



# **Educational Leaders (P/AP) FORMS**

## Educational Leaders Forms

The Superintendent/designee maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice, Student Growth and Professional Growth Planning Template Observation/Site Visit Form, Documentation Form, Goal Setting Form, Educational Leader Mid-Year Performance Review, Educational Leader Summative Performance Report, and Corrective Action Plan* (if needed).

Form		Documentation Completed by	
		Superintendent	Educational Leader
<b>Student Growth/ Professional Growth &amp; Reflection</b>	Student Growth Planning/Professional Growth Planning Template and Reflective Practice	<input type="checkbox"/>	<input type="checkbox"/>
<b>Observation/ Site Visit</b>	Observation/Site Visit Form	<input type="checkbox"/>	
<b>Documentation</b>	Documentation Form		<input type="checkbox"/>
<b>Reports</b>	Educational Leader Mid-Year Performance Review	<input type="checkbox"/>	
	Educational Leader Summative Performance Report	<input type="checkbox"/>	
<b>Improvement</b>	Support Dialogue Form <i>(optional)</i>	<input type="checkbox"/>	

## Reflective Practice, Student Growth, IMPACT KY Working Conditions and Professional Growth Planning Template

<b>Educational Leader</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

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

Standard	Self-Assessment				Strengths and areas for growth
<b>1. Mission, Vision, and Core Values</b> Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
<b>2. Ethics and Professional Norms</b> Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	I	D	A	E	
<b>3. Equity and Culture Responsiveness</b> Effective educational leaders strive for quality of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	I	D	A	E	
<b>4. Curriculum, Instruction, and Assessment</b> Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	I	D	A	E	
<b>5. Community of Care and Support for Students</b> Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes and academic success and well-being of each student.	I	D	A	E	
<b>6. Professional Capacity of School Personnel</b> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	I	D	A	E	
<b>7. Professional Community for Teachers and Staff</b> Effective educational leaders foster a professional community of teachers and other	I	D	A	E	

professional staff to promote each student's academic success and well-being.					
<b>8. Meaningful Engagement of Families and Community</b> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	I	D	A	E	
<b>9. Operations and Management</b> Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	I	D	A	E	
<b>10 School Improvement</b> Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	I	D	A	E	

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

## Part B: Student Growth

<b>Student Growth Goal Statement</b>		
<p style="text-align: center;"><b>Educational Leader's Student Growth Plan</b></p> <p style="text-align: center;"><i>This plan will outline what the <b>Educational Leader</b> will do to impact the student growth goal.</i></p>		
<p style="text-align: center;"><b>Strategies/Actions</b></p> <p>What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</p>	<p style="text-align: center;"><b>Resources/Support</b></p> <p>What resources will I need to complete my plan? What support will I need?</p>	<p style="text-align: center;"><b>Targeted Completion Date</b></p> <p>When will I complete each identified strategy/ action?</p>

## Part C: Educational Leader’s IMPACT Kentucky Working Conditions Goal

### Target Question(s) from IMPACT Kentucky Results:

Following a review of IMPACT Kentucky results, the educational leader, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

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**Target Performance Standard:** The educational leader will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

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**Working Conditions Growth Goal Statement:** The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

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**Working Conditions Growth Goal Rubric:** The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded.

Sample:

<b>Working Conditions Goal Rubric</b>			
<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
% and below	%-%	%-%	% and above

<b>Working Conditions Goal Rubric</b>			
<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
The educational leader is more than - 10% of the goal.	The educational leader is no more than -10% of the goal.	The educational leader achieves the expected outcome from the goal.	The educational leader exceeds the expected outcome from the goal.

<b>Working Conditions Goal Action Plan</b>			
<b>Working Conditions</b>	<b>Strategies/Actions</b>	<b>Resources/Support</b>	<b>Targeted Completion Date</b>
What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

## Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

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

### Other Information on which to Reflect

**Survey Results**  Other: \_\_\_\_\_

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

#### Questions to Consider:

- What did teachers/staff perceive as major strengths?
- What did teachers/staff perceive as major weaknesses?
- List factors that might have influenced the results.

#### Other Data:

Student Achievement Data  Non-Academic Data  Supervisor Feedback  Other

Data Selected	Results

#### Questions to Consider:

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

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

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

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my practices that will effectively impact student learning?</li> <li>How can I develop a plan of action to address my professional learning?</li> <li>How will I know if I accomplished my objective?</li> </ul>	
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Connection to Standards			
The Educational Leader should connect the PGP Goal to the appropriate performance standard and list that standard below:			
Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/action?

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





**3) Summative Reflection:**

*Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal.*

<b>Date:</b>	<b>End of Year Student Growth Reflection:</b>
<b>End-of-Year Data Results</b> (Accomplishments at the end of year.)	<input type="checkbox"/> Data attached
<b>Date:</b>	
<b>Date:</b>	<b>End of Year Professional Growth Reflection:</b>

<b>Next Steps:</b>

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

Superintendent's Signature:	Date:
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## Sample Documentation Template – Site Visit

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Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the evaluation process, refer to the performance indicators for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible “look fors” only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.

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

Educational Leader: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Purpose of Documentation and Feedback: (check appropriate box):**

Site visit    
  Mid-Year Conference    
  Other (Specify)

\_\_\_\_\_

**EVIDENCE THAT IDENTIFIES STRENGTHS WITHIN THE EDUCATIONAL LEADER'S PERFORMANCE STANDARDS.**

1.

2.

3.

4.

5.

**EVIDENCE THAT IDENTIFIES GROWTH AREAS WITHIN THE EDUCATIONAL LEADER'S PERFORMANCE STANDARDS.**

1.

2.

3.

4.

5.

# EDUCATIONAL LEADER PERFORMANCE STANDARDS

<b>Performance Standard 1: MISSION, VISION, AND CORE VALUES</b>			
<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
<p>The instructional leader <del>promotes 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.</del></p> <p><b>The instructional leader</b></p>	<p>The instructional leader <b>inconsistently</b> 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><b>The instructional leader 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.</b></p>	<p>The instructional leader 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>
<p>1.1 Develop an educational mission for the school and the community and using relevant data, develop and promote a vision of teaching and learning that leads to student academic growth and school improvement.</p> <p>1.2 In collaboration with members of the school and the community and using relevant data, develop and promote a vision of teaching and learning that leads to student academic growth and school improvement.</p> <p>1.3 Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations; and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</p> <p>1.4 Strategically develop, implement, and evaluate actions to achieve the vision for the school.</p> <p>1.5 Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.</p> <p>1.6 Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</p> <p>1.7 Model and pursue the school's mission, vision, and core values in all aspects of leadership.</p>			
<p><b>Suggested Guiding Questions/Prompts:</b></p> <ul style="list-style-type: none"> <li>• Please describe any innovative and effective leadership strategies that you have used this year.</li> <li>• What opportunities have you created this year for collaboration among teachers?</li> <li>• How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?</li> <li>• How do you make sure curriculum standards are taught by the teachers and mastered by the students?</li> <li>• How do you monitor teachers' performance and provide constructive feedback to them?</li> <li>• What types of teacher learning and development activities or programs have you participated in this year? What have you learned?</li> <li>• How do you involve the expertise of teacher leaders?</li> </ul>			
<p><b>Evidence requested by the evaluator or provided by the Instructional Leader: Indicate contributor with an (E) or (P).</b></p>			
<p><b>Evaluator's Feedback:</b></p>			

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

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational leader:**

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

**Suggested Guiding Questions/Prompts:**

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

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

**Evaluator's Feedback:**

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

**Performance Standard 3: EQUITY AND CULTURAL RESPONSIVENESS**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational leader:**

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

**Suggested Guiding Questions/Prompts:**

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

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

**Evaluator’s Feedback:**



<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The instructional leader <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The instructional leader <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	<b>The instructional leader fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b>	The instructional leader 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).

**Performance Standard 4: CURRICULUM, INSTRUCTION AND ASSESSMENT**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational leader:**

- a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4.2 Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- 4.3 Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- 4.4 Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 4.5 Promote the effective use of technology in the service of teaching and learning.
- 4.6 Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- 4.7 Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

**Suggested Guiding Questions/Prompts:**

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

**Evidence requested by the evaluator or provided by the Instructional Leader: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>is the expected level of performance</i>	<b>Exemplary</b> <i>In addition to meeting the requirements for Accomplished</i>
The instructional leader <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The instructional leader <b>inconsistently</b> assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	<b>The instructional leader fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b>	The instructional leader 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).

**Performance Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational leader:**

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

**Suggested Guiding Questions/Prompts:**

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*
- *Please provide an example of how you have been able to maximize your available resources.*
- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

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

**Evaluator's Feedback:**

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

**Performance Standard 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational leader:**

- 6.1 Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- 6.2 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6.3 Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6.4 Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6.5 Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
- 6.6 Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- 6.7 Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6.8 Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- 6.9 Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

**Suggested Guiding Questions/Prompts:**

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

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

**Evaluator’s Feedback:**

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



**Performance Standard 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational leader:**

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

**Suggested Guiding Questions/Prompts:**

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

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

**Evaluator’s Feedback:**

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

**Performance Standard 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The educational leader:**

- 8.1 Are approachable, accessible, and welcoming to families and members of the community.**
- 8.2 Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.**
- 8.3 Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.**
- 8.4 Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.**
- 8.5 Create means for the school community to partner with families to support student learning in and out of school.**
- 8.6 Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.**
- 8.7 Develop and provide the school as a resource for families and the community.**
- 8.8 Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.**
- 8.9 Advocate publicly for the needs and priorities of students, families, and the community.**
- 8.10 Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.**

**Suggested Guiding Questions/Prompts:**

- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- How do you communicate professional beliefs and values to all stakeholders?*
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- What professional learning have you sought out this year?*
- In what ways have you observed a change in your role as a school leader and your leadership style?*
- In what ways do you take an active role in professional organizations?*

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

**Evaluator's Feedback:**



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

## **Performance Standard 9: OPERATIONS AND MANGAGEMENT**

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

### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The educational leader:**

- 9.1 Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.**
- 9.2 Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.**
- 9.3 Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.**
- 9.4 Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.**
- 9.5 Protect teachers' and other staff members' work and learning from disruption.**
- 9.6 Employ technology to improve the quality and efficiency of operations and management.**
- 9.7 Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.**
- 9.8 Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.**
- 9.9 Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.**
- 9.10 Develop and manage productive relationships with the central office and school board.**
- 9.11 Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.**
- 9.12 Manage governance processes and internal and external politics toward achieving the school's mission and vision.**

#### **Suggested Guiding Questions/Prompts:**

- Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- How do you communicate professional beliefs and values to all stakeholders?*
- Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- What professional learning have you sought out this year?*
- In what ways have you observed a change in your role as a school leader and your leadership style?*
- In what ways do you take an active role in professional organizations?*

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

**Evaluator's Feedback:**



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

## **Performance Standard 10: SCHOOL IMPROVEMENT**

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

### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The educational leader:**

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

#### **Suggested Guiding Questions/Prompts:**

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

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

**Evaluator's Feedback:**



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



## Educational Leaders (P & AP) Summative Form-Overall Performance Category

**Directions:** Completed by Superintendent/Designee. Overall Performance Category is based on Professional Practice, including student growth and accompanying decision rules. Once the overall Professional Practice rating has been determined, the Overall Performance Category is achieved using the established Overall Performance Category matrix.

Educational Leader: \_\_\_\_\_ School Year: \_\_\_\_\_ School: \_\_\_\_\_

**Performance Standard 1: Mission, Vision an Core Values (Planning)**

Choose a rating

**Performance Standard 2: Ethics and Professional Norms (Professionalism)**

Choose a rating

**Performance Standard 3: Equity and Culture Responsiveness (Environment)**

Choose a rating

**Performance Standard 4: Curriculum, Instruction, and assessment (Instruction)**

Choose a rating

**Performance Standard 5: Community of Care and Support for Students (Instruction)**

Choose a rating

**Performance Standard 6: Professional Capacity of School Personnel (Instruction)**

Choose a rating

**Performance Standard 7: Professional Community for Teachers and staff (Environment)**

Choose a rating

**Performance Standard 8: Meaningful Engagement of Families and Community (Professionalism)**

Choose a rating

**Performance Standard 9: Operations and Management (Planning)**

Choose a rating

**Performance Standard 10: School Improvement (Planning)**

Choose a rating

IF...	THEN...
Instructional leader is <u>rated Exemplary in at least four of the standards and no standard below Accomplished.</u>	Professional Practice Rating <u>shall be Exemplary</u>
Instructional leader is rated <u>Accomplished in at least four standards and no standard is rating below Developing</u>	Professional Practice Rating <u>shall be Accomplished.</u>
Instructional leader is rated <u>Developing in at least five standards</u>	Professional Practice Rating <u>shall be Developing.</u>
Instructional leader is rated <u>Ineffective in two or more standards</u>	Professional Practice Rating <u>shall be Ineffective.</u>

**Overall Professional Practice Rating:**

**Choose an Overall Professional Practice Rating**

<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b> <i>the expected level of performance</i>	<b>Exemplary</b> <i>in addition to meeting the requirements for Accomplished</i>
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**To be signed after all information above has been completed and discussed:**

Evaluator's Name \_\_\_\_\_ Instructional leader's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Instructional leader's Signature \_\_\_\_\_  
*(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of this form.)*

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

*Opportunities for appeal process at both the local and state levels are a part of the Covington Independent Public School district evaluation plan.*

**Employment Recommendation to Central Office:**

- Meets administrator standards for re-employment
- Does not meet administrator standards for re-employment

Certified employees must make their appeal to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

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

# Evaluation Appeal Form for Educational Leaders

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

Employee's Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Job Title: \_\_\_\_\_ Location: \_\_\_\_\_ Grade or Department: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation

\_\_\_\_\_

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

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

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

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