

County Certified Evaluation System

The Assistant Superintendent for Support Services will be the district contact person responsible for monitoring evaluation training and implementing the Certified Evaluation Plan.

OLDHAM COUNTY BOARD OF EDUCATION
Certified Evaluation Plan 2019-20

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Developed by:

**Performance Evaluation Committee 2019-2020
Brent Deaves, Chairperson; Assistant Superintendent for Support Services**

Brent Deaves	Central Office, Assistant Superintendent
Karen Putlak	Oldham County Preschool Teacher
Jennifer Graff	Buckner Elementary Teacher
Stu Martin	Camden Elementary Principal
Katie West	Centerfield Elementary Teacher
Dana Graham	Goshen Elementary Assistant Principal
Suzie Hackmiller	Harmony Elementary Principal
Rebecca Kirtland	LaGrange Elementary Teacher
Mark Robson	East Oldham Middle Principal
Stephanie Little	North Oldham Middle Teacher
Austin Hunsaker	South Oldham Middle Principal
Jennifer Girardian	Oldham County High Teacher

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OLDHAM COUNTY BOARD OF EDUCATION POLICY

CERTIFIED EVALUATION PLAN FOR All Certified Staff, except Superintendent
References: KRS 156.111; KRS 156.557; 704 KAR 3:370
Relates to 5029.02-AR

5029

I. Plan

The Superintendent or his/her designee shall develop and maintain a comprehensive evaluation plan for all evaluations of certified staff below the level of Superintendent. This plan shall comply with KRS 156.557 and all implementing regulations. The Performance Evaluation Committee, composed of an equal number of teachers and administrators, shall develop and review the plan annually for compliance and shall submit them to the Kentucky Department of Education for approval.

II. Manner of Evaluation

The approach used in the evaluation process is designed to bring certified personnel and the immediate supervisor together in the spirit of cooperation in order to develop the best teaching/learning situation possible.

III. Appeals

Procedures establishing a Local Evaluation Appeals Panel (LEAP) for certified teachers shall be included in the Certified Evaluation Plan (CEP). Any certified teacher may appeal a summative evaluation on which he or she receives an Ineffective rating for Overall Performance on the Kentucky Framework for Teachers. The appeal shall be filed with the LEAP within five (5) business days after the conference to review the evaluation is held.

A teacher has a right to appeal to the Kentucky Board of Education if he or she feels that the district is not properly implementing its Certified Evaluation Plan in the way in which it was approved by the Kentucky Department of Education. In order to make such an appeal, the teacher must submit a written request for review to the Kentucky Commissioner of Education within thirty (30) days of the final decision or action of the LEAP. The procedures governing such an appeal are set forth in the state regulation, 704 KAR 3:370, and are included in the CEP.

Adopted

Oldham County Board of Education

April 24, 2018

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CERTIFIED EVALUATION PLAN ORIENTATION

The Certified Evaluation Plan will be explained and discussed with all certified personnel no later than the end of their first thirty (30) calendar days of reporting for employment each school year

The building principal or assistant principal is responsible for annually evaluating the certified teachers who are assigned to his/her building. The primary evaluator for any certified teacher is the certified teacher's immediate supervisor, but additional administrative personnel may be used to observe and provide other formative data (which is data on performance gathered on a continuous basis and provided to the teacher as feedback with suggestions for growth and improvement), so long as they are trained, tested and approved by the Kentucky Department of Education in performance evaluation. Evaluations of teachers shall be conducted in accordance with the Certified Evaluation Plan adopted by the Board each year.

In the event that a tenured or non-tenured teacher is assigned as a permanent substitute, the Superintendent or his/her designee shall complete the final evaluation. Evaluators will perform summative evaluations on all administrative personnel annually. For an intern, formative data collected during the internship may be included in the summative evaluation.

When conducting a summative evaluation or an observation, the Evaluator must use forms approved by the Performance Evaluation Committee and/or included within the district approved technology platform.

The required number and manner of observations is set forth in the Certified Evaluation Plan. Evaluators will conduct observations openly and with the teacher's full knowledge. Observations will document information that is going to be used to determine the teacher's performance.

The performance measures upon which teachers are evaluated are based on the Kentucky Framework for Teachers approved by the Kentucky Department of Education and adopted by the Board of Education.

Principals and other building administrators must give certified teachers assistance for becoming more proficient as a teacher or administrator. The first method of doing this is through a Professional Growth Plan (PGP), as described in the Certified Evaluation Plan. This PGP shall serve as a guide to the principal or other administrator to provide support to the teacher being evaluated. The second method of assisting teachers to become more proficient as a teacher or administrator occurs if the evaluator determines that the employee is not meeting one or more components of the Kentucky Framework for Teachers and, as a result, places the teacher on an Individual Corrective Action Plan (ICAP). An ICAP is a plan tailored to assist that individual to improve his or her performance. The ICAP will identify corrective action goals and objectives, procedures and activities designed to achieve the goals, an assistance team of professional staff to support the teacher and serve as a resource to him or her, and target dates by which to accomplish each goal.

The Professional Growth Plan will be developed through the district approved technology platform. Forms related to implementing an Individual Corrective Action Plan have been adopted by the Performance Evaluation Committee and are contained in the CEP. While the principal has the obligation to provide assistance to certified staff to help them become more proficient in their position, teachers and administrators shall be accountable for their performance at all times. As such, neglect of duty, incompetence, gross misconduct and other performance problems are unacceptable and may result in disciplinary action or acceleration of the steps of performance evaluation, including placement on an ICAP, under certain circumstances.

Certified teachers have a right to respond to any observation or final evaluation. Upon submitting such a response to the primary evaluator, it shall be filed with that observation or evaluation. The teacher shall be given a printed copy of the Summary of Evidence to sign and on which comments may be made.

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Any certified teacher who needs additional information or clarification on this information about the Certified Evaluation Plan, the evaluation process, forms or criteria upon which he or she is evaluated is encouraged to seek that information or clarification immediately upon needing it.

ORIENTATION ATTENDANCE ROSTER

(Certified School Personnel Orientation)

Date: _____

Location: _____

Time: _____

Name (Please Print)	Signature

Copy this sheet if additional signature lines are needed. **Do not** attach a blank sheet for signatures.

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Relates to: OCBE 5029
5029.01-AR

CERTIFIED EVALUATION PLAN

The Certified Evaluation Plan for Certified School Personnel, as adopted by the Board of Education, is incorporated herein as if set forth in its entirety.

Adopted: May 2018

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Local Appeals Process

A Local Evaluation Appeals Panel (LEAP) for certified employees shall be established according to provisions of state law.

- The LEAP shall consist of two (2) certified employee members elected by the certified employees in the district and one (1) member appointed by the Board of Education who is a certified employee of the Board.
- The certified employee getting the third most votes shall be the alternate, and the Board may appoint an alternate for the member who is appointed by the Board.
- The three-member Local Evaluation Appeals Panel (LEAP) will be selected by June 1st every two years and will serve for two years.
- The Board appointee and/or alternate may be reappointed for consecutive terms. Elected members may be re-elected for a maximum of two consecutive terms.
- Any certified employee may appeal a summative evaluation which indicates he or she is Ineffective on one of the district's performance measures for the position held by the employee.
- A written appeal stating the grounds for appeal shall be filed with the LEAP member appointed by the Board within five (5) business days after the receipt of the final written summative evaluation. The appeal shall be submitted on a Certified Summative Evaluation Appeals form, located on the following page. The immediate supervisor of the appealing employee must be notified in writing of the staff member's intention to file an appeal and must be provided a copy of the Appeals Form within five working days of the receipt of the summative evaluation.
- The LEAP shall hold a hearing to review any appeal filed. This hearing should be scheduled for a date no sooner than five days from the receipt of the written appeal.
- No member of the LEAP shall review any appeal where he/she was the evaluator or has some other relationship with the evaluatee that creates a conflict of interest for that member. A panel member may choose to disqualify himself/herself for other reasons.
- The primary evaluator shall present to the LEAP and the employee written documentation that supports the summative evaluation within five working days after receipt of the written appeal from the appealing employee, unless the employee agrees to an extension.
- Likewise, the employee shall present written documentation to support the appeal to the LEAP and the primary evaluator within five days after filing the written appeal, unless the primary evaluator agrees to an extension.
- In conjunction with the written appeal, the employee authorizes the LEAP to review his/her performance evaluation record for all Oldham County service. The LEAP will conduct a hearing to review the issues raised in the appeal.
- The hearing shall be held in a reasonable time after the LEAP receives the written appeal, but in no event shall it be held later than thirty days after the LEAP receives the appeal.
- The employee shall have the right to be represented by a person of their choice at the hearing and shall advise the LEAP of said representation at least three days prior to the hearing.
- The LEAP shall base its decision on the evidence heard at the hearing and shall submit its written decision to the Superintendent within ten working days from the date of the hearing. The Superintendent shall notify the employee and primary evaluator of the LEAP's decision.

CERTIFIED STAFF SUMMATIVE EVALUATION APPEAL FORM

This appeal must be filed according to Oldham County Board of Education Administrative Regulation 5029-AR,

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which governs Performance Evaluation of Certified Staff.

Steps to Initiate Appeal

1. Complete and sign this form.

2. Complete and deliver this appeal form to the Appeals Panel Chairperson and provide a copy to your primary evaluator within five (5) working days after receipt of final summative evaluation.

_____ Date the staff member received written copy of summative evaluation.

_____ Date the Appeals Panel Chairperson and primary evaluator were given copy of appeal form from staff member indicating the intent to appeal the summative evaluation.

The reason(s) I believe that my summative evaluation was not developed according to Board Policy 5029 and Administrative Regulation(s) 5029 AR is (are) as follows: _____

I am asking that the following action be taken or that an adjustment be made on my summative evaluation as follows:

With the filing of this appeal of my summative evaluation, I give permission for my performance evaluation records for all my Oldham County service to be presented to the Evaluation Appeals Panel.

Appellant's Signature

Date

Appeals Panel Chairperson

Date of Receipt of Appeal

You must present all documentation you will use in support of your appeal to your immediate supervisor and the Evaluation Appeals Panel within five (5) business days after filing this written appeal.

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Related to Board Policy 5029; 5029-AR

Oath: Is the testimony you are about to give the truth, the whole truth and nothing but the truth?

- I. Opening statement by the teacher. (May be waived by the teacher) (Allow 10 minutes)
- II. Opening statement by the evaluator. (May be waived by the evaluator) (Allow 10 minutes)
- III. Teacher’s presentation of appeal issues to the panel. At this time, the teacher may wish to review submitted documents/emails/lesson plans, etc. or to call witnesses. (Allow 2 hours)
- IV. Evaluator’s presentation of response to the panel. At this time, the evaluator may wish to review submitted documents/emails/lesson plans, etc. or to call witnesses. (Allow 2 hours)
- V. Opportunity for questions from the LEAP members for the teacher and evaluator. (Allow 30 minutes)
- VI. Closing statement by the teacher – Opportunity to say anything else that you want to the LEAP to consider during deliberation. (Allow 10 minutes)
- VII. Closing statement by the evaluator – Opportunity to say anything else that you want the LEAP to consider during deliberation. (Allow 10 minutes)
- VIII. Final questions from the LEAP members. (Allow 20 minutes)

At this time, the LEAP will adjourn the hearing as of _____m. The LEAP shall submit its written decision to the Superintendent within ten (10) working days from the date of the hearing. The Superintendent shall notify the employee and primary evaluator of the LEAP’s decision.

Kentucky Board of Education Appeals Process

A certified employee has a right to appeal to the Kentucky Board of Education if he feels that the district is not properly implementing its performance evaluation plan in the way in which it was approved by the Kentucky Department of Education. In order to make such an appeal, the employee must submit a

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written request for review to the Kentucky Commissioner of Education within thirty (30) days of the final decision or action of the LEAP. The procedures governing such an appeal are set forth in the state regulation, 704 KAR 3:370

According to 704 KAR Section 3.370,

Section 12. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(7). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

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

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

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

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

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Assistance Process

The primary evaluator will be responsible for giving assistance to the certified employee being evaluated for becoming more proficient in the assigned duties.

Description of the plan whereby the certified employee evaluated is given assistance for becoming more proficient as a teacher or administrator:

1. All certified employees shall have a Professional Growth Plan (PGP), as defined in Definitions, created or revised annually, by the employee with or without the assistance of an evaluator and should reflect the improvement addressed during the formative process and the needs identified during the summative evaluation and self-reflection. It should also assist the evaluator in providing support to the evaluatee during the following assessment cycle.
2. The Individual Corrective Action Plan (ICAP) is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an "Ineffective" rating on any one domain or more from the summative evaluation for any non-tenured employee recommended for re-employment or any certified employee employed under a continuing contract. The evaluator and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; an assistance team to support and serve as resources to the evaluatee; and targeted dates for appraising the evaluatee's improvement of the standard. The assistance team must include the appropriate Supervisor of Instruction (elementary or secondary), an administrator, and a peer teacher (if requested by the evaluatee). The team may also include the Assistant Superintendent for Student Learning.
3. All staff members are accountable for their performance at all times. Neglect of duty, incompetence, or poor performance shall not be acceptable at any time in the Oldham County Schools, whether the staff member is on limited or continuing contract. Therefore, a primary evaluator has the right to implement any phase of the performance evaluation process at any time during the year if the primary evaluator has reason to believe that neglect of duty, incompetence, or poor performance is occurring.

Instructions for Completing the Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an “ineffective” on any one Domain or more from the Summative Evaluation. The evaluator and evaluatee **must** identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to **document** all actions taken to assist the evaluatee in improving his/her performance.

1. **Domain and Component(s)**

Identify the specific domain(s) from the Summative Evaluation Form that has an “ineffective” rating assigned.

2. **Present Professional Development Stage**

(Select the stage of professional development that best reflects the evaluatee’s level).

O=Orientation/Awareness
A=Application/Preparation
I=Implementation
R=Refinement

3. **Growth/Objective(s) Goals**

Growth objective and goals must address the specific standard(s) rated as “ineffective” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).

4. **Procedures and Activities for Achieving Goal(s) and Objective(s)**

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. **Appraisal Method and Target Dates**

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6. **Documentation of all reviews, corrective actions and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan).

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INDIVIDUAL CORRECTIVE ACTION PLAN
 For

Date _____

Work Site _____

Standard No.	Present PG Stage	Growth Objective/ Goals	Activities/Procedures for Achieving Objectives (Include Assistance Team)	Target Dates
			(Attach additional pages if necessary)	

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed:	Status: Achieved _____ Continued _____
_____	_____
Evaluatee's Signature _____ Date _____	Evaluatee's Signature _____ Date _____
_____	_____
Evaluator's Signature _____ Date _____	Evaluator's Signature _____ Date _____

Professional Growth Plan Stages:
 O=Orientation/Awareness A=Application/Preparation I=Implementation R=Refinement

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ASSISTANCE TEAM RECORD

ACTIVITY	DATES			
Individual Corrective Action Plan Reviewed				
Supervisor Meets with Assistance Team Meeting to Clarify Roles and Interventions				
1 st Assistance Team Meeting				
2 nd Assistance Team Meeting				
3 rd Assistance Team Meeting				
4 th Assistance Team Meeting				
Summative Conference with Employee				
Summative Evaluation				
Conference with Superintendent/Designee				
Termination Letter (if necessary)				

Signatures:

Principal/Supervisor: _____

Evaluatee: _____

Team Members: _____

Professional Growth Plan Stages:

O=Orientation/Awareness **A**=Application/Preparation **I**=Implementation **R**=Refinement

ASSISTANCE TEAM LOG OF ACTIVITIES

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Teacher _____

Date of Meeting _____

Persons Present

_____	_____
_____	_____
_____	_____

Summary of Meeting:

Recommendations:

Next Meeting _____

Signatures:	_____	_____
	_____	_____
	_____	_____

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Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Business Day:** Is the same as school days for all certified employees except for certified staff on a 240 day contract. Certified staff on a 240 day contract, Business Day means work day.
4. **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.
5. **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.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Learning Walk:** Systematic procedure that allows certified staff to learn collaboratively.
13. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
15. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
18. **Performance Measures:** The areas, skills, or outcomes on which certified school personnel are evaluated.
19. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
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 pursuant to 16 KAR 3:050.
21. **Professional Collaborative Community (PCC):** Modified PLC team for district personal, which district certified staff are required to participate in yearly.
22. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator. and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the

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- objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
23. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
 24. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
 25. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 8 of 704 KAR 3:370
 26. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
 27. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

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

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Overview of Timelines and Due Dates (Observation cycles may overlap, but no individual can start a new cycle until the previous cycle is complete.)	
No sooner than March 1st, but completed by teacher's last day. New hires have until Oct. 1st. If hired on or after Sept. 5th you have 30 days from hire.	Professional Growth Plan/ Self-Reflection
By the end of Nov.	End of Observation Cycle 1
By the end of Feb.	End of Observation Cycle 2
By Jan 1	Superintendent Site Visit #1 completed Principal # 1 conference for Assistant and Associate Principals District level administrators #1 conference
By April 15th	End of Observation Cycle 3
	All peer observations and or learning walks completed
By April 15	Superintendent Site Visit #2 completed Principal #2 conference for Assistant and Associate Principals District level administrators #2 conference
April 15	Evaluator completes evaluation summative conference
April 20	Evaluator recommends re-employment/termination to Superintendent
May 1st	Last day to notify district of any changes
May 15	All certified staff must be notified in written form from the superintendent of demotion and or non-renewal.
June 30	Superintendent completes principals' evaluations Principals complete Assistant and Associate Principal evaluations, unless a demotion is necessary then the date is May 15th.
	Central Office Certified evaluations completed, unless a demotion is necessary then the date is May 15th.
TBD	KTIP timelines will be established by KDE/EPsB

Oldham County Certified Evaluation System

The vision for the Oldham County Certified Evaluation System is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Certified Teacher and Other Professionals

*Teachers eligible to participate in KTIP 2018-19 due to funding will not utilize the guidelines/timelines/forms set forth in KTIP process. New teachers who are eligible will follow the Oldham County's approved CEP as well as participate in the district and school level new teacher induction program. Each intern will complete a teacher summative conference form on or before April 15th.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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

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

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Evaluators must use the following categories of evidence in determining an overall summative rating:

Required Sources of Evidence

- Professional Growth Planning
- Self-Reflection
- Observation
- Peer Observation and or Learning Walks
- PLC Participation

Other Measures of Student Learning, Products of Practice, or Sources

- Lesson Plans
- PLC Contributions
- Extra/Co-Curricular Involvement
- District Committee Involvement
- Teacher-Led Professional Learning Opportunities
- Co-Designed Common Assessments and/or Rubrics
- Evidence of Parent Communication
- Team-developed Units
- Student Work
- Records of Teacher Attendance
- Memos/letters of Concern

All components and sources of evidence supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Summative Rating. All Summative Ratings will be recorded in the approved technology platform.

Kentucky Teacher Frameworks

- **Guidance Counselors**
 - Framework for Guidance Counselors
- **Instructional Specialist**
 - Framework for Instructional Specialist
- **Library Media Specialist**
 - Framework for Library Media Specialist
- **Therapeutic & Speech Language Pathologist**
 - Framework for Therapeutic & Speech Language Pathologist
- **School Psychologists**
 - Framework for School Psychologist

Paper copies of the Frameworks are available upon request

Professional Practice for Teachers and Other Professionals

The Summative Evaluation of Professional Practice involves more than what is observed in the classroom setting. It also encompasses the evaluator's professional judgment after reviewing evidence from professional growth planning, self-reflection, other professional obligations and other sources of evidence.

Self-Reflection/Professional Growth & Planning (Teachers and Other Professionals)

Reflective practices and professional growth planning are iterative processes. The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals over the current year and multiple years. The plan will continuously connect data from multiple sources including classroom observation feedback and professional growth needs as identified through self-assessment and reflection. The teacher or other professional will (1) reflect on his/her current growth needs based on multiple sources of data and identify an area or areas for focus; (2) collaborate with his/her administrator to develop a professional growth plan and action steps; (3) implement the plan; (4) regularly reflect on the progress and impact of the plan on his/her professional practice; (5) modify the plan as appropriate; (6) continue implementation and ongoing reflection; (7) and, finally, conduct a summative reflection on the degree of goal attainment and the implications for next steps.

- Each teacher, including other professionals, will create a Professional Growth Plan each year using the approved technology platform.
- Each teacher, including other professionals, will complete a Self-Reflection as part of the Professional Growth Plan each year and will upload it into the approved technology platform.
- The Professional Growth Plan should align with PLC/school and district improvement plans.
- Each teacher, including other professionals, will have a review or multiple reviews with their evaluator(s) to support his/her PGP goals throughout the year, using the approved technology platform.
- Each teacher, including other professionals, will have a reflection conversation at the beginning of each year to reconfirm goals and reflect on summer learning.
- Each teacher, including other professionals, will have an end-of-the-year conversation on his/her professional growth resulting in the creation and/or revision for next year's PGP.

Deadlines for PGP and Self-Reflection Submission:

No sooner than March 1st and completed by teacher closing day.....each teacher, and other professionals, reflect on his/her current growth needs based on data and identifies with their evaluator an area or areas of focus. The deadline for new hires will be October 1st or within their first 30 days if hired after September 5th.

Observation (Teachers and Other Professionals)

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The observation process is one source of evidence to determine teacher effectiveness. The evaluator observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice.

The immediate supervisor is the designated primary evaluator. All building administrators, not just the designated primary evaluator, will have access to all teacher evaluation records in the approved technology platform. The principal and/or director will be responsible for the summative evaluation form.

Observation Model

The observation model is as follows:

- **Non-Tenured Teachers (One-Year Summative Cycle)**
Every year, each non-tenured teacher, including Other Professionals, shall have a minimum of three (3) observations conducted by the evaluator. Of these three (3), one (1) will be a full observation and two (2) will be mini observations. Observations can be scheduled or unannounced, but at a minimum the full observation must be scheduled.
- **Tenured Teachers on a Three-Year Summative Cycle**
In each of the first two years of the summative cycle, the evaluatee shall have at least one (1) mini observation conducted by his/her evaluator. During the final year of the summative cycle, there will be one full observation conducted by the evaluator. Observations can be scheduled or unannounced, but at a minimum the full observation must be scheduled.
- **Tenured Teachers on a One-Year Summative Cycle**
Tenured evaluatees who are placed on a 1-year summative cycle, based on principal discretion, will have at least (2) observations, one (1) full observation and one (1) mini observation. Observations can be scheduled or unannounced, but at a minimum the full observation must be scheduled.

Additional observations and/or walk throughs can be conducted if deemed necessary by the evaluator, and must be conducted if results are considered "Ineffective." These additional observations may or may not be announced. Tenured teachers may be placed on a one-year or three-year summative cycle.

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Observation Conferencing for Teachers and Other Professionals

Each mini and full observation require post-observation conferences if used for documentation towards a summative overall rating. Each principal may decide whether or not a pre-observation conference form and/or conference is required for planned observations in his/her building.

Pre-observation forms are for only scheduled observations and completed for the first scheduled observation only.

Post-Observation Conferences

- Conferences must occur within 5 work days after the observation and must involve a face-to-face meeting in which both parties sign off on the post conference form. Applies to all observations used by the evaluator for summative rating.
- The completed post-observation conference form will be uploaded into the approved technology platform for teachers and other professionals. Post-observation conference notes may be uploaded for Other Professionals, if the conference form is not applicable.

Summative Conference

- Summative conferencing must be held at the end of the summative evaluation cycle (annually for non-tenured, certified staff and at least once every three years for tenured, certified staff) and shall include all applicable Professional Growth and Effectiveness data.
- The Summary Ratings (Summary of Evidence) will be completed in the approved technology platforms.
- The Summary Ratings (Summary of Evidence) will be printed and evaluatees will be allowed to write a comment on the form prior to signing it.
- A signed copy of the Summary Ratings (Summary of Evidence) will be kept in the district personnel office and provided to the evaluatee.

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Observation Schedule for Teachers and Other Professionals

Observations may begin as soon as the evaluation orientation has taken place. The orientation must occur within one month of reporting for employment.

Observations may take place in person, or through video/on-line means. Observations will occur within the following observation cycles:

Cycle I: By the end of November

Cycle II: By the end of February

Cycle III: By April 15th

Evaluates on a one-year summative cycle will have at least 1 mini observation and one full observation by the evaluator. Observations will be scheduled for the one full observation, and all other observations may be scheduled or unannounced.

Evaluates on a three-year summative cycle will have 1 mini observation by the evaluator during each of the first two years of the summative cycle. These mini observations may take place during any of the 3 cycles listed above. During the final year of the summative cycle, there will be one full observation conducted by the evaluator. Observations will be scheduled for the full and all others may be scheduled or unannounced.

Additional observations may be conducted by the evaluator, and must be conducted if results are considered “Ineffective.” These additional observations may or may not be announced. Tenured teachers may be placed on a one-year or three-year summative, depending upon their Professional Performance Measures.

Late hires will be observed at least once during each cycle after their date of hire.

Evidence of observations will be documented in the approved technology platform.

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Observer Certification

All new administrators serving as a primary evaluator must complete the state Initial Certified Evaluation Training program prior to conducting observations for the purpose of evaluation. The Kentucky Department of Education (KDE) is the official provider for the 2018-19 Initial Certified Evaluation Training for administrators newly assigned the role of evaluator of certified personnel, as required by KRS 156.557 and 704 KAR 3:370. This two-day learning experience is designed to promote the evaluation process as a vehicle to positively impact teacher effectiveness and student learning.

Each year KDE's Principal Partnership Project Leadership Development Specialists will refine and update the training to reflect current research-based best practices and the most recent legislation that impacts the process. The two-day training, including the assessment, is required for all new evaluators of certified personnel below the level of superintendent before completing the summative process.

All administrators will participate in a minimum of 6 hours of EILA approved training yearly to ensure evaluators stay calibrated and accurate with their observations evaluation processes

The Assistant Superintendents for Student Learning and Support Services along with the Secondary and Elementary Level Directors will deliver trainings and calibration opportunities for all evaluators to ensure consistency across the district in applying the teacher evaluation process.

Peer Observation and or Learning Walk Practices for Teachers and Other Professionals.

Each school and/or facility will be responsible for creating and conducting yearly peer observations and/or learning walks. The peer observation and/or learning walk procedure is a required practice for all certified teachers, including Other Professionals. The intent and purpose of peer observations and/or learning walks is for formative purposes only. Evaluators and/or Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the evaluatee unless permission is granted. The peer observation and/or Learning Walk process will be embedded within Domain 4; demonstrators D and E.

- Each principal will be responsible for creating, assigning, and documenting the peer observation and/or learning walk process for their respective buildings.
- All teachers, including Other Professionals, will receive a peer observation and/or participate in a learning walk activity yearly.
- Peer observation documentation will be collected annually to confirm participation.
- Learning Walk documentation will be collected annually to confirm participation.
- The peer observation may take place via video, on-line observation, or in person.

Selection and Appointment of Peer Observers

- The Assistant Superintendents for Student Learning and Support Services will be responsible for creating a training for peer observers.
- The Assistant Superintendent for Student Learning will be responsible for identifying district-level certified staff as peer observers for Other Professionals (i.e. Literacy Coach, Reading Recovery Teacher, GATES Resource Teacher, Special-needs Consultant, etc.) and for ensuring that all district-level peer observers have successfully completed either the state or district training for peer observers.
- All peer observers participating will complete the state-developed or district-developed training once.

Principals will sign an assurance that states all certified staff, including Other Professionals, participated and completed their professional obligation of participating in the schools scheduled Peer Observation and/or Learning Walk program by April 15th, and send to Assistant Superintendent for Support Services by April 15th.

It will be the responsibility of the evaluatee and the principal to ensure that the peer observation and/or learning walk procedure takes place yearly. Failure to participate in this yearly process will be noted as part of your professional responsibilities as a certified teacher, including Other Professionals.

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Products of Practice/Other Sources of Evidence for teachers and Other Professionals

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. This evidence should represent information related to the teacher's practice within the domains. Other sources of evidence may include the following:

- Observations conducted by certified supervisor(s)
- Self-reflection and professional growth plans
- MAP results
- State Assessment results
- Team-developed curriculum units
- Lesson plans
- Student work
- Student formative and/or summative course evaluations/feedback
- PLC documentation
- DRA results
- Other, as identified by certified supervisor(s)

Professional Practice to Ensure and Foster Student Growth Throughout the PLC Process. Teachers and Other Professionals

The professional practice of working in collaborative teams to ensure student success is an expectation for all certified employees. The process and practice used within the Oldham County School System is commonly known as a Professional Learning Community. Each certified staff member will be assigned a PLC.

The Oldham County Certified Evaluation Plan is designed to help teachers and administrators use different (local and state) measures to increase the effectiveness of teaching in our classrooms for student learning. Oldham County has a long tradition of working very hard to establish a professional, collaborative culture between administrators and teachers to improve teaching and student learning. Our goal is to continue this trustful relationship as we implement the facets of our evaluation plan.

As we continue to refine the development of Professional Learning Communities, we want to ensure the integrity of the process. From determining what curriculum is to be learned by students, to deciding how to present the agreed upon curriculum, then making the determination how to ensure students have learned the curriculum and what to do if they have or have not demonstrated learning is the definition of a learning cycle. From these results, further discussions about professional learning and student growth will need to take place and be documented.

To make sure we have accurate and meaningful (local and state) data, we expect all Oldham County teachers, and Other Professionals, to maintain a high professional standard when going through the PLC process and make instructional decisions of how they move students through the learning cycle. Our expectation is that all staff, no matter what the assessment, will be ethical, conduct themselves professionally, and their behavior will be displayed throughout the entire process. The intent is so that a meaningful, collaborative process of improving teaching and student learning will be the focus in Oldham County PLC work.

The local school or assigned department, with input from each PLC, will define and develop their local PLC protocols, procedures and documentation. The protocols, procedures, and documentation should follow an agreed upon learning cycle, per unit and or course of study.

It will be the responsibility of the evaluatee and the principal to ensure that the professional practice fosters student growth through the PLC process yearly. Failure to participate in this yearly process will be noted as part of your professional responsibilities as a certified teacher, including Other Professionals.

Determining the Overall Performance Category for Teachers and Other Professionals

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Evaluators are responsible for determining an Overall Performance Category for each evaluatee (includes Other Professionals) at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the evaluatee's ratings on professional practices. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the evaluatee's performance against the Domains and decision rules that establish a common understanding of performance thresholds to which all educators are held.

An evaluatee's Overall Summative Evaluation is determined using **the individual "measures" and the use of other sources of evidence with professional judgment.**

On-year non-tenured teachers and other professionals will have the following minimum ratings each year for their summative evaluation until they reach the status of a continuing contract.

1. Planning - minimum of three separate rating on a scale of 1-4 and or (I/D/A/E)
2. Environment - minimum of three separate ratings on a scale of 1-4 and or (I/D/A/E)
3. Instruction - minimum of three separate ratings on a scale of 1-4 and or (I/D/A/E)
4. Professionalism - minimum of three separate ratings on a scale of 1-4 and or (I/D/A/E)

Teachers and other professionals on a continuing contract during a three year cycle will have the following minimum ratings.

1. Planning - minimum of three separate rating on a scale of 1-4 and or (I/D/A/E)
2. Environment - minimum of three separate ratings on a scale of 1-4 and or (I/D/A/E)
3. Instruction - minimum of three separate ratings on a scale of 1-4 and or (I/D/A/E)
4. Professionalism - minimum of three separate ratings on a scale of 1-4 and or (I/D/A/E)

Teachers and other professionals on a continuing contract who are placed on a one year or two year cycle will have their Ratings adjusted accordingly.

Performance Measures must include ratings of (I/D/A/E) and or 1-4 for each Performance Measure (Planning, Environment, Instruction, Professionalism) in addition to the *summary of evidence.*

Ineffective (I) or (1)

Developing (D) or (2)

Accomplished (A) or (3)

Exemplar (E) or (4)

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Summary Rating Scale

	Observation 1	Observation 2	Observation 3	Overall performance for measure
*Measure1 Planning	Optional	Optional		
*Measure2 Environmental				
*Measure3 Instruction				
*Measure4 Professionalism	Optional	Optional		

*Must include ratings (I/D/A/E) for each Performance Measure (Planning, Environment, Instruction, Professionalism) in addition to the *summary of evidence*.

Criteria for Determining a teacher's Summative rating.

IF...	THEN...
Measures 2 AND 3 are rated INEFFECTIVE	Summative shall be INEFFECTIVE
Measures 2 OR 3 are rated INEFFECTIVE	Summative shall be DEVELOPING INEFFECTIVE
Measures 1 OR 4 are rated INEFFECTIVE	Summative shall NOT be EXEMPLAR
Two Measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	Summative shall be DEVELOPING ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated EXEMPLARY	Summative shall be ACCOMPLISHE
Two measures are rated ACCOMPLISHED	Summative shall be ACCOMPLISHE

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IF...	THEN...
two measures are rated EXCELLENT EXEMPLARY	or EXEMPLARY

SUMMATIVE EVALUATION FOR TEACHERS and OTHER PROFESSIONALS

This summarizes all evaluation data including formative data, products and performances, professional development activities, portfolio materials, work samples, reports developed, longitudinal assessment data, conferences, and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

Work Site _____
 Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____
 Date(s) of Conference (s) 1st _____ 2nd _____ 3rd _____

Ratings:

<u>Performance Measures:</u>	<u>Exemplary</u>	<u>Accomplished</u>	<u>Developing</u>	<u>*Ineffective</u>
Planning	_____	_____	_____	_____
Environment	_____	_____	_____	_____
Instruction	_____	_____	_____	_____
Professionalism	_____	_____	_____	_____

OVERALL SUMMATIVE RATING

Please only Mark One Summative Rating _____

Individual professional growth plan reflects a desire/need to include the Performance Measure(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: Agree with this summative evaluation
 Disagree with this summative evaluation

Evaluator:	Signature	Date
	Signature	Date

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Opportunities for appeal processes at both the local and state levels are a part of Oldham County Schools' district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

Professional Growth and Effectiveness System –

Principal and Assistant Principal
Yearly

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

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

Principal and Assistant Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 standards and will be rated for each standard according to the four performance criteria measures: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance measures, combining data from multiple sources of evidence.

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

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

- Professional Growth Planning and Self-Reflection
- Site-Visits and conferences
- Working Conditions survey data collected by the district and or state yearly
- State and Local Assessment Data
- School Level Peer and or Learning Walks Through procedures
- School Level Professional Practice of Ensuring and Fostering Student Growth Throughout the PLC Process.

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

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- Leadership Team Agendas and Minutes
- Budgets
- EILA Documentation
- Surveys
- Professional Organization Memberships
- School Schedules
- Other items deemed appropriate

PERFORMANCE STANDARDS

The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, principals are not expected to demonstrate each performance indicator.**

The Kentucky Performance Standards Reference form is linked as well for training and further understanding of the Performance Standards.

<https://education.ky.gov/teachers/PGES/prinpges/Documents/Performance%20Standards%20References.pdf>

Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System. Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards (Figure 1) that guide the performance of the principal. This provides principals with an assessment of their performance on these standards as measured by Self-Reflection, Professional Growth Plans, Site-Visits, Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. The standards will also inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's performance.

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Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

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

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Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	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 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.

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Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	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 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).

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<p>Performance Standard 4: Organizational Management</p> <p><i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i></p>
<p>Sample Performance Indicators</p> <p><i>Examples may include, but are not limited to:</i></p> <p>The principal:</p> <ul style="list-style-type: none"> 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures. 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds. 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process. 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner. 4.5 Reviews fiscal records regularly to ensure accountability for all funds. 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation. 4.7 Follows state and local policies with regard to finances, school accountability, and reporting. 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
<p>The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.</p>	<p>The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.</p>	<p>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>	<p>The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</p>

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Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

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

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Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	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 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).

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Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Measures Ratings. Only the Summary of Evidence must be submitted to the Personnel Office.

	Site Visit 1	Site Visit 2	Overall performance for measure	Summative Conference
*Measure1 Planning Standards 3 & 4				
*Measure2 Environmental Standards 2 & 5				
*Measure3 Instruction Standard 1				
*Measure4 Professionalism Standard 6				

*Must include ratings (I/D/A/E) for each Performance Measure (Planning, Environment, Instruction, Professionalism) in addition to the *summary of evidence*.

Performance Measures must include ratings of (I/D/A/E) and or 1-4 for each Performance Measure (Planning, Environment, Instruction, Professionalism) in addition to the *summary of evidence*.
Ineffective (I) or (1)
Developing (D) or (2)
Accomplished (A) or (3)
Exemplar (E) or (4)

Professional Growth Planning and Self-Reflection for Principal and Assistant Principal

Reflective practices and professional growth planning are iterative processes. The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals over the current year and multiple years. The plan will continuously connect data from multiple sources including site visit observation feedback and professional growth needs as identified through self-assessment and reflection. The principal or other administrator will (1) reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborate with his/her administrator to develop a professional growth plan and action steps; (3) implement the plan; (4) regularly reflects on the progress and impact of the plan on his/her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

- Each principal, including other administrators, will create a Professional Growth Plan each year using the approved technology platform.
- Each principal, including other administrators, will complete a Self-Reflection as part of the Professional Growth Plan each year and will upload it into the approved technology platform.
- The Professional Growth Plan should align with PLC/school and district improvement plans.
- Each principal, including other administrators, will have a review or multiple reviews with their evaluators to support his/her PGP goals throughout the year, using the approved technology platform.
- Each principal, including other administrators, will have a reflection conversation at the beginning of each year to reconfirm goals and reflect on summer learning.
- Each principal, including other administrators, will have an end-of-the-year conversation on his/her professional growth resulting in the creation and or revision for next year's PGP.

Deadlines for PGP and Self-Reflection Submission:

No sooner than March 1st and completed by June 30th.....each principal, including other administrator reflects on his/her current growth needs based on data and identifies with their evaluator area or areas of focus. The deadline for new hires will be October 1st or within their first 30 days if hired after Sept 5th.

First reflection conversation must occur prior to Jan.1

End-of-year conversation prior to June 30.

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Site-Visits

Site visits are a method by which the superintendent or his designee may gain insight into the principals' or assistant principals practice in relation to the standards. During a site visit, the superintendent or designee will discuss various aspects of the job, and will use the principal's or assistant principal's responses to determine issues they would like to further explore with the faculty and staff. Additionally, the principal or assistant principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school improvement. Site visits are conducted by the superintendent or designee.

- Conducted at least twice each year; late hires must also have 2 site visits (Formal site-visits are not required for the assistant principal but two conferences are required for each assistant principal by the principal). The Observation Templates are located in the District approved technology platforms.
- Pre-conference will take place prior to the beginning of each Site Visit.
- During the follow-up conference, the evaluator will review all principal performance standards and give feedback.
- At least two conferences will take place between the evaluator and the evaluatee throughout the year (beginning, end of year plus a summative conference). The summative conference shall include an overall rating of performance.

Administrative Conferences

Administrative Conferences are a method by which the superintendent, his designee or evaluator may gain insight into other administrators practice in relation to the standards. During an administrative conference, the superintendent's designee or evaluator will discuss various aspects of the job with the other administrators, and will use their responses to determine issues they would like to further explore to increase one's own effectiveness and or areas of growth. Additionally, the administrator is provided an opportunity to explain the successes and trials their individual position, school community and or department has experienced in relation to continuous improvement. Administrative Conferences are conducted by the superintendent, his designee or other administrator.

- The Administrative Conference may be held at various times throughout the year if needed.
- The Administrative Conference Template is located in the District approved technology platforms.
- If an Administrative Conference is to be used as part of the summative evaluation, it must be documented and conferred upon.

Timeline for Site Visits, Administrative Conferences and Summative Conferences:

- Site Visit #1 and or Administrative Conference - by Jan. 1st
- Site Visit #2 and or Administrative Conference - by April 15th
- Administrative Conferences as needed
- Summative by June 30, unless demotion and or removal for cause, then by May 15th.

Professional Practice to Ensure and Foster Student Growth Throughout the PLC Process.

It will be the responsibility of the Superintendent or his/her designee to ensure that the professional practice of ensuring and fostering student growth through the PLC process takes place yearly. Failure to participate in this yearly process will be noted as part of the principals and or administrators professional responsibilities as a certified staff member for Oldham County Schools.

Description of expectation for a high functional PLC -

The professional practice of working in collaborative teams to ensure student success is an expectation for all certified employees. The process and practice used within the Oldham County School System is commonly known as a Professional Learning Community. Each certified staff member will be assigned a PLC.

The Oldham County Certified Evaluation Plan is designed to help teachers and administrators use different measures to increase the effectiveness of teaching in our classrooms for student learning. Oldham County has a long tradition of working very hard to establish a professional, collaborative culture between administrators and teachers to improve teaching and student learning. Our goal is to continue this trustful relationship as we implement the facets of our evaluation plan.

As we continue to refine the development of Professional Learning Communities, we want to ensure the integrity of the process. From determining what curriculum is to be learned by students, to deciding how to present the agreed upon curriculum, then making the determination how to ensure students have learned the curriculum and what to do if they have or have not is the definition of a learning cycle. From these results, further discussions about professional learning and student growth will need to take place and documented.

To make sure we have accurate and meaningful data, we expect all Oldham County Principals and Assistant Principals, to maintain a high professional standard when going through the PLC process and make instructional decisions of how they move students through the learning cycle. Our expectation is that all staff, no matter what the assessment, will be that ethical, professional conduct and behavior will be displayed throughout the entire process so the meaningful, collaborative process of improving teaching will be the focus in Oldham County.

The local school or assigned department with input from each PLC will define and develop their local PLC protocols, procedures and documentation. The protocols, procedures and documentation should follow an agreed upon learning plan.

Deadline for participation is April 15th.

Working Conditions Survey (given every year) TellKY survey or locally approved

All teachers will participate in either the district-designed Working Conditions Survey or TellKY survey each year. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

- The Superintendent and Assistant Superintendent for Student Learning will design the district working conditions survey.
- The state will provide the TellKY survey in years it is funded.
- A survey will be administered every year.
- The survey results will be analyzed by the administrative team at each school. The analysis will be aligned with the Principal Performance Standards and areas of growth will be identified. A professional growth goal will be communicated to staff and a plan for achieving growth will be developed and become part of the School Improvement Plan.
- Superintendent or his/her designee will have access to the survey results.
- The survey does not have to be completed for Assistant Principals, however they will work with their respective principals to support that principals goal.
- Late hires will review the existing survey results within 30 days of hire and will participate in the survey assessment, provided they are hired prior to the completion of the window.

Timelines for Administration:

- Completed by May 1st

Optional Products of Practice/Other Sources of Evidence

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

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

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Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Summative Rating for each principal at the conclusion of his/her summative evaluation year. The principal is responsible for determining an Overall Summative Rating for his/her assistant principals. The Overall Summative Rating is informed by the principal's ratings on individual Professional Criteria Measures and other sources of evidence.

Criteria for Determining a Principal Assistant Principal Summative rating.

IF...	THEN...
2 or more Measures are INEFFECTIVE	Summative shall be INEFFECTIVE
1 Measure is rated INEFFECTIVE	Summative shall be DEVELOPING or INEFFECTIVE
Two Measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	Summative shall be DEVELOPING or ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated EXEMPLARY	Summative shall be ACCOMPLISHED or EXEMPLARY
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Summative shall be ACCOMPLISHED or EXEMPLARY

All summative ratings must be recorded in the department-approved technology platform. Ratings must be completed by June 30th for tenured personnel, and by May 15th for non-tenured personnel. Or staff who are being demoted or removed for cause.

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SUMMATIVE EVALUATION FOR PRINCIPALS and ASSISTANT PRINCIPALS

This summarizes all evaluation data including formative data, products and performances, professional development activities, portfolio materials, work samples, reports developed, longitudinal assessment data, conferences, and other documentation.

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

Work Site _____
Date(s) of Observation(s) 1st _____ 2nd _____
Date(s) of Conference (s) 1st _____ 2nd _____

Ratings:

<u>Performance Measures:</u>	<u>Exemplary</u>	<u>Accomplished</u>	<u>Developing</u>	<u>*Ineffective</u>
Planning	_____	_____	_____	_____
Environment	_____	_____	_____	_____
Instruction	_____	_____	_____	_____
Professionalism	_____	_____	_____	_____

OVERALL SUMMATIVE RATING

Please only Mark One Summative Rating _____

Individual professional growth plan reflects a desire/need to include the Performance Measure(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: **Agree with this summative evaluation**
 Disagree with this summative evaluation

Evaluator:	_____ Signature	_____ Date
	_____ Signature	_____ Date

Opportunities for appeal processes at both the local and state levels are a part of Oldham County Schools' district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan for returning administrators.

Other District Certified Personnel

- Assistant Superintendent for Student Learning
- Assistant Superintendent for Support Services
- Certified district administrative members in
Departments of Student Learning and Support Services

ADMINISTRATOR STANDARDS for members of DOI and Operations

Standard 1 *Visionary Leader*

Facilitates the development, articulation, and implementation of the district's "2020 Vision"

Standard 2 *Instructional Leader*

Promotes the school culture and instructional program that ensures student learning and professional growth of staff

Standard 3 *Organizational Manager*

Manages the organization, operations, and resources for a safe, efficient, and effective learning environment conducive to student learning

Standard 4 *Collaborative Leader*

Collaborates with families, peers, and community members, responds to diverse community interests and needs, and mobilizes community resources

Standard 5 *Ethical Leader*

Promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Standard 6 *Systemic Leader*

Facilitates processes and engages in activities demonstrating knowledge and understanding of the interdependence of the school, the district, and the school community; and demonstrates an understanding of how the political, social, cultural, and economic systems impact schools

Standard 7 *Technological Leader*

Demonstrates and models the competencies and skills identified in the district technology standard and facilitates professional growth of staff in the district technology standard

Data Collection Summary

Administrators in Student Learning and Support Services

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluated _____
_____ Position _____

Evaluator _____ Position _____

Observation Information:

Date _____ Department Name _____

Time _____ District _____

Standard 1

A district administrator facilitates the development, articulation, implementation, and stewardship of the district's *Mission and Vision*

Demonstrators/Indicators

1.1 Reflects on personal assumptions, beliefs and practices as they relate to the district's <i>Mission and Vision</i>
1.2 Effectively communicates <i>mission/vision</i> of district to staff, students, parents and community in a variety of ways
1.3 Allocates resources and funding which support the district's <i>Mission and Vision</i>

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Standard 2

A district administrator promotes the culture and instructional program which ensures student learning and professional growth

Demonstrators/Indicators

2.1 Assesses school/district culture and climate on a regular basis to ensure high expectations for self, student, and staff
2.2 Selects/provides and assesses the implementation of professional development that focuses on student learning consistent with school and district vision goals
2.3 Facilitates the design, implementation, evaluation, and refinement of research-based curricular, co-curricular, and extra-curricular programs
2.4 Utilizes multiple sources of information regarding performances of students and staff to evaluate student learning/achievement
2.5 Monitors and implements the evaluation process according to district policies

Standard 3

A district administrator will ensure management of the organization, operations, and resources for a safe, efficient and effective learning environment as measured by student achievement

3.1 Collects and accurately analyzes school data that indicates a safe, efficient, and effective learning environment
3.2 Effectively works with school/district leadership to identify and overcome challenges specific to community/school
3.3 Uses resources creatively and efficiently
3.4 Manages organization so that district policies and state/federal laws are followed
3.5 Uses technology to manage operations

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Standard 4

A district administrator collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources

Demonstrators/Indicators

<p>4.1 Ensures that public engagement, high visibility, active involvement, and communication with the larger community is a priority (e.g., newsletters, community organization memberships, Oldham County Day)</p>
<p>4.2 Builds community partnerships to strengthen programs and support school goals (e.g., community sponsors, groups using building, business sponsors)</p>
<p>4.3 Uses effective media relations with community (e.g., web site, principal's newsletter, newspaper articles, participation in community functions)</p>
<p>4.4 Models and develops collaboration with community (e.g., day care program, appropriate use of community resources/funds, media relations)</p>

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Standard 5

A district administrator promotes the success of all students by acting with integrity, with fairness, and in an ethical manner

Demonstrators/Indicators

5.1 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance and demonstrates professional growth
5.2 Promotes public scrutiny of the district and solicits feedback
5.3 Treats people fairly, equitably and with dignity and respect
5.4 Applies laws, policies and procedures fairly, wisely, and considerately
5.5 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.6 Examines and considers the prevailing values of the diverse school community
5.7 Demonstrates a personal and professional Code of Ethics
5.8 Adheres to safe work practices to lower the risk of potential injuries to self and others.

Standard 6

A district administrator understands, responds to and influences the school community

Demonstrators/Indicators

6.1 Ensures that the environment in the district is student centered
6.2 Utilizes data from the community to meet district needs

Standard 7

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A district administrator uses technology to support the district's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

Demonstrators/Indicators

7.1 Operates a multimedia computer and peripherals to use a variety of software
7.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction
7.3 Uses terminology related to computers and technology appropriately in written and verbal communication
7.4 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities
7.5 Facilitates the lifelong learning of self and others through the use of technology
7.6 Demonstrates knowledge of the use of technology in business, industry, and society
7.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program

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Administrative Conferences

Administrative Conferences are a method by which the superintendent, his designee or evaluator may gain insight into other administrators practice in relation to the standards. During an administrative conference, the superintendent's designee or evaluator will discuss various aspects of the job with the other administrators, and will use the their responses to determine issues they would like to further explore to increase one's own effectiveness and or areas of growth. Additionally, the administrator, is provided an opportunity to explain the successes and trials their individual position, school community and or department has experienced in relation to continuous improvement. Administrative Conferences are conducted by the superintendent, his designee or other administrator.

- The Administrative Conference may be held at various times throughout the year if needed.
- The Administrative Conference Template is located in the District approved technology platforms.
- If an Administrative Conference is to be used as part of the summative evaluation, it must be documented and conferred upon.

Timeline for Site Visits, Administrative Conferences and Summative Conferences:

- Administrative Conference #1 - by Jan. 1st
- Administrative Conference #2 - by April 15th
- Administrative Conferences as needed
- Summative by June 30th , unless demotion and or removal for cause then by May 15th

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	Site Visit 1	Site Visit 2	Overall performance for measure	Summative Conference
*Measure1 Planning Standards 3 & 7				
*Measure2 Environmental Standards 6 & 4				
*Measure3 Instruction Standard 1 & 2				
*Measure4 Professionalism Standard 5				

*Must include ratings (I/D/A/E) for each Performance Measure (Planning, Environment, Instruction, Professionalism) in addition to the *summary of evidence*.

Performance Measures must include ratings of (I/D/A/E) and or 1-4 for each Performance Measure (Planning, Environment, Instruction, Professionalism) in addition to the *summary of evidence*.

Ineffective (I) or (1)

Developing (D) or (2)

Accomplished (A) or (3)

Exemplar (E) or (4)

Professional Growth Planning and Self-Reflection for District Level Certified Staff

Reflective practices and professional growth planning are iterative processes. The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals over the current year and multiple years. The plan will continuously connect data from multiple sources including site visit observation feedback and professional growth needs as identified through self-assessment and reflection. The district level certified staff will (1) reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborate with his/her supervisor to develop a professional growth plan and action steps; (3) implement the plan; (4) regularly reflect on the progress and impact of the plan on his/her professional practice; (5) modify the plan as appropriate; (6) continue implementation and ongoing reflection; (7) and, finally, conduct a summative reflection on the degree of goal attainment and the implications for next steps.

- Each district level certified staff, will create a Professional Growth Plan each year using the approved technology platform.
- Each district level certified staff, will complete a Self-Reflection as part of the Professional Growth Plan each year and will upload it into the approved technology platform.
- The Professional Growth Plan should align with district and departmental improvement plans.
- Each district level certified staff, will have a review or multiple reviews with their evaluators to support his/her PGP goals throughout the year, using the approved technology platform.
- Each district level certified staff, will have a reflection conversation at the beginning of each year to reconfirm goals and reflect on summer learning.
- Each district level certified staff, will have an end-of-the-year conversation on his/her professional growth resulting in the creation and or revision for next years PGP.

Deadlines for PGP and Self-Reflection Submission:

No sooner than March 1st and completed by June 30th.....each district level certified staff reflects on his/her current growth needs based on data and identifies with their evaluator area or areas of focus. The deadline for new hires will be October 1st or within their first 30 days if hired after Sept 5th.

First reflection conversation must occur prior to Jan.1

End-of-year conversation prior to June 30.

Professional Practice to Ensure and Foster Student Growth Throughout the PCC Process.

It will be the responsibility of the Superintendent or his/her designee to ensure that the professional practice of ensuring and fostering student growth through a modified/collaborative PLC process known as Professional Collaborative Communities (PCC) that takes place yearly. Failure to participate in this yearly collaborative process will be noted as part of the professional responsibilities as a certified staff member for Oldham County Schools.

Description of expectation for a high functional district level collaborative team -

The professional practice of working in collaborative teams to ensure student success is an expectation for all certified employees. The process and practice used within the Oldham County School System is commonly known as a Professional Learning Community (PLC). Though district certified staff can't replicate a fully functional PLC, each district level certified staff member will be assigned a professional collaborative community "team".

The Oldham County Certified Evaluation Plan is designed to help teachers and administrators use different measures to increase the effectiveness of teaching in our classrooms for student learning. Oldham County has a long tradition of working very hard to establish a professional, collaborative culture between administrators and teachers to improve teaching and student learning. Our goal is to continue this trustful relationship as we implement the facets of our evaluation plan.

As we continue to refine the development of Professional Collaborative Communities, we want to ensure the integrity of the process. From determining what curriculum is to be learned by students, to deciding how to present the agreed upon curriculum, then making the determination how to ensure students have learned the curriculum, and determining next steps is the definition of a learning cycle. From these results, further discussions about professional learning and student growth will need to take place and documented.

To make sure we have accurate and meaningful data, we expect all Oldham County district level staff members, to maintain a high professional standard when going through collaborative experiences and making instructional decisions of how they move students through our district learning experience. Our expectation is that all staff will maintain ethical and professional conduct throughout the entire process, so that the meaningful, collaborative process of improving teaching and student learning will be the focus in Oldham County.

The supervisor and or assigned collaborative team, with input from all members, will define and develop their local PCC protocols, procedures and documentation. The protocols, procedures and documentation should follow an agreed upon learning plan.

Deadline for participation is April 15th.

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Superintendents or his/her designee are responsible for determining an Overall Summative Rating for each district level administrator at the conclusion of every year. The superintendent or his/her designee is responsible for determining an Overall Summative Rating for each district level administrator. The Overall Summative Rating is informed by the superintendents or his/her designee ratings on individual Professional Criteria Measures and other sources of evidence.

Criteria for Determining a District Level Staff Summative rating.

IF...	THEN...
2 or more Measures are INEFFECTIVE	Summative shall be INEFFECTIVE
1 Measure is rated INEFFECTIVE	Summative shall be DEVELOPING INEFFECTIVE
Two Measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	Summative shall be DEVELOPING ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated EXEMPLARY	Summative shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Summative shall be ACCOMPLISHED or EXEMPLARY

All summative ratings must be recorded in the department-approved technology platform. Ratings must be completed by June 30th for tenured personnel, and by April 15th for non-tenured personnel Or staff who are being demoted or removed for cause.

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SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS

This summarizes all evaluation data including formative data, products and performances, professional development activities, portfolio materials, work samples, reports developed, longitudinal assessment data, conferences, and other documentation.

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

Work Site _____
Date(s) of Observation(s) 1st _____ 2nd _____
Date(s) of Conference (s) 1st _____ 2nd _____

Ratings:

<u>Performance Measures:</u>	<u>Exemplary</u>	<u>Accomplished</u>	<u>Developing</u>	<u>*Ineffective</u>
Planning	_____	_____	_____	_____
Environment	_____	_____	_____	_____
Instruction	_____	_____	_____	_____
Professionalism	_____	_____	_____	_____

OVERALL SUMMATIVE RATING

Please only Mark One Summative Rating _____

Individual professional growth plan reflects a desire/need to include the Performance Measures(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: ___ **Agree with this summative evaluation**
 ___ **Disagree with this summative evaluation**

Evaluator:	_____ Signature	_____ Date
	_____ Signature	_____ Date

Opportunities for appeal processes at both the local and state levels are a part of Oldham County Schools' district evaluation plan. Appeals must be made within the time frames mandated in the district plan.

*Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan for returning administrators.