiatives to those who might be interested.</p>	<p><b>that emphasize real-world learning and community problem solving.</b></p> <p><b>Free dental screening programs are sought out by school leadership and scheduled multiple times during the year.</b></p> <p><b>Minutes of the school board meeting reflect school principal advocating for funds to support wraparound services.</b></p>	<p>Conversations” monthly at local parks.</p> <p>Focus groups are utilized consistently when proposed policy changes are being considered and as a means to gauge effectiveness of policy revision.</p> <p>Principal facilitates a weekend Socratic seminar on topics such as democracy and education and community asset mapping.</p>
<p>Parents bring issues to principal regarding a coach. Parents report the coach is using profanity and making degrading comments about the team’s performance. Principal tells the parents to tell their children that they need to toughen up and not let the coach’s comments bother them. Principal goes on to say, “That’s just the personality of the coach.”</p>		<p><b>Training is required for all school resource officers/security guards focused on the school’s intentional efforts to make visitors feel welcome.</b></p> <p><b>Attendance logs verify the principal attends many of the family after-school activities organized by the family</b></p>	<p>Principal offers a schoolwide seminar that is open to students, families and the community. For example, a seminar focused on a series of short stories about the purpose of education.</p> <p>Principal seeks out an entry point for community residents who might not have any other reason to</p>

<p><b>resource youth services center and school counselor(s).</b></p> <p><b>Teacher and parent co-chair parent involvement committee.</b></p> <p><b>Family and community surveys have been developed, distributed and analyzed. Results are used to determine next steps.</b></p> <p><b>Extensive opportunities to engage and partner with families and the community are evident (e.g., open houses, parent/community forums, parent conferences, volunteer programs, activities and meetings).</b></p> <p><b>Social media is used to promote school activities and opportunities to family and community (e.g., email, Twitter, Facebook, school website, etc.).</b></p>	<p>visit the school.</p> <p>Principal leads other school leaders in training designed to acquire a full complement of adaptive skills, such as the interpersonal behaviors and attitudes that enable principals to share leadership, and to engage families, staff and community partners as educational equals.</p> <p>The school is used as a hub for the community.</p> <p>Principal shares resource entitled “Community and Family Engagement: Principals Share What Works,” with a colleague working to strengthen meaningful relationships.</p> <p>At a national education conference, the principal facilitates a session entitled, “The Value of Education in the Life of Small Town America.” (The session title could change so that it also represents urban communities.)</p>
--	---

**School/community celebration days (e.g., holidays, 100th Day of School, etc.) are visibly advertised and recruitment for attendance is prioritized.**

Principal and PTA president co-author an article for National PTA Newsletter highlighting the power of innovative, productive parent/school partnerships.

**Communication plan allows for two-way communication with stakeholders (e.g., message system, Parent Portal, email, etc.).**

**There is evidence of advocacy for school needs with the central office (emails, agenda, calendar, etc.).**

**School partners with supplemental support services to provide targeted supports and services to students within the school. (Evidence might include calendar for events, FRYSC data, McKinney Vento data, school nurse data, comprehensive school counseling program data, etc.).**

**The school leader actively addresses stakeholder concerns and needs in order to strengthen partnerships.**

**The school leader participates in community events in an effort to develop meaningful and mutually beneficial partnerships.**

**School offers virtual office hours for parents to troubleshoot non-traditional instruction issues and receive targeted follow up support.**

**Partnerships with business and industry yield various work-based learning opportunities that support unique student needs (e.g., internships, apprenticeships, co-op, job shadowing, mentoring, entrepreneurships, school-based enterprise). Structures are in place to assess effectiveness and refine the experience.**

**School leader networks with stakeholders, including local/regional workforce investment boards (WIB), multiple times annually via steering and advisory committees, both formally and informally, to determine growth areas and analyze progress aimed at improving the school's effectiveness at meeting workforce needs.**

## **Standard 9: Operations and Management**

Effective educational leaders manage school operations and resources to promote each

student’s academic success and well-being.

Elements	Performance Levels			
	An <b>Ineffective</b> School Leader ...	A <b>Developing</b> School Leader ...	An <b>Accomplished</b> School Leader ...	An <b>Exemplary</b> School Leader ...
a.	Fails to institute, manage or monitor operations and administrative systems that promote the mission and vision of the school.	Institutes operations and administrative systems that are loosely aligned to the mission and vision of the school and makes some attempt to monitor the effectiveness of these systems.	<b>Institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school.</b>	In collaboration with teachers and/or other administrative team members, the school leader institutes, manages and monitors operations and administrative systems that are tightly aligned with and accelerates the mission and vision of the school.
b.	Management choices are primarily based on adult preferences and/or lack focus on student’s learning needs.	Some management choices may be strategic in order to optimize professional capacity to address students’ learning needs, while other choices may be based on adult preferences.	<b>Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.</b>	Empowers teachers and other professionals to advocate for strategic management of staff resources, specifically requesting the assignment and scheduling of teachers and staff to roles and responsibilities that correlate to their identified instructional strengths to ensure the academic and emotional success of each student.
c.	Fails to seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community;	Inconsistently seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community;	<b>Seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and</b>	Empowers others to innovatively and actively seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment;

	professional capacity and community; or family and community engagement.	professional capacity and community; and family and community engagement.	<b>community; and family and community engagement.</b>	student learning community; professional capacity and community; and family and community engagement.
<b>d.</b>	Lapses in acting responsibly and ethically in stewardship of the school's monetary and nonmonetary resources, resulting in ineffective budgeting and accounting practices.	Makes most decisions that demonstrate responsible, ethical and accountable actions in the management of the school's monetary and nonmonetary resources, while almost always engaging in effective budgeting and accounting practices.	<b>Is a responsible, ethical and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.</b>	Creates a system where all stakeholders are responsible, ethical and accountable stewards of the school's monetary and nonmonetary resources, engaging in strategic budgeting and accounting practices.
<b>e.</b>	Fails to protect teachers' and other staff members' work and learning from disruption.	Inconsistently protects teachers' and other staff members' work and learning from disruption.	<b>Protects teachers' and other staff members' work and learning from disruption.</b>	Empowers the school community to hold self and others accountable for consistently ensuring that work and learning are protected from disruption.
<b>f.</b>	There is limited effort to employ technology to improve the quality and efficiency of operations and management and/or there is no positive impact on quality or efficiency.	Uses the basic technology available to support operations and management, but technology integration has limited impact on the quality and efficiency.	<b>Employs technology to improve the quality and efficiency of operations and management.</b>	Continually researches and seeks recommendations for advancements in technology and then makes changes to current technology practices that result in accelerated quality and efficiency.
<b>g.</b>	Sporadically uses data and communication systems to provide information that may or may not be actionable.	Uses data and communication systems to inform feedback for classroom and school improvement that is mostly actionable and/or consistently delivered.	<b>Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.</b>	Continually evaluates data and communication systems and creates an effective plan for actionable feedback loops resulting in highly effective teaching and learning.
<b>h.</b>	Unaware and/or fails to comply with local, state	Knows and complies with local, state and	<b>Knows, complies with and helps the school</b>	Leads advocacy efforts in collaboration with



	and federal laws, rights, policies and regulations.	federal laws, rights, policies and regulations to promote student success.	<b>community understand local, state and federal laws, rights, policies and regulations to promote student success.</b>	community members for tight adherence to local, state and federal laws, rights, policies and regulations so as to elevate academic success and social and emotional well-being of each student.
<b>i.</b>	Inconsistently or fails to develop and manage relationships with feeder and connecting schools for enrollment management and/or instruction.	Develops and manages relationships with feeder and connecting schools for enrollment management with a limited degree of communication around curriculum and instruction.	<b>Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.</b>	Sustains and nurtures an ongoing communication system with feeder and connecting schools aimed at the holistic success and well-being of each student.
<b>j.</b>	Fails to recognize the value in developing and managing productive relationships with the central office and school board and/or relationship primarily negative or stilted.	Engages in a relationship with the central office and the school board and outcomes reflect some elements of productivity.	<b>Develops and manages productive relationships with the central office and the school board.</b>	Sustains, ongoing, active and synergistic relationships with the central office and the school board.
<b>k.</b>	Has a lack of awareness of the need for systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community.	Attempts to develop systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community, but there is inconsistent administration and implementation.	<b>Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.</b>	Continuously monitors, evaluates and refines the systems for fair and equitable conflict management and builds capacity for all stakeholders to recognize and confront lapses in effective implementation.
<b>l.</b>	Demonstrates lack of skill or will to adequately manage governance processes or internal/external politics.	Adequately manages governance processes and internal and external politics with some degree of success in achieving the school's mission and vision.	<b>Manages governance processes and internal and external politics toward achieving the school's mission and vision.</b>	Prioritizes the highly effective management of governance processes and internal and external politics with laser-like focus on achieving the school's mission and vision.

## Critical Attributes

<p>Decisions are not aligned with the vision and mission of the school or decisions do not positively affect student learning.</p>	<p>Operations and systems are put in place with some attention to monitoring and managing the outcomes to ensure alignment with the vision and mission of the school.</p>	<p><b>The school leader models strategic operations and management of fiscal, physical and human resources, including accurate budgeting and accounting practices, effective use of technology and optimizing the professional capacity of educators in order to promote each student’s academic success and well-being.</b> (a, b, c, e, f)</p>	<p>The school leader actively collaborates with teachers and other professionals to ensure that operations and administrative systems are aligned with the vision and mission of the school.</p>
<p>There are no collaboration efforts with teachers and other professionals on school operations and resources and/or the school leader does not utilize the budget or school resources effectively or efficiently.</p>	<p>Principal makes some collaboration efforts with school stakeholders on school operations and resources, but may inconsistently utilize the budget and/or school resources effectively and efficiently.</p>	<p><b>The principal exemplifies ethical behavior as an accountable steward of resources by modeling equitable practices in budgeting, accounting, compliance with laws, regulations and policies.</b> (d, e, f, h, k)</p>	<p>Stakeholders, including school educators, are empowered to develop and implement strategies for recruitment, induction and retention of effective teachers and other professionals.</p>
<p>The principal does not utilize data and technology to improve student outcomes and processes and/or the principal has no strategy for monitoring data; or no action is taken to improve, if data is analyzed in some way.</p>	<p>While the school leader may have a small pool of candidates to fill open positions, the school leader has not put into practice intentional strategies for recruitment purposes in order to attract the most capable candidates.</p>	<p><b>The school leader prioritizes building and sustaining relationships with all stakeholders that result in continuous collaboration and capacity building for actionable feedback that ensures each student’s academic success and wellbeing.</b> (g, i, j, l)</p>	<p>Principal sustains and nurtures active and synergistic relations with all leaders within the district, including the local members of the board of education, and may be the impetus of ensuring that all decisions and actions are aimed at the holistic success and well-being of each and every student.</p>
<p>The principal does not honor and protect</p>	<p>The principal has strategies in place to</p>		<p>The principal uses technology seamlessly and</p>

<p>instructional time or professional learning time for teachers and other professionals.</p>	<p>utilize technology to improve management, but some operations are not quite operating efficiently.</p> <p>Principal continues to learn local, state and federal laws, rights, policies and regulations in order to promote student success, but he/she is not quite ready to lead other stakeholders in their learning.</p> <p>The principal connects with school leaders within the district and is beginning to work collaboratively to ensure student success.</p>		<p>effectively in all aspects of leadership and stays aware of trends and forecasts of data and technology in order to improve the efficiency of operations and management.</p>
---	--	--	---

**Possible Examples**

<p>No clear evidence that school schedule, disciplinary procedures, decisions or school operations are aligned with the mission and/or vision of the school.</p> <p>Master schedule is developed by the principal in isolation, or the principal assigns this duty to other personnel who develop the schedule</p>	<p>Master schedule is developed by the principal with limited collaboration, or opportunities.</p> <p>Handbooks are developed by the principal with limited collaboration.</p>	<p><b>The school leader strategically seeks and recruits effective teachers and other professionals and utilizes effective and innovative induction and retention strategies and resources.</b></p> <p><b>Principal leads the learning for the school community around the local, state and federal laws, rights, policies and regulations to promote student success.</b></p>	<p>Asset inventory surveys are conducted to provide additional data points from which to identify strengths in individual teachers and other professionals. Results are combined with other data to inform student-centered systems for creating school schedule teacher assignments (master schedule).</p> <p>Handbooks are developed in collaboration with faculty, approved by the SBDM Council, and distributed to parents.</p>
--	--	--	---

<p>in isolation.</p> <p>Handbooks are not developed or developed by the principal (or designee) in isolation.</p> <p>Budgets are not developed or developed by the principal (or designee) in isolation.</p> <p>Personnel decisions are made by the principal in isolation.</p> <p>No evidence that the principal attempts to resolve conflict or the principal is typically in the middle of unresolved conflict (involving parents, educators, staff, central office or other stakeholders).</p> <p>Principal blames academic performance and struggles on lack of resources, students, teachers or central office staff.</p>	<p>Budgets are developed by the principal with limited collaboration.</p> <p>Personnel decisions are made by the principal with limited input.</p> <p>Emails and due process records show attempts to mediate conflict.</p>	<p><b>The school leader develops and manages productive relationships with school leaders from feeder (or other connecting) schools, superintendent and school board to ensure each student's academic success.</b></p> <p><b>Master schedule is developed in collaboration with faculty and staff and allows opportunities for all students.</b></p> <p><b>Principal collaborates with teachers and other professionals to develop an academic schedule that optimizes the human resources of staff so that each student's needs are met.</b></p> <p><b>Budgets are developed in collaboration with faculty.</b></p> <p><b>The principal prioritizes developing and managing productive relationships rather than simply perceiving management and operations as a list of things to accomplish.</b></p>	<p>Budgets are developed in collaboration with department heads, approved by the SBDM.</p> <p>Personnel decisions are made according to SBDM and district policies and procedures with input from faculty with a system in place to evaluate them regularly.</p> <p>There is a system in place to reduce conflict among faculty, staff, student and community.</p>
---	---	---	--

---

**Personnel decisions are made according to SBDM and district policies and procedures with input from faculty.**

**The principal honors and protects instructional time and collaborative professional learning time for teachers and other professionals.**

**Emails, corrective action plans and student discipline records indicate appropriate conflict resolutions.**

**School leader successfully implements Carl Perkins' law requirements (e.g., needs assessment, grant training, grant writing, meeting Perkins measures and appropriate stewardship of grant funding) without infractions and with evidence reflecting consistent increases in student learning.**

**School leader develops and manages relationships with feeder schools in order to communicate and implement career and technical education required steps for students to progress through career pathway sequences of courses leading to aligned certifications, end-of-program assessment and/or dual credit.**

School leader collaborates with feeder school to provide career counseling to ensure all students are prepared to make informed decisions regarding programs and courses and then ensures access to most appropriate courses/programs reflective of counseling/ILPs.

## Standard 10: School Improvement

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

Elements	Performance Levels			
	An <b>Ineffective</b> School Leader ...	A <b>Developing</b> School Leader ...	An <b>Accomplished</b> School Leader ...	An <b>Exemplary</b> School Leader ...
a.	Demonstrates little commitment to personalizing improvement efforts to meet the needs of the school community and/or easily loses focus and reacts with visible frustration to challenges and setbacks and/or makes concessions on student achievement goals in the face of persistent challenges.	Maintains personal belief in the potential for improving student achievement and overall school effectiveness and attempts to prioritize efforts but may struggle when faced with adversity.	<b>Seeks to make school more effective for each student, teachers and staff, families, and the community.</b>	Prioritizes a relentless focus on improvement efforts targeted to match the specialized needs of each student, teachers and staff, families, and the community while demonstrating resilience and using every challenge as an opportunity to learn and develop themselves and their staff.

b.	The leader's actions or attitude regarding the development and enactment of continuous improvement methods and school goals have a negative impact on the educational environment and/or fails to develop essential components of the continuous improvement process.	Inconsistent in planning, implementing and supporting actions associated with mission, vision and core values, and/or these actions have limited positive impact on the educational environment.	<b>Uses methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.</b>	Consistently and collaboratively plans, implements and supports actions that develop, advocate and enact a shared mission, vision and set of core values of high-quality education resulting in each student's success, and to significant improvements in or sustained excellence of the educational environment.
c.	Passively manages school change while ignoring the role change may have on the school and/or community, and/or rarely provides support to stakeholders during times of change.	While focusing on improvement, provides time for the school and community to process change; embraces change that is in the best interest of students; anticipates reactions to change and initiates some degree of forward-moving momentum.	<b>Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills and motivation to succeed in improvement.</b>	While developing allegiance to the imperative of improvement, facilitates opportunities for the school and community to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.
d.	Exerts minimal effort to collaborate with stakeholders throughout the cycle of continuous improvement and/or the continuous improvement cycle does not reflect many of the best practice principles.	Collaboratively establishes priorities for school improvement based on data/research and implements a system to monitor progress.	<b>Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.</b>	Utilizing a shared leadership approach that involves diverse stakeholders, leads a systematic continuous school improvement process that results in verified change initiatives promoting improved student academic achievement, enhanced student well-

				being, and greater school and teacher effectiveness.
e.	Minimally demonstrates inclusion of strategies and/or a plan to achieve school improvement goals.	Makes use of limited strategies within the school plan for improvement, with little attention to different phases of implementation and/or a sustainable system.	<b>Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</b>	Develops the capacity of stakeholders to employ situationally appropriate strategies within the school plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation, through a self-sustainable system.
f.	Does not expect staff to be capable of assessing and applying emerging educational trends and research as a means to support continuous improvement and/or leadership is dismissive to exploring research-based educational trends.	Staff is moderately involved in the analytical process of discerning merit and relatedness of current educational trends/research and/or adoption is based on trend popularity instead of most effective for school.	<b>Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.</b>	Share decision making with staff to gauge effectiveness of the most appropriate research-based emerging educational trends that are targeted to support the unique, changing needs of the school while encouraging forward-thinking.
g.	Completes a cursory review that lacks characteristics of a systemic process, of the school's strengths and weaknesses using annual student achievement results; may misinterpret patterns; may set goals unrelated to student learning and/or not adequately specific or measurable.	Implements a system to collect data and utilize; however, limited data sources are analyzed to diagnose the current state of the school and student achievement. Stakeholder connections are somewhat used to support system implementation and the well-being of some students.	<b>Develops technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback and evaluation.</b>	In collaboration with the school community, leads a systemic data review process using multiple and varied data sources over time to diagnose and respond to student needs and school improvement while prioritizing stakeholder collaboration and coherence as a critical component of ensuring significant and



				sustained gains in school improvement and attainment of rigorous student achievement goals as measured outcomes of the continuous review cycle.
<b>h.</b>	Lacks an understanding of the power of interconnectedness and/or misses opportunities to align strategies.	Establishes coherence across initiatives in support of school improvement goals and in most areas of the school.	<b>Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs and services.</b>	Increases both the speed and breadth of the adoption of a systems perspective within all aspects of the school and community while using a communication strategy that ensures all school staff, district personnel and stakeholder groups have clarity of purpose, priorities and outcomes for district-focused and school-driven improvement efforts while utilizing the most appropriate drivers AND builds the capacity of staff to identify misalignment between school, district and community priorities.
<b>i.</b>	Does not recognize the role that the change process will have on the school community and/or articulates that change will raise emotions and attempts to support staff but does not effectively manage all needs; and/or does not balance the need to make change within the school quickly while	Demonstrates some understanding of the change process and uses leadership and facilitation skills to manage it effectively with minor gaps in performance.	<b>Manages uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.</b>	Provides modeling and coaching to colleagues in support of highly effective change management practices focusing specifically on barriers to successfully facilitating the change process.

	supporting the staff's ability to learn and develop new skills.			
j.	Relies heavily on "power flows from the top down" leadership style and/or fails to ensure equitable access to leadership opportunities among staff.	Capitalizes on obvious teacher and staff strengths to unify improvement efforts and provides some opportunities for teacher and staff to assume leadership roles in activities designed to promote changes to school-wide systems.	<b>Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</b>	Fosters leadership potential among teachers/staff and monitors leaders in a variety of settings and provides specific feedback to support their continued leadership development within and beyond the school while serving as a mentor/model of effective leadership.

**Critical Attributes**

	<p>Traits of a fixed mindset permeate through their leadership management and/or leadership management reflects a pattern of negativity, secrecy and lack of grit while making minimal connections to the vision, mission and core values of the school.</p> <p>Reviews some data to monitor school improvement progress.</p>	<p>Models growth mindset to manage change while beginning to develop collective commitment to the school's vision, mission and core values.</p> <p>Uses relevant data and research to inform and monitor the school improvement plan.</p>	<p><b>Consciously exhibiting a growth mindset, the school leader intentionally manages change with positivity, transparency, and tenacity while developing collective commitment to the vision, mission and core values of the school.</b> (a, b, c, i)</p> <p><b>Using best practice principles, the school leader facilitates a strategic, shared system that is grounded in a cyclical process focused on student success and continuous school and classroom improvement.</b> (b, d, f, j)</p>	<p>Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement, closing achievement gaps and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop.</p> <p>Facilitates opportunities for staff to raise questions, doubts and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on</p>
--	---	---	--	---

<p>Uses some type of research to inform school improvement strategies.</p> <p>Uses a top-down leadership style to develop the school improvement plan.</p>	<p>Establishes coherence across initiatives in support of school improvement.</p> <p>Informs stakeholders of school improvement goals.</p> <p>May make concessions on student achievement goals in the face of persistent challenges.</p> <p>Leads a continuous improvement process but with inconsistent outcomes.</p>	<p><b>Exhibiting a deliberate focus, the school leader institutes intentional improvement strategies, while using data effectively to guide and refine efforts that are aimed at increasing overall school and student success. (e, g, h)</b></p>	<p>forward moving momentum.</p> <p>Demonstrates significant and sustained gain in school improvement and acceleration of each student’s attainment of goals.</p> <p>Establishes an effective leadership team with a relentless focus on student learning; selects highly effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and oversee improvement strategies.</p> <p>Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for collaborative work to collect and monitor data; uses data appropriately to identify student outcome trends, prioritize needs and drive continuous improvement.</p>
--	---	---	---

**Possible Examples**

<p>Principal assigns teacher with most department seniority to lead the textbook adoption process.</p> <p>Principal tells the faculty that a mandate has come down requiring all teachers to use the district-approved daily spelling routine in all classes. Teachers may not use anything else to teach spelling.</p> <p>School improvement team membership list does not include student representation.</p>	<p>Principal facilitates the completion of the American Institute for Research (AIR) Teacher Leadership: District and School Readiness Tool.</p> <p>On school leader survey, teacher responded, “I feel very overwhelmed with all of the improvement strategies we are expected to be using. I don’t feel equipped to do any of this new stuff well.”</p> <p>Plan-Do-Study-Act is the school-approved process for testing initiatives.</p>	<p><b>When reviewing long-term schoolwide goals, principals says, “Even though the trajectory doesn’t indicate it will be easy to meet the set goal, we don’t lower the goal. Instead, we need to find ways to improve our efforts.”</b></p> <p><b>Principal implements intentional strategies for using digital tools to improve culture and communication from attending the Administrator Digital Learning Day live hosted by KY GoDigital on YouTube.</b></p> <p><b>Meetings include specific structures and protocols for encouraging multiple voices before decisions are made.</b></p>	<p>Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement.</p> <p>In spite of lack of initial parental or community support, and criticism about past low academic performance from students, the principal instills passion in faculty and staff to remain focused on conversations and actions that accelerate student achievement. Thus, school personnel are relentless in their efforts to maintain a focus on growth mindset and not fall prey to negativity.</p> <p>Through professional learning and collaborative discussions, the concept of the I Lead classroom is emerging in various stages throughout the school. Students become the owners of the school vision: Extreme Commitment to College and Career Readiness, and they know what it takes to achieve this vision. The school leaders are sharing leadership with the most important commodity, the students.</p>
---	--	---	--

<p>School leader says, “Our state scores won’t ever come up. There is no way they can learn everything they have to know to do well on that test.”</p>	<p>Time is allocated for teacher collaboration in school calendar.</p>	<p><b>School’s percentage rate of National Board Certified Teachers increases each year.</b></p>	<p>After several years of system refinement, the teacher leadership teams develop, share and review data gathered from walkthrough tools that have proved to be instrumental in fostering a culture of continuous improvement. The walkthrough system is very closely tied to two other systems routinely implemented at the school (guided planning and teacher leadership teams), each aimed at continuous improvement.</p>
<p>Principal refers to new literacy strategy as “flavor of the month.”</p>	<p>Stakeholder membership on the school improvement team remains static.</p>	<p><b>Principal secures financial support to fund a hybrid teaching position that allows for teacher leader to teach half of the day and serve as a coach during the other half.</b></p>	<p>Principal, in collaboration with school and community stakeholders, utilizes the strengths, weaknesses, opportunities and threats (SWOT) analysis to assess the school’s current position related to their key core work processes before changing course or deciding on any new strategy or initiative.</p>
<p>Over three-year period, math scores have remained stagnant even though extensive professional development funding and resources have been prioritized to support math improvement efforts.</p>	<p>Attends Continuous Improvement Summit.</p>	<p><b>Principal utilizes KY Teacher Leadership Framework as a tool to develop and implement varied leadership opportunities for teachers.</b></p>	<p>Principal engages school community through town hall meetings and SBDM meetings in an ongoing process of evidence-based inquiry, strategic goal setting, planning, implementation and evaluation for continuous school improvement that results in verified change.</p>

<p>Data Days with Students is prioritized on school calendar.</p> <p>Develops structures that support schoolwide response for enrichment.</p> <p>Through data review, a trend of high failing rates for Algebra I emerged. A deeper review was conducted and many students were failing because they had earned multiple zeros for not turning in homework. Principal suggested reviewing school's homework policy and math department chair expressed resistance to changing the policy that has been in place for many years. Principal concedes and policy is not reviewed.</p>	<p><b>Facilitation of school improvement meetings includes multiple stakeholders.</b></p> <p><b>Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc. is utilized to inform decisions.</b></p> <p><b>Student achievement-oriented school improvement goals are linked to data analysis.</b></p> <p><b>Leader provides opportunities and support for school stakeholders to review schoolwide data and monitor progress toward improvement goals.</b></p> <p><b>Routine school</b></p>	<p>Evidence of communication of school and behavioral expectations with stakeholders in a manner which builds their capacity to reinforce these expectations.</p> <p>Staff assumes leadership roles in refining the school's vision, mission and strategic improvement plan.</p> <p>Trend data evidences significant and sustained increases in student achievement.</p> <p>School is highlighted on KDE's Best Practices Spotlight page.</p> <p>Teachers facilitate regular</p>
--	---	--

**communication with stakeholders includes strong connection to school's vision, mission and strategic improvement plan.**

organized/planned abandonment of initiatives based on student impact/outcomes.

**PD plan reflects a focus on professional development on the research connected to change.**

Principal verified the need for teacher motivation and support during mandated remote learning as a result of COVID-19 pandemic and implemented "Weekly Wins" during staff virtual connections. Teachers were encouraged to share something learned that lowered anxiety level and virtual lessons/activities/strategies that worked well. Ideas and suggestions were captured from the group and will be used to inform the design of remote learning for the upcoming year.

**Observations reflect support targeted to change initiatives.**

**School improvement plan outlines multiple tactics and strategies and can be adapted to reach identified goals.**

**School leader uses a Readiness Rubric to systematically assess the school's readiness for change.**

**Action plans include research-based instructional practices to improve teaching and learning.**

**Data, instruction, goals, professional development and action plans are all aligned.**

**Multiple and varied sources of trend data (e.g., norm and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information) is used to support continuous improvement.**

**Master schedule that prioritizes and maximizes student instructional time and teacher professional learning time.**

**A process is established and implemented to diagnose and respond to student learning needs.**

**Teachers in the district were providing NTI instruction through various platforms across the district. (Zoom, Skype, Google Hangout, Microsoft Teams, etc.). The principal requests district support in creating coherence so that students/parents were not overwhelmed with the various platforms.**

**A shared accountability structure is established and implemented for monitoring improvement strategies.**



**Opportunities are provided for staff and stakeholders to lead improvement efforts.**

**There is evidence of significant student achievement gains.**

**Teachers lead action research to guide the possible adoption of personalized learning approach.**

**Evidence-based teaching practices are implemented with fidelity.**

**SWOT (strengths, weaknesses, opportunities and threats) analysis is utilized by stakeholder group to inform school improvement efforts.**

**30-60-90 day plans are implemented with fidelity.**

**Key work processes guide improvement efforts.**

**Teachers lead the implementation of Academic and Behavioral Response to Intervention (ABRI) and school evidence support implementation with a high degree of fidelity and administrator support.**

**Impact KY Survey results reveal majority of survey respondents validate shared leadership is a facet of the school community.**

**Data confirms gaps are narrowing each and every year.**

**School guidance counselor leads Olweus Bullying Prevention Program Readiness Assessment as a step in the plan to address school climate.**