



**Kentucky Department of**

***Our  
Children,***

***Our  
Commonwealth***

**Education**

# Certified Personnel Evaluation: Measures, Performance Criteria & Evidences

Part 2 of 4

KRS 156:557  
Proposed 704 KAR 3.370

# QUESTIONS FOR 50/50 TO BE CONSIDERING:

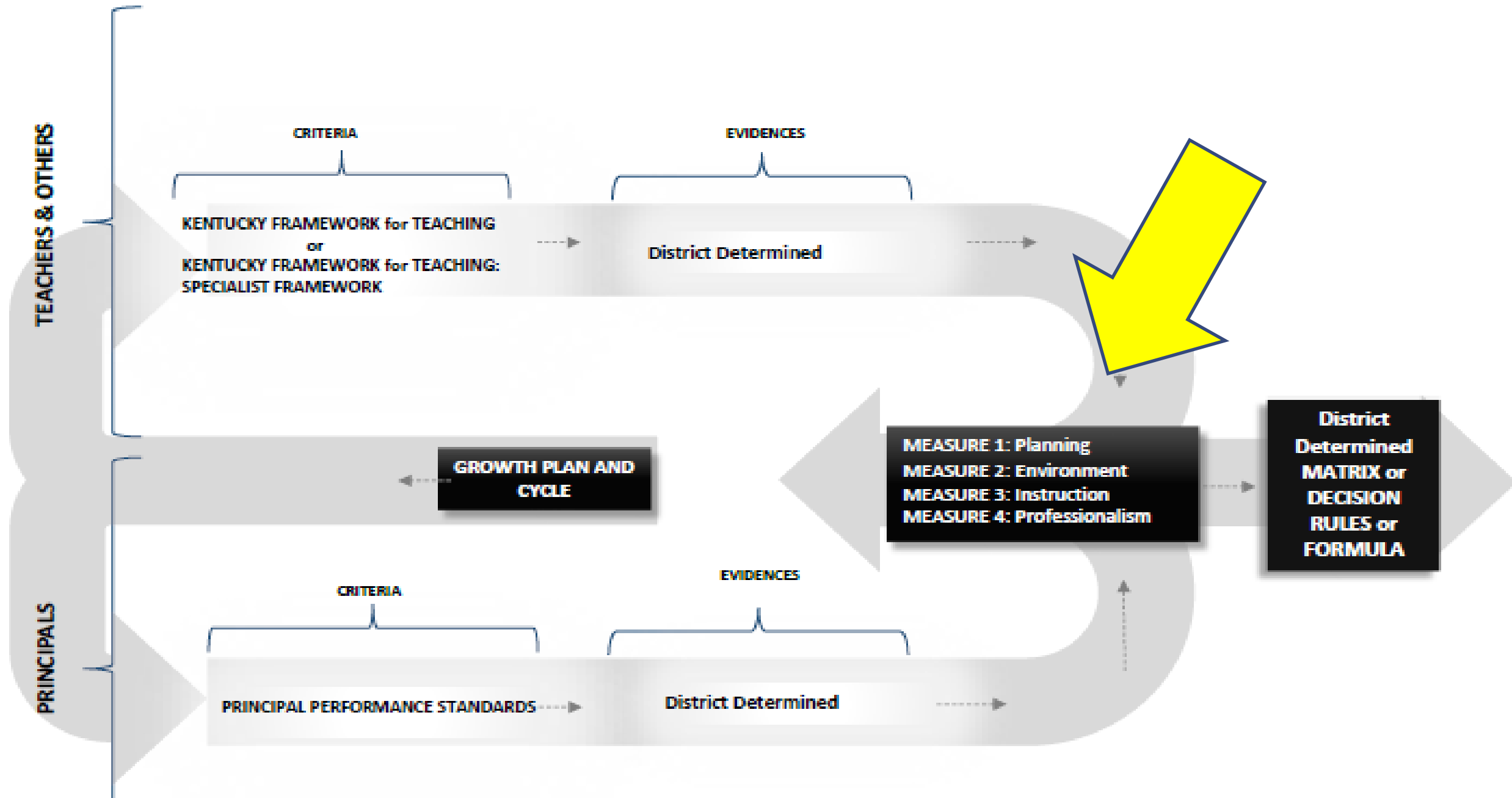
- 1) What current evidences in your CEP align to the criteria and achieve the goals for evaluation and growth of teachers/other professionals/principals?
- 2) What other evidences could you consider including in your CEP?
- 3) How can the district ensure that sources of evidence provide enough information to address the performance criteria?

# Definition: Personnel Evaluation System

An evaluation system **to support and improve the performance of certified school personnel** that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback **to guide professional growth**

704 KAR 3:370 (draft)

# Draft KENTUCKY FRAMEWORK for PERSONNEL EVALUATION



## KRS 156.557

Each district shall develop and implement a personnel evaluation system aligned with the statewide framework for teaching... that shall:

- (a) Use multiple measures of effectiveness;
- (b) Include both formative and summative evaluation components;
- (c) Measure professional effectiveness;
- (d) Support professional growth;
- (e) Have at least four (4) performance levels;
- (f) Be used to inform personnel decisions;
- (g) Be considerate of the time requirements of evaluators at the local level and shall not require that all certified school personnel have a formal summative evaluation each year; and
- (h) Rate teachers or administrators by multiple measures instead of a single measure.

# Proposed Performance Measures

**Planning**  
**Environment**  
**Instruction**  
**Professionalism**

704 KAR 3:370 (draft)

# Definition of Performance Criteria

## 704 KAR 3:370 (draft)

The **areas, skills, or outcomes** on which certified school personnel are evaluated




# Definition of Sources of Evidence

## 704 KAR 3:370 (draft)

The **district-determined** evidence aligned to the Performance Measure and used by evaluators to inform Performance Measure Ratings

# Example: TEACHER

Performance Measures	Planning	Environment	Instruction	Professionalism
<b>Performance Criteria:</b> <b><u>KY Framework for Teaching</u></b>	<b><u>Domain 1</u></b> Planning & Preparation	<b><u>Domain 2</u></b> Classroom Environment	<b><u>Domain 3</u></b> Instruction 	<b><u>Domain 4</u></b> Professional Responsibilities

# Domain 3: Instruction (KyFfT)

## A. Communicating with Students

- i. Expectations for Learning
- ii. Directions and Procedures
- iii. Explanation of Content
- iv. Use of Oral and Written Language

## B. Using Questioning and Discussion Techniques

- i. Quality of Questions
- ii. Discussion Techniques
- iii. Student Participation

## C. Engaging Students in Learning

- i. Activities and Assignments
- ii. Grouping of Students
- iii. Instructional Materials and Resources
- iv. Structure and Pacing


## D. Using Assessment in Instruction

- i. Assessment Criteria
- ii. Monitoring of Student Learning
- iii. Feedback to Students
- iv. Student Self-Assessment and Monitoring of Progress

## E. Demonstrating Flexibility and Responsiveness

- i. Lesson Adjustment
- ii. Response to Students
- iii. Persistence

# Example: OTHER PROFESSIONAL-LMS

Performance Measures	Planning	Environment	Instruction	Professionalism
<b>Performance Criteria:</b> <b><u>KY Specialist Framework-LMS</u></b>	<b><u>Domain 1</u></b> Planning & Preparation	<b><u>Domain 2</u></b> The Environment	<b><u>Domain 3</u></b> Delivery of Service	<b><u>Domain 4</u></b> Professional Responsibilities  

# Domain 4: Professional Responsibilities

## A. Reflecting on Practice

- i. Reflection
- ii. Vision
- iii. Change

## B. Maintaining Accurate Records

- i. Catalog
- ii. Circulation
- iii. Statistics
- iv. Inventory
- v. Using Data

## C. Communicating with School Staff and Community

- i. Information about the library program
- ii. Advocacy

## D. Participating in a Professional Community

- i. Service to the School
- ii. Participation in School and District Projects
- iii. Involvement in a Culture of Professional Inquiry
- iv. Relationship with Colleagues
- v. Using Data

## E. Growing and Developing Professionally

- i. Enhancement of Professional Knowledge
- ii. Receptivity to Feedback from Colleagues
- iii. Service to the Profession

## F. Collection Development and Maintenance

- i. Assessment
- ii. Selection/Weeding

## G. Managing the Library Budget

- i. Data Driven Decisions
- ii. Budget Development
- iii. Record Keeping


## H. Managing Personnel

- i. Motivating Leadership
- ii. Delegating Responsibility
- iii. Training
- iv. Supervision

## I. Professional Ethics

- i. Library Bill of Rights
- ii. Copyright Law
- iii. Ethical Use of Information
- iv. Intellectual Freedom
- v. Privacy
- vi. Confidentiality

# Example: PRINCIPAL

Performance Measures	Planning	Environment	Instruction	Professionalism
<b>Performance Criteria:</b>  <b><u>KY Principal Performance Standards</u></b>	<b><u>Standard 3</u></b> Human Resource Management  <b><u>Standard 4</u></b> Organizational Management	<b><u>Standard 2</u></b> School Climate  <b><u>Standard 5</u></b> Communication & Community Relations  	<b><u>Standard 1</u></b> Instructional Leadership	<b><u>Standard 6</u></b> Professionalism

# Principal Standards 2 and 5

**Standard 2: School Climate – The principal fosters the success of all students by developing, advocating and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.**

**Standard 5: Communication and Community Relationship – The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.**



# Standard 2 – School Climate

## **The principal:**

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

# Standard 5 – Communications & Community Relations

## **The principal:**

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

<i>Performance Measures</i>		<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>	
<b>Teacher</b>	Performance Criteria	<u>KY Framework for Teaching</u>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<b>Other Professional</b>	Performance Criteria	<u>KY Framework for Teaching: Specialist Frameworks</u>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<b>Principal</b>	Performance Criteria	<u>Principal Performance Standards</u>	<u>Standard 3</u> Human Resource Mgmt  <u>Standard 4</u> Organizational Management	<u>Standard 2</u> School Climate  <u>Standard 5</u> Communication & Community Relations	<u>Standard 1</u> Instructional Leadership	<u>Standard 6</u> Professionalism

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# District Support

## Webcast series continues

- ❖ November 17, 2017; 9 a.m.
- ❖ December 15, 2017; 9 a.m.

## Face-to-face work sessions

- ❖ Dates to be determined

## Consultation with KDE staff

- ❖ [Christine.Meisberger@education.ky.gov](mailto:Christine.Meisberger@education.ky.gov)
- ❖ [Todd.Davis@education.ky.gov](mailto:Todd.Davis@education.ky.gov)