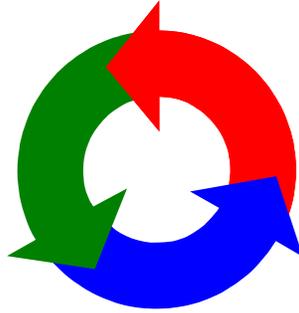


GUIDELINES FOR EVALUATION OF CERTIFIED SCHOOL EMPLOYEES



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Mr. Tim Hanner
Superintendent
Kenton County School District

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INTRODUCTION (Board Policy)

Kenton County Schools believe that working with children is a profession that requires continuous development. Practices of certified personnel should provide for the fullest development of each student regardless of ability, past experiences, social or economic status, or any other individual differences. Evaluation becomes a means for determining if these standard practices are used. The continuous development of certified personnel's knowledge and skills through meaningful and timely experiences will lead to a more confident and productive certified staff.

There shall be an on-going evaluation of the performance of teachers and administrators in order to:

- a. Improve the instruction of teachers and the leadership of administrators.
- b. Provide a measure of performance accountability to the citizens of Kenton County.
- c. Provide encouragement and incentives for certified employees to improve their performance.
- d. Support individual personnel decisions.

Since the purpose of evaluation is to improve the instruction of our students and the administration of our schools, it is understood that a firm commitment must be made of staff time and of district resources to the process of evaluation. This system combines evaluation with improvement strategies and emphasizes the importance of interaction between the evaluator and evaluatee. It places as much importance on the strengths as on the needed improvements of the certified personnel.

This evaluation process is ongoing and uses a combination of formative and summative activities. It is designed to communicate the evaluatee's performance and to assist the evaluatee in becoming even more effective. It will also help to promote more effective communication and higher levels of trust between evaluator and evaluatee.

*(Current Evaluation Committee Members: Teachers - **Leslie Nieport, Laura Schneider, Brandon***

Griffith, Susie Morehead, Sharon Cross, Bev Johnson, Dory Adams, Barb Freiermuth, and Joan Joseph Administrators - Tim, Hanner, Jo Craven, Pat Goetz, Eric Morwessel, Kim Banta, Tracy Dunn, Terri Cox-Cruey, Barb Martin, Gary McCormick)

Section 1. Evaluation Committee

- 1.1** Pursuant to KRS.156.557 and consistent with Article 9.3 of the contractual agreement between the Kenton County Board of Education and the Kenton County Education Association, all evaluations of certified employees below the level of district superintendent shall be in writing on evaluation forms and under procedures developed by a committee composed of an equal number of teachers and administrators. No fewer than three (3) representatives from each party to the contractual agreement shall be included on the committee. Each party to the agreement shall select its own representatives. The committee shall develop procedures consistent with KRS 156.557 and the negotiated contract. The procedures shall include both formative and summative activities.
- 1.2** The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Kenton County Board of Education and the Kentucky Department of Education. Any changes in the policy shall only be made with the mutual agreement of the Kenton County Education Association and the Kenton County Board of Education as per Article IX of the teacher's contract.

Section 2. Definitions

- 2.1 Teacher** - for the purpose of this policy, any certified staff person who directly instructs students. In Kenton County, this also includes, but is not limited to other positions such as speech therapists and psychologists. Job descriptions for these staff positions are available.
- 2.2 Administrator**- for the purpose of this policy, any certified staff person other than the classroom teacher, as defined above KRS.156.557. In Kenton County, this includes, but is not limited to, a person holding a position as Superintendent, Deputy Superintendent, Assistant Superintendent, Executive Director, Principal, Assistant Principal, Associate Principal, Consultant, Director and Guidance Counselor.
- 2.3 Evaluation** - the process of assessing or determining the effectiveness of the performance of the certified employee in a given (teaching and learning or leadership and management) situation, based on the standards and demonstrators on the evaluation form developed by the Evaluation Committee, through observation, discussions, and other means of gathering information. The evaluation process shall also include the establishment and monitoring of a growth plan mutually agreed upon by the evaluator and the person being evaluated.
- 2.4 Formative evaluation** - a continuous cycle of collecting evaluation information and interacting or providing feedback with suggestions regarding the certified employee's professional growth and performance.
- 2.5 Summative evaluation** - the summary of and conclusions from the evaluation data. This includes formative evaluation data that occur at the end of an evaluation cycle and a conference between the evaluator and the evaluated certified employee. It also includes a

written evaluation report.

2.6 Observation

- a. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee.
- b. Formal observations are defined by (1) the use of the Pre-Observation Information sheet and (2) completion of the Teacher Evaluation Observation Notes document.
- c. Informal observations are defined as information collected through:
 - (1) direct observation but not collected in a formal, scheduled manner such as classroom visits, (2) discussions, (3) day-to-day monitoring of operations, and (4) documented data from parents, staff, and/or students. The processing of complaints pertaining to teachers must be in accordance with Article 5.16 of the teacher's contract.

2.7 Conference - a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine strengths and weaknesses, to develop a plan for growth and follow-up.

2.8 Professional Practices Rubric (PPR) - tool used for developing Professional Practices Growth Plan and summative teacher evaluation.

2.9 Rubric performance levels- acceptable qualitative level of performance expected of effective teachers or administrators, which correspond to the indicators on the evaluation form.

2.10 Indicators - measurable behavior outcomes listed under each element.

2.11 Position - term used to signify a professional role in the school district (e.g., primary teacher, secondary principal, elementary guidance counselor).

2.12 Job category - term used to signify a group or class of positions with closely related responsibilities and functions (e.g., teacher, principal, director).

2.13 Days - "School Days" In this document, the term always means days for which the employee is paid (excluding the four paid holidays).

2.14 Individual Professional Growth Plan - a plan jointly developed by evaluator and evaluatee for assistance or enrichment in order to become more proficient as a teacher or administrator. The plan includes an objective, a plan of achieving the objective and a method for evaluating progress.

Section 3. Performance Criteria

3.1 The evaluation procedures and forms shall be designed to support individual personnel decisions.

3.2 The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

- a. Performance of professional responsibilities.
- b. Demonstration of effective planning of curricula, classroom instruction, and classroom management based on research-based instructional practices, or school management skills based on validated managerial practices;
- c. Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;

- d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
- e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
- f. Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
- g. Demonstration of the effective use of resources, including technology;
- h. Demonstration of professional growth;
- i. Adherence to the professional code of ethics; and
- j. Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

3.3 All certified school personnel shall be made aware of the criteria on which they are to be evaluated at the beginning of the evaluation period. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

3.4 Evaluation forms or instruments shall be specific for each position or job category. The Evaluation Committee shall approve the forms. Forms in use in Kenton County are:

- a. *Teacher Evaluation Pre-Observation Conference Guide*
- b. *Teacher Evaluation Formal Observation Notes*
- c. *Professional Practices Rubric*
- d. *Professional Practices Growth Plan*
- e. *Kentucky Intern Observation Form*

Section 4. Performance Levels

4.1 The District intends to establish high standards, as reflected in the following scale:

- a. EXEMPLARY- model employee - well above performance expectations-district teacher leader.
- b. PROFICIENT-consistently meets performance expectations.
- c. DEVELOPING-consistent development of performance expectations
- d. BEGINNING-limited development of performance expectations;
- e. UNSATISFACTORY - employee is in danger of termination or non-renewal if improvement is not made.

Section 5. Procedures for Evaluation /Observations

5.1 All certified personnel will be provided with an orientation to the evaluation process and the criteria for evaluation. All certified personnel will be oriented annually (within one month of reporting for employment) to the evaluation process and criteria for evaluation prior to the implementation of the plan. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of the teacher, observations by other teachers trained in the teacher's content area or curriculum content

specialists may be incorporated into the formative process for evaluating teachers. As per Article 9.3 of the teacher's contract and pursuant to KRS.157.577, only certified administrative and supervisory personnel trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system shall evaluate teachers. Video taping shall be done at the mutual consent of both parties. Additional administrative personnel may be used to observe and provide information to the primary evaluator. The Superintendent may designate additional trained administrative personnel to provide evaluations, or to review any evaluation.

5.2 The evaluator shall hold a pre-observation conference with the evaluatee prior to the day of the observation. The evaluator and the evaluatee will discuss the evaluation process at this conference.

5.3 Based on the information from observations and discussions, the evaluator is to determine the evaluatee's performance with respect to the indicators listed on the PPR.

a. All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

b. Evaluation shall include formative conferences between the evaluator and the person evaluated which shall be held within five (5) days following each observation. Formal observations are frequently done for complete lesson analysis, but may pertain to any facet of teaching performance. There shall be at least two (2) formal separate observations, with no single observation lasting less than twenty minutes. Informal conferences and information sharing should take place throughout the formative stage, and during the summative conference. The evaluator and evaluatee shall prepare for the summative conference by each completing a tentative PPR to initiate dialogue regarding performance. An open and honest dialogue should be established in the formative stage and maintained throughout the entire process. The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements: The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

c. Teacher interns shall be evaluated by utilizing the district summative instrument for teachers. The intern process may prove to be sufficient for the formative data collection. Additional observations may be warranted. Evaluation of new teachers shall comply with Article 9.5 of the teachers' contract.

d. Multiple observations shall be conducted with certified employees whose

initial observation results are unsatisfactory.

- e. The evaluation system shall include a Professional Practices Growth Plan, whereby the evaluatee is given assistance or enrichment for becoming more proficient. The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed at least annually. The Professional Practices Growth Plan is an on-going learning tool that may be revisited throughout the academic year. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.
 - f. All observations shall include documentation of the information to be used in determining the performance of the evaluatee. *Only observation forms developed by the Evaluation Committee shall be used for this documentation.*
 - g. Evaluatees shall be provided an opportunity to include a written response to their evaluations.
 - h. The evaluation of a certified employee below the level of the district superintendent shall be in writing on approved evaluation forms and become a part of the official personnel record.
- 5.4 The evaluator shall add relevant comments/recommendations at the end of each major domain for summative evaluations.
 - 5.5 The evaluatee is provided an opportunity respond in writing within seven (7) school days to the evaluator's determinations and comments.
 - 5.6 The evaluator and the evaluatee must discuss the results of the evaluation and any recommended action pertinent to such.
 - 5.7 The evaluator and the evaluatee must sign the PPR in the assigned spaces. The evaluatee's signature indicates only that he/she has seen and read the evaluation.
 - 5.8 The PPR and all mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee.
 - 5.9 In case of an unsatisfactory evaluation, a plan for providing assistance to the evaluatee will be jointly formulated by the evaluator and the evaluatee. A demonstration of teaching techniques may be arranged as per Article 9.6 of the teachers' contract.
 - 5.10 In any case, a specific Professional Practices Growth Plan shall be used as means of performance improvement. Professional Practices Growth Plans may remediate weaknesses and / or provide for growth. All certified employees shall develop a Professional Practices Growth Plan that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345.

Section 6. Professional Practices Growth Plans

6.1 Explanation of terms for Professional Practices Growth Plan:

Domain- refers to the 5 domains on the PPR instrument: Planning & Preparation, Learning Environment, Instruction, Assessment and Professional Responsibilities.

Elements- refers to the 25 elements on the PPR instrument.

Indicators-refers to the specific performance indicators listed under each element.

Objectives - refers to a description of desired outcome/goal as a result of the implementation of the Professional Practices Growth Plan.

Present Stage of Performance - indicates the individual's current level of performance as it would specifically relate to elements, indicators and objectives.

Specific Plans and Activities for Achieving Objectives - lists the specific activities in which the individual plans to engage to reach the specified objective.

Evaluation Method and Target Dates - projected date(s) for completion of activities and method by which individual will show evidence of attainment.

6.2 Procedures for the Professional Practices Growth Plan:

All certified employees shall develop a Professional Practices Growth Plan that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. Any teacher who received a 1 or 2 performance rating during the 2008-09 school year or an “unsatisfactory” or “beginning” performance rating during the 2009-10 school year in any performance domain must address the corresponding domain in his/her Professional Practices Growth Plan for the subsequent year. If a teacher receives a rating of 1 or 2 in 2008-09 – or “unsatisfactory” in 2009-10, then *Assistance* should be checked at the top of the page on the subsequent year’s Professional Practices Growth Plan. Each teacher is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Teachers are encouraged to review the school’s improvement plan and the professional development plan when considering areas for improvement.

Section 7. Schedule of Evaluations and Sequence of Events

7.1 Schedule for evaluations:

Evaluation of all certified personnel shall be done on the following schedule:

- a. All non-tenured teachers shall be evaluated at least annually.
- b. All tenured teachers shall be evaluated at least once every three-year period.
- c. All administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.

7.2 The sequence of meetings and observations can be summarized in the following way:

- 1) Orientation meeting - group or individual
- 2) Professional Practices Growth Plan Conference
- 3) Pre-observation Conference (1) (prior to date of observation)
- 4) Formal Observation (1)
- 5) Conference within five (5) days of the observation
- 6) Pre-observation Conference (2) (prior to date of observation)
- 7) Formal Observation (2)
- 8) Conference within five (5) days of the observation
- 9) Additional observations and conferences if first or second observations and conferences are unsatisfactory
- 10) Summative Conference and Growth Plan.

7.3 The sequence of events and the time deadlines are as follows:

- a. All certified personnel will be oriented annually (within one month of reporting for employment) to the evaluation process and criteria for evaluation prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

Evaluation procedures and forms shall be thoroughly reviewed and distributed to each evaluatee. A general timetable shall be established for completion of the required evaluations.

- b. Individual conferences may also be scheduled as needed. Attendance at the orientation conferences should be documented.
- c. Teachers shall complete the Pre-observation Conference Guide. Evaluators should consider a variety of observation techniques.
 - d. Throughout the evaluation process, the evaluator/evaluatee shall complete the PPR. The Professional Practices Growth Plan shall be reviewed and revised throughout the evaluation process. The summative conference shall be held within 30 days of the final observation. The certified staff member shall have a copy of the written evaluation at least two (2) days prior to the summative conference.
 - e. Follow-up observations and conferences should be scheduled as needed but especially when areas of concern and unsatisfactory ratings appear in the evaluation. Multiple evaluators are also recommended when these ratings are given.
- f. All forms should be sent to the Central Office after the summative conference. These shall include the pre-observation forms and any others attached to the summative.
- g. The Superintendent or his/her designee is responsible for evaluation training and is the contact person for the evaluation plan.
 - h. The formal evaluation process of teachers shall be completed during the year begun and at least 30 days prior to the end of school. Evaluation of administrators shall be completed annually.

Section 8. Appeal Panel and Appeal Procedures

8.1 A review procedure shall be available to all school personnel.

- a. All supervisory personnel in the authority line of the particular staff member shall read and initial all evaluations prior to filing in the personnel file. All written evaluations shall be subject to Article 9 of the teachers' contract. A review of the evaluation by any supervisory person outside the authority line shall conform to the district policy regarding personnel files.
- b. All evaluations shall be signed and dated by the evaluator and the certified staff member being evaluated.
- c. If an evaluatee feels any written evaluation is incomplete, inaccurate or unjust, he/she shall put his/her objections in writing and have them attached as an addendum to the evaluation report to be placed in his/her personnel file within seven (7) school days after the writing of the evaluation. In any case, the evaluatee shall initial any and all evaluation reports solely to indicate that he/she has seen and read the evaluation. The evaluatee and the evaluator shall sign and date any addendum to the evaluation. The evaluatee shall be provided a signed, dated copy of any addendum to the evaluation form.
- d. Additional administrative personnel may be used at the option of the Superintendent or designee, in addition to the primary evaluator, to provide a review of any evaluation.

e. Any evaluatee may appeal his/her evaluation to the local Appeals Panel. The request for an appeal shall be in writing to the Superintendent, and shall be made within ten (10) school days of the summative conference.

8.2 The Appeals Panel shall consist of two certified staff members, with each being elected on alternate years.

a. The Evaluation Committee shall hold an election each year to name a certified staff member to the Appeals Panel. Interested parties will volunteer to be placed on a ballot. The candidate with the most votes will serve a two (2) year term. The Evaluation Committee Chairperson shall maintain a list ranking alternates from highest to lowest on the basis of votes received.

b. Vacancies shall be filled by contacting people on the list by rank order from the highest to lowest until the vacancy is filled. A member of the Evaluation Committee or designee shall act as an interim panel member if the established list is exhausted without filling the vacancy. The Evaluation Committee chairperson shall determine the time, place and date for a special election, if deemed necessary.

c. The ~~Superintendent~~ Board of Education shall appoint a certified person as the third member of the Panel. The Appeals Panel shall select a chairperson from this Panel. The duty of the Appeals Panel is to hear an appeal from any certified employee who feels that he/she was not fairly evaluated. The evaluation in question should be inclusive of the summative conference and all written evaluation documents and rebuttals should be presented to the Appeals Panel. The Appeals Panel shall interview both evaluator and evaluatee. The Appeals Panel shall report to the Evaluation Committee for clarification of its duties. The Evaluation Committee shall approve procedures for the appeal.

8.3 Procedural guidelines of Appeals Panel Hearing:

a. The purpose of this hearing is to determine if the evaluation procedure has been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

b. The request for an appeal hearing must be in writing to the Superintendent within ten (10) school days of the summative conference. The Appeals Panel shall promptly review the complaint and, within fifteen (15) school days, grant a hearing to the evaluator and the evaluatee.

8.4 Procedure for conducting a hearing is as follows:

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

b. Members of the panel shall be trained in the evaluation procedure and shall remain unbiased. The panel shall meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Panel members during the hearing may pose additional questions.

- c. The hearing shall be held at a time and place set by the Panel. The evaluatee and evaluator shall be notified of said time and shall appear before the panel, respond to the appeal and answer questions from the panel.
- d. Legal counsel and/or Association representative(s) shall be present for each party during the hearing, if requested. For official records, the hearing shall be audio taped. A copy will be provided to both parties if requested in writing.
- e. Only panel members, the evaluatee and evaluator, and legal counsel and/or Association representative for each party may be present at the hearing.
- f. Witnesses may be presented, but shall be called in one at a time and shall not be allowed to observe the proceedings.
- g. The following procedures shall be followed during the hearing:
 - 1) Chairperson shall convene the hearing, cover the procedures, and clarify the responsibilities of the panel.
 - 2) Each party shall be allowed to make a statement of claim. The evaluatee will begin.
 - 3) The panel may question the evaluatee and the evaluator.
 - 4) Each party shall be asked to make closing remarks.
 - 5) The chairperson of the panel shall make closing remarks.
- h. The panel shall deliberate and issue its written findings within ten (10) school days of the hearing.
- i. The decision of the panel may include, but not be limited to, upholding all parts of the evaluation, voiding the appeal, voiding the evaluation or parts of it, and directing another evaluator to observe.
- j. A copy of the written findings from the panel shall be placed in the personnel file.
- k. The written findings shall be presented to each evaluatee, evaluator, and to the Superintendent for action.
- l. The Superintendent shall receive the panel's recommendation and shall take such action as he/she deems appropriate or necessary. A copy of the Superintendent's decision will be sent to the panel members and parties involved.

8.5 State level appeals:

Pursuant to KRS.156.557 the Kentucky Board of Education shall establish a state level appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of judgmental conclusions of their personal evaluations.

Section 9. Training

9.1 All evaluators, with the exception of district board of education members, shall be trained, tested, and certified. The superintendent or designee is responsible for evaluation training, for evaluation update training, and is the contact person for the evaluation plan.

9.2 Training shall:

- a. Include skill development in the use of the local evaluation process. Each local district shall conduct this training;
- b. Include skill development in the identification of effective teaching and

management practices, effective observation and conference techniques, establishing and assisting with certified employee growth plans, and summative evaluation techniques. This training shall be conducted by providers approved by the State Board of Education as trainers for the Instructional Leadership Improvement Program;

c. Be approved as a part of the evaluation plan and procedures submitted to the State Board of Education.

9.3 Testing shall:

a. Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in the subsection 2B of this section; and

b. Be conducted by the State Board of Education or agencies approved by the State Department of Education.

9.4 Initial certification for all new evaluations as an evaluator shall be issued by the State Board of Education upon completion of the required evaluation training program and successful completion of testing. All principals employed after January 1, 1987, shall be required to complete the initial certification process.

9.5 Continued certification as an evaluator shall be contingent upon the completion of a minimum twelve (12) hours of evaluation training every two (2) years beginning July 1, 1988. This training shall be in any one or a combination of the following skill areas: Use of the local evaluation process, identification of effective teaching and management practices; effective observation and conferencing techniques; establishing and assisting with certified employee growth plans; or summative evaluation techniques.

a. Hours of training received in the use of the local evaluation process shall be certified by the local-board of education with documentation available for review by the State Department of Education.

b. Hours of training received in the other skill areas may compose part of the evaluator's required hours for the Instructional Leader Improvement Program.

9.6 Each local district shall designate a person responsible for evaluation training as the contact person for the evaluation plan submitted by the local district.

Section 10. Evaluation of Administrators

10.1 For the purpose of evaluation, "Administrators" include all persons listed in Section 2 (Definitions).

10.2 The Superintendent of Schools (or an authorized designee) is responsible for the evaluation of all administrators. The Superintendent and authorized designee shall confer concerning these evaluations.

10.3 Principals are responsible for the evaluation of their respective Assistant Principal(s).

10.4 All administrators are to be evaluated using the following procedures:

a. An individual meeting shall be held at the start of the evaluation cycle. All certified personnel will be oriented annually (within one month of reporting for employment) to the evaluation process and criteria for evaluation prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee. In addition to reviewing the evaluation procedure, topics in this conference should

include:

- (1) the administrator's assignment and job description and the particular philosophy that the assignment may entail;
- (2) the Improvement Plan for the school or district
- (3) Professional Practices Growth Plans;
- (4) Other supporting data.

Note: The Orientation Meeting shall be documented and recorded on NCR paper (second sheet). If a Professional Practices Growth Plan is submitted at this time, it is to be attached to the Evaluation Form.

- b. The total time of the formal observations should be at least eighty (80) minutes.
 - c. Two (2) observations, minimum as required. Observations must be documented and recorded.
 - d. Formal and Informal observations must be documented and shared with the evaluatee within five (5) school days.
- e. The Superintendent shall designate evaluators early in the school year. It is recommended that all administrative formative evaluations be done during the months of December, January, and February and completed by March 31st.
- f. A Summative Conference shall be held at the end of the evaluation cycle and the Summative Evaluation Form completed. The Professional Practices Growth Plan may be completed at this time or carried over to the next cycle. All certified employees shall develop a Professional Practices Growth Plan that shall be aligned with the school/district consolidated plan and comply with the requirements of 704 KAR 3:345.
 - g. Administrators have the same rights as other certified personnel concerning evaluations: the right to a local appeal within ten (10) workdays; the right to an appeal to the State Evaluation Appeals Panel concerning procedural violations (see 704 KAR 3:345); the opportunity to submit a written response within seven (7) workdays; and the right to have a copy of the written evaluation at least two (2) days prior to the Summative Conference (see Section 8).

10.5 Administrative Feedback Form:

An instrument to provide performance feedback to principals and assistant principals shall be developed by the Evaluation Committee and procedure for use shall conform to the teachers' contract 9.10.

The Kenton County School District – Professional Practices Rubric

Name: _____ School: _____ Assignment: _____ Year: 1 2 Summative

Domain I – PLANNING AND PREPARATION (PP)

PP Element 1: The teacher demonstrates knowledge of course content, Core Content and DOK (Depth of Knowledge), and considers prerequisite knowledge necessary for successful student learning.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher plans demonstrate little or no connections among Core Content, KY Program of Studies, and/or other standards-based curricula. Teacher plans demonstrate little or no alignment between content to be taught and appropriate DOK (Depth of Knowledge) level. Teacher plans demonstrate little or no connection between new learning and prerequisite skills. 	<ul style="list-style-type: none"> Teacher planning attempts to make connections to Core Content, KY Program of Studies, and/or other standards-based curricula. Teacher planning attempts to align course content to appropriate DOK levels. Teacher planning attempts to connect new learning to prerequisite skills. 	<ul style="list-style-type: none"> Teacher planning frequently reflects connections to Core Content, KY Program of Studies, and/or other standards-based curricula. Teacher planning frequently aligns course content to appropriate DOK levels. Teacher planning frequently connects new learning to prerequisite skills. 	<ul style="list-style-type: none"> Teacher planning consistently reflects connections to Core Content, KY Program of Studies, and/or other standards-based curricula. Connections provide opportunity for students to deepen their knowledge of core concepts. Teacher planning consistently aligns course content to appropriate DOK levels and frequently challenges students to higher levels of DOK. Teacher planning consistently connects new learning to prerequisite skills. 	<ul style="list-style-type: none"> Teacher planning consistently reflects connections to Core Content, KY Program of Studies, and/or other standards-based curricula. Connections are extensive and provide opportunity for students to significantly deepen their knowledge of core concepts. Teacher planning consistently aligns course content to appropriate DOK levels and consistently challenges students to higher levels of DOK as appropriate. Teacher planning consistently connects new learning to prerequisite skills. Content connections are extensive and provide opportunity for students to significantly deepen their knowledge of core concepts.

Domain I Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain I – PLANNING AND PREPARATION (PP) - Quality Instruction Rubric – Draft

PP Element 2: The teacher develops instructional goals that represent high expectations, reflect relevant learning, and demonstrate conceptual understanding of curriculum, standards, and frameworks. The teacher develops student learning goals and objectives that are measurable by authentic assessment practices.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to set relevant learning targets and high expectations for student achievement. Teacher demonstrates little or no capacity to develop activities that are measurable by authentic assessment practices. Teacher demonstrates little or no capacity to connect course goals to the learning styles/diversity of students. 	<ul style="list-style-type: none"> Teacher goals attempt to show relevant learning targets and set high expectations for students. Teacher goals attempt to include activities that are measurable by authentic assessment practices. Teacher attempts to connect course goals to the learning styles/diversity of students. 	<ul style="list-style-type: none"> Teacher goals frequently demonstrate relevant learning targets and set high expectations for students. Teacher goals frequently include activities that are measurable by authentic assessment practices. Teacher frequently connects course goals to the learning styles/diversity of students. 	<ul style="list-style-type: none"> Teacher goals consistently demonstrate relevant learning targets and set high expectations for students Teacher goals consistently include activities that are measurable by authentic assessment practices. Teacher consistently connects course goals to the learning styles/diversity of students. 	<ul style="list-style-type: none"> Teacher goals consistently demonstrate relevant learning/ conceptual understanding targets and establish high expectations for ALL students. Teacher goals frequently include activities that are measurable by authentic assessment practices. Teacher’s measurable activities serve as a model for colleagues. The Teacher consistently connects course goals to the learning styles/diversity of students. Course goals often reflect teacher/student collaboration.

Domain I Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain I – PLANNING AND PREPARATION (PP) - Quality Instruction Rubric – Draft

PP Element 3: The teacher designs coherent lesson and unit plans, instructional grouping, and learning activities. The teacher’s plans effectively align assessment with instructional goals and reflect school and/or district standards, including horizontal and vertical alignment.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> • Teacher demonstrates little or no use of instructional grouping to support goals and/or standards from Core Content, KY Program of Studies, or other standards-based curricula. • Teacher demonstrates little or no capacity to connect lessons or units to school level vertical alignment and/or district standards. • Teacher demonstrates little or no understanding of effective time allocations for lessons to meet the guidelines of Core Content and KY Program of Studies. • Teacher demonstrates little or no capacity to develop varied assessments that align with instructional goals. 	<ul style="list-style-type: none"> • Teacher attempts to use instructional grouping to support goals and/or standards from Core Content, KY Program of Studies, or other standards-based curricula. • Teacher attempts to connect lessons or units to school level vertical alignment and/or district standards • Teacher attempts to develop effective time allocations for lessons in order to meet the guidelines of Core Content and KY Program of Studies. • Teacher attempts to develop varied assessments that align with instructional goals. 	<ul style="list-style-type: none"> • Teacher frequently uses instructional grouping to support goals and/or standards from Core Content, KY Program of Studies, or other standards-based curricula. • Teacher lesson and unit plans frequently reflect school level vertical alignment and/or district standards. • Teacher frequently develops effective time allocations for lessons in order to meet the guidelines of Core Content and KY Program of Studies. • Teacher frequently develops varied assessments that align with instructional goals. 	<ul style="list-style-type: none"> • Teacher consistently uses varied instructional grouping to support goals and/or standards from Core Content, KY Program of Studies, or other standards-based curricula. • Teacher lessons and unit plans consistently reflect school level vertical alignment and/or district standards. • Teacher consistently develops effective time allocations for lessons in order to meet the guidelines of Core Content and KY Program of Studies. • Teacher consistently develops varied assessments that align with instructional goals. 	<ul style="list-style-type: none"> • Teacher consistently uses varied and flexible instructional grouping methods to support goals and/or standards from Core Content, KY Program of Studies, or other standards-based curricula.. • Teacher lessons and unit plans consistently reflect school level vertical alignment and/or district standards and serve as models for colleagues. • Teacher consistently develops effective time allocations for lessons in order to meet the guidelines of Core Content and KY Program of Studies. Time allocations for lessons and units allow for differentiation according to student needs. • Teacher consistently develops varied assessments that align with instructional goals. Assessments are consistently rigorous and reflect continuous improvement.
<p>Domain I Comments/Evidence (Teacher and Administrator):</p>				
<p>Summative Teacher Evaluation Comments/Recommendations:</p>				

The Kenton County School District – Professional Practices Rubric

Domain I – PLANNING AND PREPARATION (PP) - Quality Instruction Rubric – Draft

PP Element 4: The teacher selects and integrates resources for teaching rigor and relevance (Core content and DOK, coherent instruction, effective instructional materials and resources).

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no consideration of various learning styles, Core Content, Program of Studies, DOK (Depth of Knowledge) when selecting course materials. Teacher demonstrates little or no capacity to select suitable materials and resources to support instructional goals. Teacher demonstrates little or no capacity to select materials and resources that engage students in meaningful learning and higher order thinking. Teacher demonstrates little or no capacity to integrate available resources and technology to improve instruction. 	<ul style="list-style-type: none"> Teacher attempts to consider various learning styles, core content, Program of Studies, DOK when selecting course materials. Teacher attempts to select suitable materials and resources to support instructional goals. Teacher attempts to select materials and resources that actively engage students in meaningful learning and higher order thinking. Teacher attempts to integrate available resources and technology to improve instruction. 	<ul style="list-style-type: none"> Teacher frequently considers various learning styles, core content, Program of Studies, DOK when selecting course materials. Teacher frequently selects suitable materials and resources to support instructional goals. Teacher frequently selects materials and resources that actively engage students in meaningful learning and higher order thinking. Teacher frequently integrates available resources and technology to improve instruction. 	<ul style="list-style-type: none"> Teacher consistently considers various learning styles, core content, Program of Studies, DOK when selecting course materials. Teacher consistently selects suitable materials and resources to support instructional goals. Teacher consistently selects materials and resources that engage students in meaningful learning and higher order thinking. Teacher consistently integrates available resources and technology to improve instruction. 	<ul style="list-style-type: none"> Teacher consistently considers various learning styles, core content, Program of Studies, DOK when selecting course materials. Students of ALL learning styles are cognitively engaged with clearly defined, effective materials. Teacher consistently selects suitable materials and resources to support instructional goals, and teacher selection of effective materials serves as a model to colleagues. Teacher consistently selects materials and resources that engage students in meaningful learning and higher order thinking. Teacher promotes student participation in selecting or adopting course materials. Teacher consistently integrates available resources and technology to improve instruction. Teacher serves as a resource to colleagues for the integration of new technology and resources.

Domain I Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain II – LEARNING ENVIRONMENT (LE)

LE Element 1: The teacher creates a respectful environment where students build relationships, work effectively together and collaborate with each other.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> • Teacher demonstrates little or no positive verbal and non-verbal feedback (i.e. words of encouragement, smiles, positive tone, etc.). • Teacher demonstrates little or no instruction in respectful verbal/nonverbal exchanges to create a learning community. • Teacher demonstrates little or no evidence of developing relationships and collaborative learning among students. 	<ul style="list-style-type: none"> • Teacher attempts to provide positive verbal and non-verbal feedback (i.e. words of encouragement, smiles, positive tone, etc.). • Teacher attempts to teach and model respectful verbal/nonverbal exchanges to create a learning community. • Teacher attempts to provide opportunities for students to learn collaboratively and develop relationships. 	<ul style="list-style-type: none"> • Teacher frequently provides positive verbal and non-verbal feedback (i.e. words of encouragement, smiles, positive tone, etc.). • Teacher frequently teaches and models respectful verbal/nonverbal exchanges to create a learning community. • The teacher frequently provides opportunities for students to develop relationships among peers and learn collaboratively. 	<ul style="list-style-type: none"> • Teacher consistently provides positive verbal and non-verbal feedback (i.e. words of encouragement, smiles, positive tone, etc.). • Teacher consistently models and teaches respectful verbal and nonverbal exchanges that create a learning community. • The teacher consistently provides multiple and varied opportunities for students to develop relationships among peers and learn collaboratively. 	<ul style="list-style-type: none"> • Teacher consistently provides positive verbal and non-verbal feedback (i.e. words of encouragement, smiles, positive tone, etc.) and elicits positive feedback from students and colleagues. • Teacher consistently models and teaches respectful verbal and nonverbal exchanges that create a learning community. The classroom serves as a model of students working independently in a learning community. • The teacher consistently provides multiple and varied opportunities for students to develop relationships among peers, learn collaboratively, and take ownership of their learning.

Domain II Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain II – LEARNING ENVIRONMENT (LE) - Quality Instruction Rubric – Draft				
<u>LE Element 2:</u> The teacher develops a rich learning culture as evidenced by clearly articulated high expectations for all students to achieve rigorous academic goals and standards.				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no communication of the expectation that all students can achieve the goals and standards of the lesson. Teacher demonstrates little or no capacity to establish high academic expectations for all students. 	<ul style="list-style-type: none"> Teacher attempts to communicate the expectation that all students will achieve the goals and standards of the lesson. Teacher attempts to establish and maintain high expectations for all students. 	<ul style="list-style-type: none"> The teacher frequently communicates the expectation that all students will achieve the goals and standards of the lesson. Teacher frequently establishes and maintains high expectations for all students. 	<ul style="list-style-type: none"> The teacher consistently communicates the expectation that all students will achieve the goals and standards of the lesson and uses a variety of strategies encourage student effort and mastery. Teacher consistently establishes and maintains high expectations for all students. 	<ul style="list-style-type: none"> The teacher consistently communicates the expectation that all students will achieve the goals and standards of the lesson and uses a variety of strategies to encourage effort and mastery from most students. Teacher consistently establishes and expands high expectations for all students (Differentiation, modeling, scaffolding).
<u>LE Element 3:</u> The teacher develops and builds relationships with students.				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to build relationships with students. 	<ul style="list-style-type: none"> Teacher attempts to develop and build relationships with students. 	<ul style="list-style-type: none"> Teacher frequently develops and builds relationships with students. 	<ul style="list-style-type: none"> Teacher consistently develops and builds strong relationships with students to enhance learning. 	<ul style="list-style-type: none"> Teacher consistently develops and builds strong relationships with students to enhance the classroom environment and individual student learning.
<u>LE Element 4:</u> The teacher creates a Learning Culture of Trust and Risk-taking				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to establish a trusting environment that fosters risk-taking among students. Teacher demonstrates little or no capacity to encourage students to ask questions, think independently or take risks. 	<ul style="list-style-type: none"> Teacher attempts to establish a trusting learning environment that fosters risk-taking among students. Teacher attempts to encourage students to ask questions, think independently or to take risks. 	<ul style="list-style-type: none"> Teacher frequently establishes a trusting environment that fosters risk-taking among students. Teacher frequently encourages students to ask questions, take risks and assume responsibility for their learning. 	<ul style="list-style-type: none"> Teacher consistently establishes a trusting environment that fosters risk-taking for all students and encourages independent thinking. Teacher consistently encourages students to ask questions, take risks, think independently and assume responsibility for their own learning. 	<ul style="list-style-type: none"> Teacher consistently establishes a trusting environment that encourages risk-taking, independent thinking and learning that reaches beyond the classroom. Teacher consistently encourages students to ask questions, take risks, think independently and assume responsibility for their own learning. Teacher's classroom serves as a model for mutual trust and collaboration.
Domain II Comments/Evidence (Teacher and Administrator):				
Summative Teacher Evaluation Comments/Recommendations:				

The Kenton County School District – Professional Practices Rubric

Domain II – LEARNING ENVIRONMENT (LE) - Quality Instruction Rubric – Draft

LE Element 5: The teacher demonstrates a recognition of, acceptance of, and sensitivity towards diverse opinions and cultures.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no ability to model or teach students to appreciate diverse opinions and cultures. Teacher demonstrates little or no capacity to address students' needs in relation to gender, culture, ability, socioeconomic status. 	<ul style="list-style-type: none"> Teacher attempts to model or teach students to appreciate diverse opinions and cultures. Teacher attempts to address students' needs in relation to gender, culture, ability, socioeconomic status. 	<ul style="list-style-type: none"> Teacher frequently models and teaches students to appreciate diverse opinions and cultures. Teacher frequently addresses students' needs in relation to gender, culture, ability, socioeconomic status. 	<ul style="list-style-type: none"> Teacher consistently models and teaches students to appreciate the educational value of diverse opinions and cultures. The teacher consistently addresses students' needs in relation to gender, culture, ability, socioeconomic status. 	<ul style="list-style-type: none"> Teacher consistently models and teaches students to appreciate the educational value of diverse opinions and cultures. Teacher's approach to diversity enhances learning for all students. Teacher consistently addresses students' needs in relation to gender, culture, ability, socioeconomic status. Teacher's approach to individual student needs enhances learning for all students.

LE Element 6: The teacher effectively manages instructional groups and transitions

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no organization of tasks for group work. Teacher demonstrates little or no capacity to manage groups in order to encourage student engagement. Teacher demonstrates little or no capacity to use effective transitions to maximize instructional time. 	<ul style="list-style-type: none"> Teacher attempts to organize effective tasks for group work. Teacher attempts to manage groups in order to encourage student engagement. Teacher attempts to use effective transitions to maximize instructional time. 	<ul style="list-style-type: none"> Teacher frequently organizes effective tasks for group work. Teacher frequently manages groups in order to encourage student engagement. Teacher frequently uses effective transitions to maximize instructional time. 	<ul style="list-style-type: none"> Teacher consistently organizes effective tasks for group work and students are productively engaged in activities. Teacher consistently manages groups in order to encourage student engagement. Teacher consistently uses effective transitions to maximize instructional time. 	<ul style="list-style-type: none"> Teacher consistently organizes tasks that encourage student groups to work independently and productively with students assuming responsibility for learning. Teacher consistently manages groups in order to encourage student engagement. Effective instructional grouping has become intrinsic in the classroom. Teacher consistently uses effective transitions to maximize instructional time. Transitions contribute to the instructional goals of the lesson.

Domain II Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain II – LEARNING ENVIRONMENT (LE) - Quality Instruction Rubric – Draft

LE Element 7: The teacher effectively manages student behavior (articulates clear expectations, monitors and reinforces appropriate student behavior).

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no expectations for student behavior, does not respond to misbehavior, is overly repressive, and/or does not respect the student's dignity. Teacher demonstrates little or no capacity to acknowledge and encourage good behavior. 	<ul style="list-style-type: none"> Teacher attempts to set clear behavioral expectations, and respond appropriately to misbehavior. Teacher attempts to acknowledge and encourage appropriate behavior. 	<ul style="list-style-type: none"> Teacher frequently communicates behavioral expectations and responds to misbehavior appropriately. Teacher frequently acknowledges and encourages appropriate behavior. 	<ul style="list-style-type: none"> Teacher consistently communicates clear expectations for student behavior that are aligned with the established school/district plan and consistently manages student misbehavior skillfully. Teacher consistently acknowledges and encourages appropriate behavior. 	<ul style="list-style-type: none"> Teacher consistently communicates clear expectations for student behavior that are aligned with school/district plans and consistently manages student misbehavior skillfully. Teacher serves as a model for appropriate and respectful responses to misbehavior. Teacher consistently acknowledges appropriate behavior and serves as a model for effectively encouraging appropriate behavior.
<p>Domain II Comments/Evidence (Teacher and Administrator):</p>				
<p>Summative Teacher Evaluation Comments/Recommendations:</p>				

The Kenton County School District – Professional Practices Rubric

Domain III – INSTRUCTION (INST)				
<i>INST Element 1: The teacher demonstrates clear content-related instructional practices.</i>				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no understanding of content specific instructional practices. Teacher demonstrates little or no capacity to incorporate appropriate instructional strategies to enhance student understanding. 	<ul style="list-style-type: none"> Teacher attempts to use effective content specific instructional practices. Teacher attempts to incorporate appropriate instructional strategies to enhance student understanding. 	<ul style="list-style-type: none"> Teacher frequently uses effective content specific instructional practices. Teacher frequently incorporates appropriate instructional strategies to enhance student understanding. 	<ul style="list-style-type: none"> The teacher consistently uses effective content specific instructional practices. Teacher consistently incorporates appropriate instructional strategies to enhance student understanding. 	<ul style="list-style-type: none"> The teacher consistently uses and continuously improves effective content specific instructional practices. Teacher consistently incorporates appropriate instructional strategies to enhance learning and individual student understanding.
<i>INST Element 2: The teacher articulates clear expectations, procedures and directions.</i>				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to communicate clear expectations, procedures and directions for students. 	<ul style="list-style-type: none"> Teacher attempts to communicate clear expectations, procedures and directions for students. 	<ul style="list-style-type: none"> Teacher frequently communicates clear expectations, procedures and directions for students. 	<ul style="list-style-type: none"> Teacher consistently communicates clear expectations, procedures and directions for students 	<ul style="list-style-type: none"> Teacher consistently communicates clear expectations, procedures and directions for students in a variety of ways, and anticipates student misunderstanding.
<i>INST Element 3: The teacher effectively communicates through oral and written language.</i>				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to effectively communicate in written and/or oral language (i.e. inaudible or illegible, includes grammar or syntax errors making it difficult to comprehend.) Teacher demonstrates little or no capacity to use vocabulary appropriate for students’ developmental stage/ background. 	<ul style="list-style-type: none"> Teacher attempts to effectively communicate with students in written and/or oral language. Teacher attempts to use vocabulary appropriate for students’ developmental stage/ background. 	<ul style="list-style-type: none"> Teacher frequently communicates effectively with students in written and/or oral language. Teacher frequently uses vocabulary appropriate for students’ developmental stage/ background. 	<ul style="list-style-type: none"> Teacher consistently communicates effectively with students in written and/or oral language. Teacher consistently uses challenging vocabulary appropriate for students’ developmental stage/ background and interests. 	<ul style="list-style-type: none"> Teacher consistently communicates effectively with students through a variety of media. Teacher consistently uses challenging vocabulary appropriate for students’ developmental stage/ background and interests. Teacher intentionally provides opportunities for students to expand vocabulary acquisition.
Domain III Comments/Evidence (Teacher and Administrator):				
Summative Teacher Evaluation Comments/Recommendations:				

The Kenton County School District – Professional Practices Rubric

Domain III – INSTRUCTION (INST) - Quality Instruction Rubric – Draft

INST Element 4: The teacher effectively incorporates higher order questioning and accountable talk in classroom discussions, the class learning culture, and instructional practices.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no effective questioning strategies or Accountable Talk moves. Teacher demonstrates little or no capacity to enable students to inquire, investigate, and talk about critical questions, problems, and concepts defined by each discipline's standards. Teacher demonstrates little or no capacity to teach with accountability to core standards, rigorous thinking, and the learning community. 	<ul style="list-style-type: none"> Teacher attempts to use effective questioning strategies and Accountable Talk moves. Teacher attempts to enable students to inquire, investigate, and talk about critical questions, problems, and concepts defined by each discipline's standards. Teacher attempts to teach with accountability to core standards, rigorous thinking, and the learning community. 	<ul style="list-style-type: none"> Teacher frequently uses effective questioning strategies and Accountable Talk moves. Teacher frequently enables and expects students to inquire, investigate, and talk about critical questions, problems, and concepts defined by each discipline's standards. Teacher frequently teaches with accountability to core standards, rigorous thinking, and the learning community. 	<ul style="list-style-type: none"> Teacher consistently uses effective questioning strategies that are rigorous and skillfully incorporates Accountable Talk moves. Teacher consistently enables and expects students to inquire, investigate, and talk about critical questions, problems, and concepts defined by each discipline's standards. Teacher consistently teaches with accountability to core standards, rigorous thinking, and the learning community. 	<ul style="list-style-type: none"> Teacher consistently uses effective, rigorous questioning strategies; incorporates Accountable Talk moves; and encourages students to develop questions on their own. Teacher consistently enables and expects students to inquire, investigate, and talk about critical questions, problems, and concepts defined by each discipline's standards. Teacher encourages students to investigate big ideas and essential questions within a discipline. Teacher consistently teaches with accountability to core standards, rigorous thinking, and the learning community with students and colleagues.

INST Element 5: The teacher clearly presents Core Content Standards.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to clearly and appropriately present core content standards. Teacher demonstrates little or no capacity to focus instruction on appropriate core content and DOK (Depth of Knowledge level). 	<ul style="list-style-type: none"> Teacher attempts to clearly and appropriately present core content standards. Teacher attempts to focus instruction on appropriate core content and DOK (Depth of Knowledge level). 	<ul style="list-style-type: none"> Teacher frequently presents core content standards clearly and appropriately. Teacher frequently focuses instruction on appropriate core content and DOK (Depth of Knowledge level). 	<ul style="list-style-type: none"> Teacher consistently presents core content standards clearly and appropriately. Teacher consistently focuses instruction on appropriate core content and DOK (Depth of Knowledge level). 	<ul style="list-style-type: none"> Teacher consistently presents core content standards clearly and effectively. Teacher serves as a model to colleagues for understanding standards. Teacher consistently focuses instruction on appropriate core content and DOK. Teacher provides opportunities for DOK differentiation.

Domain III Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain III – INSTRUCTION (INST) - Quality Instruction Rubric – Draft

INST Element 6: The teacher manages effective instructional activities, assignments, and student grouping. The teacher implements effective lesson structure and pacing.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to develop culturally/developmentally appropriate activities and assignments to engage students in instructional goals. Teacher demonstrates little or no capacity to adjust instruction to meet the needs of students. Teacher demonstrates little or no capacity to structure flexible instructional groups to achieve instructional goals. 	<ul style="list-style-type: none"> Teacher attempts to develop culturally/developmentally appropriate activities and assignments to engage students in instructional goals. Teacher attempts to adjust instruction to meet the needs of students. Teacher attempts to use flexible instructional grouping to achieve instructional goals. 	<ul style="list-style-type: none"> Teacher frequently develops culturally/developmentally appropriate activities and assignments to engage students in instructional goals. Teacher frequently adjusts instruction to meet the needs of students. Teacher frequently uses flexible instructional grouping to achieve instructional goals. 	<ul style="list-style-type: none"> Teacher consistently develops culturally/developmentally appropriate activities and assignments to engage students in instructional goals. Teacher consistently adjusts instruction to meet the needs of students. Teacher consistently uses flexible instructional grouping to achieve instructional goals. 	<ul style="list-style-type: none"> Teacher consistently develops culturally/developmentally appropriate activities and assignments to engage students in instructional goals. Activities and assignments encourage relevant connections and independent student exploration of core standards. Teacher consistently adjusts instruction to meet the needs of students. Adjustments are fluid and seamless, and serve as a model for colleagues. Teacher consistently uses flexible instructional grouping to achieve instructional goals. Teacher models best practice by using knowledge of students' abilities, interests, culture, choice, learning styles to make appropriate grouping choices.

INST Element 7: The teacher effectively responds to students in order to guide and direct learning.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no effective strategies to pique student interest or address student questions. Teacher demonstrates little or no capacity to utilize teachable moments to enhance learning and core content instruction. 	<ul style="list-style-type: none"> Teacher attempts to use effective strategies to pique student interest or address student questions. Teacher attempts to utilize teachable moments to enhance learning and core content instruction. 	<ul style="list-style-type: none"> Teacher frequently uses effective strategies to pique student interest and address student questions. Teacher frequently utilizes teachable moments to enhance learning and core content instruction. 	<ul style="list-style-type: none"> Teacher consistently uses effective strategies to pique student interest and address student questions. Teacher consistently utilizes opportunities to enhance learning and build on teachable moments relevant to Core Content. 	<ul style="list-style-type: none"> Teacher consistently uses effective strategies to pique student interest and address student questions. Teacher serves as a model of effective strategies to colleagues. Teacher consistently utilizes major opportunities to enhance learning, build on teachable moments relevant to Core Content, and encourage student self-management of learning.

Domain III Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain III – INSTRUCTION (INST) - Quality Instruction Rubric – Draft				
INST Element 8: The teacher effectively differentiates instruction.				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to address different approaches to learning such as learning styles, modalities, multiple intelligences. Teacher demonstrates little or no capacity to use effective resources or strategies to meet the needs of individual learners. Teacher demonstrates little or no compliance with the laws that govern students' individualized learning plans and/or district/state/federal policies. 	<ul style="list-style-type: none"> Teacher attempts to address different approaches to learning such as learning styles, modalities, multiple intelligences. Teacher attempts to use effective resources and strategies to meet the needs of individual learners. Teacher attempts to comply with the laws that govern students' individualized learning plans and district/state/federal policies. 	<ul style="list-style-type: none"> Teacher frequently differentiates instruction to address multiple learning styles, modalities, multiple intelligences. Teacher frequently uses effective resources and strategies to meet the needs of individual learners. Teacher frequently complies with the laws that govern students' individualized learning plans and/or district/state/federal policies. 	<ul style="list-style-type: none"> Teacher consistently differentiates instruction to address multiple learning styles, modalities, multiple intelligences. Teacher consistently uses effective resources and strategies that meet the needs of individual learners. Teacher consistently complies with the laws that govern students' individualized learning plans and/or district/state/federal policies. 	<ul style="list-style-type: none"> Teacher consistently differentiates instruction to address multiple learning styles, modalities, multiple intelligences. Teacher shares strategies and knowledge with colleagues. Teacher consistently uses effective resources and strategies that meet the needs of individual learners and serves as a model for other teachers. Teacher consistently complies with the laws that govern students' individualized learning plans and/or district/state/federal policies. Teacher's approach to the ILP process serves as a model to other teachers.
<p>Domain III Comments/Evidence (Teacher and Administrator):</p>				
<p>Summative Teacher Evaluation Comments/Recommendations:</p>				

The Kenton County School District – Professional Practices Rubric

Domain IV – ASSESSMENT (ASSMT)				
ASSMT Element 1: The teacher demonstrates a clear knowledge of developmental characteristics of the age group.				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no knowledge of age group/developmental stage appropriate assessment practices. 	<ul style="list-style-type: none"> Teacher attempts to display knowledge of age group/developmental stage appropriate assessment practices. 	<ul style="list-style-type: none"> Teacher frequently displays clear knowledge of age group/developmental stage appropriate assessment practices. 	<ul style="list-style-type: none"> Teacher consistently displays thorough understanding of age group/developmental stage appropriate assessment practices. 	<ul style="list-style-type: none"> Teacher consistently displays thorough understanding of age group/developmental stage appropriate assessment practices and uses this information to guide learning.
ASSMT Element 2: The teacher effectively assesses what students know and are able to do.				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no understanding of students' knowledge and skills. Teacher demonstrates little or no capacity to use available tools and data to assess students' knowledge and skills. 	<ul style="list-style-type: none"> Teacher attempts to demonstrate understanding of students' knowledge and skills. Teacher attempts to use available tools and data to assess students' knowledge and skills. 	<ul style="list-style-type: none"> Teacher frequently demonstrates understanding of students' knowledge and skills. Teacher frequently uses available tools and data to assess students' knowledge and skills. 	<ul style="list-style-type: none"> Teacher consistently demonstrates understanding of students' knowledge and skills. Teacher consistently uses available tools, resources, and data to assess students' knowledge and skills and adjusts instruction based on these assessments. 	<ul style="list-style-type: none"> Teacher consistently demonstrates understanding of students' knowledge and skills and uses this information to guide and monitor student learning. Teacher consistently uses available tools, resources, and data to assess students' knowledge and skills; plans and adjusts instruction based on these assessments; and serves as a model for applying data analysis.
ASSMT Element 3: The teacher effectively analyzes accurate records of individual student progress to guide instruction.				
Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to analyze formative/summative student assessment data. 	<ul style="list-style-type: none"> Teacher attempts to analyze formative/summative student assessment data to guide instruction. 	<ul style="list-style-type: none"> Teacher frequently analyzes formative/summative student assessment data to guide instruction. 	<ul style="list-style-type: none"> The teacher consistently analyzes formative/summative student assessment data to guide instruction. 	<ul style="list-style-type: none"> The teacher consistently analyzes formative/summative student assessment data to guide instruction and uses data to initiate positive curriculum change beyond his/her classroom.
Domain IV Comments/Evidence (Teacher and Administrator):				
Summative Teacher Evaluation Comments/Recommendations:				

The Kenton County School District – Professional Practices Rubric

Domain IV – ASSESSMENT (ASSMT) - Quality Instruction Rubric – Draft

ASSMT Element 4: The teacher displays evidence of assessment criteria and standards.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to develop clear assessment criteria and standards. Teacher demonstrates little or no capacity to align assessments to Core Content, KY Program of Studies, or other national content standards. 	<ul style="list-style-type: none"> Teacher attempts to develop clear assessment criteria and standards. Teacher attempts to align assessment to Core Content, KY Program of Studies, or other national content standards. 	<ul style="list-style-type: none"> Teacher frequently develops clear assessment criteria and standards. Teacher frequently aligns assessments to Core Content, KY Program of Studies, or other national content standards. 	<ul style="list-style-type: none"> Teacher consistently develops clear assessment criteria and standards. Teacher consistently aligns assessments to Core Content, KY Program of Studies, or other national content standards. 	<ul style="list-style-type: none"> Teacher consistently develops clear assessment criteria and standards that serve as effective models for colleagues. Teacher consistently aligns assessments to Core Content, KY Program of Studies, or other national content standards. Aligned assessments serve as models for colleagues.

ASSMT Element 5: The teacher effectively uses assessment data to inform/improve instruction.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to use assessment data to guide instructional practice. 	<ul style="list-style-type: none"> Teacher attempts to use assessment data to guide instructional practice. 	<ul style="list-style-type: none"> Teacher frequently uses assessment data to guide instructional practice. 	<ul style="list-style-type: none"> Teacher consistently uses assessment data to guide instructional practice. 	<ul style="list-style-type: none"> Teacher consistently uses assessment data to guide instructional practice and serves as a model to colleagues for using assessment data analysis to inform instruction.

ASSMT Element 6: The teacher provides effective and timely feedback to students.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher demonstrates little or no effective, timely feedback to students. 	<ul style="list-style-type: none"> Teacher attempts to provide effective, timely feedback to students. 	<ul style="list-style-type: none"> Teacher frequently provides effective, timely feedback to students. 	<ul style="list-style-type: none"> Teacher consistently provides effective, timely feedback to affect student growth. 	<ul style="list-style-type: none"> Teacher consistently provides effective, timely feedback to affect student growth and serves as a model of effective feedback strategies to colleagues.

Domain IV Comments/Evidence (Teacher and Administrator):

Summative Teacher Evaluation Comments/Recommendations:

The Kenton County School District – Professional Practices Rubric

Domain V – PROFESSIONAL RESPONSIBILITIES (PR)		
Unsatisfactory	Needs Improvement	Satisfactory
<u>PR Element 1:</u> The teacher reflects upon own teaching and uses self-assessment to improve future teaching.		
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to reflect upon his/her instructional practice in order to improve future teaching. 	<ul style="list-style-type: none"> Teacher attempts to reflect upon his/her instructional practice in order to improve future teaching. 	<ul style="list-style-type: none"> Teacher consistently reflects upon his/her instructional practice in order to improve future teaching.
<u>PR Element 2:</u> The teacher integrates new knowledge from professional development.		
<ul style="list-style-type: none"> Teacher demonstrates little to no knowledge gained from staff training and professional development. 	<ul style="list-style-type: none"> Teacher attempts to apply resources and training from professional development. 	<ul style="list-style-type: none"> Teacher consistently applies resources and technology from staff training and professional development to enhance instruction.
<u>PR Element 3:</u> The teacher contributes to school and district through active involvement in school/district initiatives to improve teaching and learning.		
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to actively participate in or lead initiatives to improve teaching and learning. 	<ul style="list-style-type: none"> Teacher attempts to actively participate in initiatives to improve teaching and learning. 	<ul style="list-style-type: none"> Teacher consistently participates in and/or leads initiatives to improve teaching and learning.
<u>PR Element 4:</u> The teacher contributes to school and district through professionalism and positive relationships with colleagues.		
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to establish /maintain positive cooperative relationships with colleagues. 	<ul style="list-style-type: none"> Teacher attempts to establish /maintain positive cooperative relationships with colleagues. 	<ul style="list-style-type: none"> Teacher consistently establishes /maintains positive cooperative relationships with colleagues.
<u>PR Element 5:</u> The teacher effectively communicates with families about the instructional program and individual student progress (including the willingness of the teacher to engage with families in the instructional process).		
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to provide frequent, timely and pertinent communication to parents regarding student progress and instructional programs. 	<ul style="list-style-type: none"> Teacher attempts to provide frequent, timely and pertinent communication to parents regarding student progress and instructional programs. 	<ul style="list-style-type: none"> Teacher provides frequent, timely and pertinent communication to parents regarding student progress and instructional programs.
<u>PR Element 6:</u> The teacher effectively manages accurate records of student assignments.		
<ul style="list-style-type: none"> Teacher's demonstrates little or no capacity to maintain records reflecting student completion of assignments. 	<ul style="list-style-type: none"> Teacher attempts to maintain and organize information reflecting student completion of assignments. 	<ul style="list-style-type: none"> Teacher consistently maintains organized information reflecting student completion of assignments.
<u>PR Element 7:</u> The teacher effectively manages accurate non-instructional records such as student attendance, professional teaching records, committee records, etc.		
<ul style="list-style-type: none"> Teacher demonstrates little or no capacity to maintain accurate non-instructional records. 	<ul style="list-style-type: none"> Teacher attempts to maintain and organize accurate non-instructional records. 	<ul style="list-style-type: none"> Teacher consistently maintains organized and accurate non-instructional records.
Domain V Comments/Evidence (Teacher and Administrator):		
Summative Teacher Evaluation Comments/Recommendations:		

The Kenton County School District – Professional Practices Rubric

Domain V – PROFESSIONAL RESPONSIBILITIES (PR)

PR Element 8: The teacher demonstrates professionalism in demeanor, dress, use of language, and punctuality.

Unsatisfactory	Needs Improvement	Satisfactory
Attendance		
<ul style="list-style-type: none"> Teacher’s excessive absenteeism and/or tardiness impairs the operation of the school. 	<ul style="list-style-type: none"> Teacher’s pattern of frequent absenteeism often impairs the operation of the school. 	<ul style="list-style-type: none"> Teacher’s consistent attendance supports the operation of the school.
Punctuality		
<ul style="list-style-type: none"> Teacher consistently fails to fulfill contractual requirements for morning arrival and after school dismissal. Teacher fails to arrive on time for assigned duties/meetings. Teacher fails to meet prescribed deadlines. 	<ul style="list-style-type: none"> Teacher often fails to fulfill contractual requirements for morning arrival and after school dismissal. Teacher often fails to arrive on time for assigned duties/meetings. Teacher often fails to meet prescribed deadlines. 	<ul style="list-style-type: none"> Teacher consistently fulfills contractual requirements for morning arrival and after school dismissal. Teacher consistently arrives on time for assigned duties/meetings. Teacher consistently meets prescribed deadlines.
Demeanor		
<ul style="list-style-type: none"> Teacher demonstrates an unprofessional demeanor while working with colleagues, administrators and/or parents. 	<ul style="list-style-type: none"> Teacher often demonstrates unprofessional demeanor while working with colleagues, administrators and/or parents. 	<ul style="list-style-type: none"> Teacher consistently demonstrates a professional demeanor while working with colleagues, administrators and/or parents.
Dress		
<ul style="list-style-type: none"> Teacher dresses in an unprofessional and/or inappropriate manner for the school setting and/or nature of the professional activity. 	<ul style="list-style-type: none"> Teacher often dresses in an unprofessional and/or inappropriate manner for the school setting and/or the nature of the professional activity. 	<ul style="list-style-type: none"> Teacher consistently dresses in a professional manner appropriate for the school setting and/or the nature of the professional activity.
Language		
<ul style="list-style-type: none"> Teacher uses language that compromises the dignity and integrity of the profession. 	<ul style="list-style-type: none"> Teacher often uses language that compromises the dignity and integrity of the profession. 	<ul style="list-style-type: none"> Teacher consistently uses language that maintains the dignity and integrity of the profession.
<p>Domain V Comments/Evidence (Teacher and Administrator):</p> 		
<p>Summative Teacher Evaluation Comments/Recommendations:</p> 		

Based on the work of Charlotte Danielson

**The Kenton County School District – Professional Practices Rubric
Teacher Summative Evaluation Form**

<i>Name:</i>	<i>Year:</i>
SPECIFIC RECOMMENDATIONS RELATING TO PROFESSIONAL GROWTH OR STRENGTH AREAS IN EACH DOMAIN:	
I Planning and Preparation – II Learning Environment- III Instruction- IV Assessment- V Professional Practices-	
TEACHER COMMENTS _____ <i>(check here if additional pages are attached)</i>	
RECOMMENDATIONS	
_____ Continue Employment _____ Additional Evaluation Needed _____ Not Recommended to Continue Employment	
<i>Teacher Signature</i>	<i>Evaluator Signature</i>
<i>Date</i>	<i>Date</i>
By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within seven (7) school days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.	

Teacher Evaluation Formal Observation Notes	
Teacher:	Lesson/Unit:
Date:	Time/Period:

Domain I Planning and Preparation	<ul style="list-style-type: none"> • Demonstrates knowledge of course content, core content, DOK • Goals reflect high expectations, relevant learning • Goals aligned with school/district standards • Integrates resources for rigor and relevance
	<p>Evidence: <i>(Evidence of every element may not be observed in a single lesson.)</i></p>

Domain II Learning Environment	<ul style="list-style-type: none"> • Creates a respectful environment • Articulates high and clear expectations • Develops and builds relationships with students • Creates a learning culture of trust and risk-taking • Demonstrates acceptance of and sensitivity to diverse opinions and cultures • Effectively manages instructional groups and effective transitions • Monitors and reinforces appropriate student behavior
	<p>Evidence: <i>(Evidence of every element may not be observed in a single lesson.)</i></p>

Domain III: Instruction	<ul style="list-style-type: none"> • Demonstrates clear content related instructional practices • Articulates clear expectations, procedures, directions • Demonstrates effective oral and written communication • Effectively incorporates higher order questioning, accountable talk • Clearly presents core content standards • Manages effective instructional activities, assignments, student grouping, lesson structure and pacing • Responds to students to guide and direct learning • Differentiates instruction
	<p>Evidence: <i>(Evidence of every element may not be observed in a single lesson.)</i></p>

Domain IV: Assessment	<ul style="list-style-type: none"> • Assessment practices reflect understanding of developmental characteristics of the class • Effectively assesses what students know and can do • Effectively analyzes assessments of student progress to guide and improve instruction • Displays evidence of assessment criteria and standards • Uses assessment data to inform/improve instruction • Provides effective and timely feedback to students
	<p>Evidence: <i>(Evidence of every element may not be observed in a single lesson.)</i></p>

Domain V: Professional Responsibilities	<ul style="list-style-type: none"> • Reflects upon own teaching and uses self assessment to improve future teaching • Integrates new knowledge from professional development • Contributes through active involvement in school/district initiatives to improve teaching and learning • Contributes through professionalism and positive relationships with colleagues • Communicates effectively with families about student progress and the instructional program • Effectively manages accurate records of student progress • Effectively manages non-instructional records • Demonstrates professionalism in demeanor, dress, use of language and punctuality
	<p>Evidence: <i>(Evidence of every element may not be observed in a single lesson.)</i></p>

Comments/Recommendations:

Evaluatee's Signature	Date	Evaluator's Signature	Date
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