

1 Education and Workforce Development Cabinet

2 Kentucky Board of Education

3 Department of Education

4 (Amendment)

5 704 KAR 3:370. Professional Growth and Effectiveness System.

6 RELATES TO: KRS 156.557, 156.800(7), 161.740

7 STATUTORY AUTHORITY: KRS 156.070, 156.557(2), (5)(c)

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(2) and (5)(c) require the

9 Kentucky Board of Education to promulgate administrative regulations to establish a statewide
10 professional growth and effectiveness system for the purposes of supporting and improving the
11 performance of all certified school personnel and to develop written guidelines for local school
12 districts to follow in implementing a statewide system of evaluation for certified school
13 personnel. This administrative regulation establishes a statewide professional growth and
14 effectiveness system to support and improve the performance of all certified school personnel.

15 Section 1. Definitions. (1) "Artifact" means a product of a certified school personnel's work that
16 demonstrates knowledge and skills.

17 (2) "Assistant principal" means a certified school personnel who devotes the majority of
18 employed time in the role of assistant principal, for which administrative certification is required
19 by the Education Professional Standards Board pursuant to Title 16 KAR.

20 (3) "Certified administrator" means a certified school personnel, other than principal or assistant
21 principal, who devotes the majority of employed time in a position for which administrative

1 certification is required by the Education Professional Standards Board pursuant to Title 16
2 KAR.

3 (4) "Certified school personnel" means a certified employee, below the level of superintendent,
4 who devotes the majority of employed time in a position in a district for which certification is
5 required by the Education Professional Standards Board pursuant to Title 16 KAR and includes
6 certified administrators, assistant principals, principals, other professionals, and teachers.

7 (5) "Conference" means a meeting between the evaluator and the evaluatee for the purposes of
8 providing feedback, analyzing the results of an observation or observations, reviewing other
9 evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the
10 establishment or revision of a professional growth plan.

11 (6) "Evaluatee" means the certified school personnel who is being evaluated.

12 (7) "Evaluator" means the primary evaluator as described in KRS 156.557(5)(c)2.

13 (8) "Formative evaluation" is defined by KRS 156.557(1)(a).

14 (9) "Improvement plan" means a plan for improvement of up to twelve (12) months in duration
15 for:

16 (a) Teachers who are rated ineffective in professional practice and have a low overall student
17 growth rating; and

18 (b) Principals who are rated ineffective in professional practice and have high, expected, or low
19 overall student growth rating.

20 (10) "Job category" means a group or class of certified school personnel positions with closely
21 related functions.

22 (11) "Local contribution" means a rating based on the degree to which a teacher, principal, or
23 assistant principal meets student growth goals and is used for the student growth measure.

1 (12) "Local formative growth measures" is defined by KRS 156.557(1)(b).

2 (13) "Observation" means a data collection process conducted by a certified observer, in person
3 or through video, for the purpose of evaluation, including notes, professional judgments, and
4 examination of artifacts made during one (1) or more classroom or worksite visits of any
5 duration.

6 (14) "Observer certification" means a process of training and ensuring that certified school
7 personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers
8 for the purposes of evaluation and feedback.

9 (15) "Observer recalibration" means the process of ensuring that certified school personnel have
10 maintained proficiency and accuracy in observing teachers for the purposes of evaluation and
11 providing feedback.

12 (16) "Other professionals" means certified school personnel, except for teachers, administrators,
13 assistant principals, or principals.

14 (17) "Overall student growth rating" means the rating that is calculated for a teacher **or other**
15 **professional** evaluatee pursuant to the requirements of Section 7(9) and (10) of this
16 administrative regulation and that is calculated for an assistant principal or principal evaluatee
17 pursuant to the requirements of Section 10(8) of this administrative regulation **and that is**
18 **calculated for a certified administrator pursuant to the requirements of Section 13 (9) of**
19 **this administrative regulation** .

20 (18) "Peer observation" means observation and documentation by trained certified school
21 personnel.

22 (19) "Performance criteria" means the areas, skills, or outcomes on which certified school
23 personnel are evaluated.

1 (20) "Performance rating" means the summative description of a teacher, **other professional,**
 2 principal, or assistant principal evaluatee's performance, including the ratings listed in Section
 3 7(8) of this administrative regulation.

4 ~~[(21) "Preschool teacher" means a certified school personnel who holds a certificate~~
 5 ~~required by 16 KAR 2:040 and who meets the preschool lead teacher qualifications~~
 6 ~~required by 704 KAR 3:410, Section 7.]~~

7 **(21)**~~[(22)]~~ "Principal" means a certified school personnel who devotes the majority of employed
 8 time in the role of principal, for which administrative certification is required by the Education
 9 Professional Standards Board pursuant to 16 KAR 3:050.

10 **(22)**~~[(23)]~~ "Professional growth and effectiveness system" or "system" means an evaluation
 11 system to support and improve the performance of certified school personnel that meets the
 12 requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide
 13 professional development.

14 **(23)**~~[(24)]~~ "Professional growth plan" means an individualized plan for a certified personnel that
 15 is focused on improving professional practice and leadership skills, aligned with performance
 16 standards and the specific goals and objectives of the school improvement plan or the district
 17 improvement plan, built using a variety of sources and types of data that reflect student needs
 18 and strengths, evaluatee data, and school and district data, produced in consultation with the
 19 evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this
 20 administrative regulation, **and Section 15(1), (2), (3), and (4) of this administrative regulation**
 21 and includes:

22 (a) Goals for enrichment and development that are established by the evaluatee in consultation
 23 with the evaluator;

- 1 (b) Objectives or targets aligned to the goals;
- 2 (c) An action plan for achieving the objectives or targets and a plan for monitoring progress;
- 3 (d) A method for evaluating success; and
- 4 (e) The identification, prioritization, and coordination of presently available school and district
- 5 resources to accomplish the goals.

6 (25) "Professional practice" means the demonstration, in the school environment, of the

7 evaluatee's professional knowledge and skill.

8 (26) "Professional practice rating" means the rating that is calculated for a teacher **or other**

9 **professional** evaluatee pursuant to Section 7(8) of this administrative regulation and that is

10 calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section

11 10(7) of this administrative regulation **and is calculated for a certified administrator**

12 **evaluatee pursuant to the requirements of Section 13 (6) of this administrative regulation**.

13 (27) "Self-reflection" means the annual process by which certified school personnel assess the

14 effectiveness and adequacy of their knowledge and performance for the purpose of identifying

15 areas for professional learning and growth.

16 (28) "Sources of evidence" means the multiple measures listed in KRS 156.557(4) and in

17 Sections **7, 10, and 13** [~~8 and 10~~] of this administrative regulation.

18 (29) "State contribution" means the student growth percentiles, as defined in 703 KAR 5:200,

19 Section 1(11), for teachers **and other professionals, or** [~~and~~] the next generation learners goal

20 for principals, [~~and~~] assistant principals, **or the superintendent's or district's improvement**

21 **goal appropriate for the evaluatee's job category for certified administrators**.

22 (30) "Student growth" is defined by KRS 156.557(1)(c).

1 (31) "Student growth goal" means a goal focused on learning, that is specific, appropriate,
 2 realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and
 3 evaluator, and that uses local formative growth measures.

4 (32) "Student growth percentile" means each student's rate of change compared to other students
 5 with a similar test score history.

6 (33) "Student voice survey" means the student perception survey provided by the department that
 7 is administered annually to a minimum of one (1) district-designated group of students per
 8 teacher evaluatee, **or a district designated selection of students for other professional**
 9 **evaluatees**, and provides data on specific aspects of the **[classroom] instructional** experience
 10 and professional practice of the teacher **or other professional** evaluatee.

11 (34) "Summative evaluation" is defined by KRS 156.557(1)(d).

12 (35) "Teacher" means a certified school personnel who has been assigned the lead responsibility
 13 for student learning in a classroom, grade level, subject, or course and holds a teaching certificate
 14 under 16 KAR 2:010 or 16 KAR 2:020.

15 (36) "Working conditions survey goal" means a school improvement goal set by a principal or
 16 assistant principal every two (2) years with the use of data from the department-approved
 17 working conditions survey.

18 Section 2. Implementation Timeline. (1) ~~[During the 2014-2015 school year, a]~~**All** local
 19 districts shall fully implement the requirements of KRS 156.557 and this administrative
 20 regulation for all certified school personnel ~~[except other professionals, preschool teachers,~~
 21 ~~and]~~teachers of career and technical education in area technology centers. ~~[If the system plan is~~
 22 ~~approved by the local board of education,~~ a local school district **shall** ~~[may]~~ use the results
 23 from the system to inform personnel decisions. ~~[The use of a district's present evaluation~~

1 ~~plan, in addition to the system, during the 2014-2015 school year, shall comply with this~~
 2 ~~administrative regulation.] Beginning with the 2015-2016 [During the 2014-2015] school~~
 3 year, the overall school and district accountability scores described in 703 KAR 5:225 shall ~~[not]~~
 4 include the results from the system.

5 ~~[(2) During the 2014-2015 school year, all school districts shall pilot the system for other~~
 6 ~~professionals and preschool teachers. During the 2014-2015 school year, school districts~~
 7 ~~shall evaluate preschool teachers and other professionals pursuant to the requirements of~~
 8 ~~Section 13 of this administrative regulation. Beginning in the 2015-2016 school year, all~~
 9 ~~school districts shall fully implement the system for other professionals and preschool~~
 10 ~~teachers.~~

11 ~~(3) Beginning in the 2015-2016 school year, all school districts shall fully implement the~~
 12 ~~system for all certified school personnel, use the system to inform personnel decisions for~~
 13 ~~all certified school personnel, and the overall school and district accountability scores~~
 14 ~~described in 703 KAR 5:225 shall include the results from the system.]~~

15 Section 3. Approval of Local Professional Growth and Effectiveness System Plan and
 16 Procedures. (1) Each local school district shall submit to the department a professional growth
 17 and effectiveness system plan and procedures to establish the district's evaluation system for all
 18 certified school personnel.

19 (2) The department shall approve each local school district's plan and procedures that comply
 20 with the requirements established in KRS 156.557 and this administrative regulation.

21 Section 4. Local Professional Growth and Effectiveness Policies. The local board of education
 22 shall establish a written policy for implementing the system for all certified school personnel in
 23 the district, consistent with the requirements of KRS 156.557 and this administrative regulation.

1 The local board of education shall develop, adopt, and submit to the department for approval a
2 policy for evaluation of the district superintendent, consistent with the requirements of KRS
3 156.557(6) and this administrative regulation.

4 Section 5. Local Evaluation Procedures and Forms. (1) A local evaluation committee shall
5 develop, and the local board of education shall review and approve, system procedures and forms
6 for the evaluation of certified school personnel positions.

7 (2) The local board of education shall review and approve procedures and forms that meet the
8 requirements of KRS 156.557(5)(c) and include the requirements established in this subsection.

9 (a) The district may require the utilization of additional trained administrative personnel to
10 observe and provide information to the evaluator.

11 (b) The district shall require a minimum of one (1) peer observation of a teacher, **other**
12 **professional or certified administrator** evaluatee during the summative evaluation year,
13 documentation of peer observations in the department-approved technology platform **for**
14 **teachers, other professionals and certified administrators**, and sharing the documentation
15 with the teacher, **other professional and certified administrator** for formative evaluation
16 purposes. At the request of a teacher, **other professional or certified administrator**, peer
17 observations may be used in the formative process.

18 (c) Beyond the minimum observation requirements set forth in KRS 156.557 and this
19 administrative regulation, the district may establish uniform requirements for the length,
20 frequency, and nature of observations conducted by an evaluator for the purpose of evaluation.

21 (d) The district shall require a teacher **or other professional** evaluator to conduct a minimum of
22 three (3) observations of a teacher **or other professional** evaluatee during the summative
23 evaluation cycle and, at a minimum, one (1) full [~~classroom~~] observation **shall be conducted**

- 1 during the summative year and to document all observations in the department-approved
2 technology platform.
- 3 (e) The district shall require a principal, **assistant principal and certified administrator**
4 evaluator to conduct a minimum of two (2) site visits each year.
- 5 (f) The district shall create a process for selection of peer observers.
- 6 (g) The district shall require a formative evaluation conference between the evaluator and the
7 evaluatee within five (5) working days following each observation by the evaluator.
- 8 (h) The district shall require the summative evaluation conference be held at the end of the
9 summative evaluation cycle and include all applicable system data.
- 10 (i) The district shall require summative evaluation, with multiple observations, to occur annually
11 for each teacher **or other professional** who has not attained continuing service status under KRS
12 161.740 or continuing status under KRS 156.800(7) and may utilize the formative data collected
13 during the beginning teacher internship period, pursuant to 16 KAR 7:010, in the summative
14 evaluation of an intern teacher.
- 15 (j) The district shall require multiple observations of a certified school personnel who has
16 attained continuing service status under KRS 161.740 or continuing status under KRS
17 156.800(7) and whose observation results are determined to be ineffective.
- 18 (k) The district shall require summative evaluation at least once every three (3) years for a
19 teacher **or other professional** who has attained continuing service status under KRS 161.740 or
20 continuing status under KRS 156.800(7).
- 21 (l) The district, upon the request of a teacher **or other professional**, may use peer observation
22 data in the formative process.

- 1 (m) The district shall require summative evaluation annually for a certified administrator,
2 assistant principal, or principal.
- 3 (n) The district shall require a summative evaluation of a certified school personnel be
4 documented in writing and be included in the evaluatee's official personnel record.
- 5 (o) The district shall require documentation of a summative evaluation of a teacher, **other**
6 **professional certified administrator**, principal, and assistant principal in the department-
7 approved technology platform.
- 8 (p) All evidence used to produce a certified school personnel's overall performance rating shall
9 be included in the documentation of the summative evaluation.
- 10 (q) The district shall provide an opportunity for a written response by the evaluatee and require
11 the response be included in the official personnel record.
- 12 (3) The local board of education shall develop, adopt, and submit to the department for approval
13 procedures for evaluation of the district superintendent, consistent with the requirements of KRS
14 156.557(6) and this administrative regulation.
- 15 Section 6. Training and Testing of Evaluators and Observers. (1) The district shall include
16 evaluation and observation training in the district's system plan and procedures submitted to the
17 department for approval pursuant to Section 3 of this administrative regulation.
- 18 (2) The district shall ensure an evaluator meets the requirements of the district's system plan and
19 procedures prior to evaluating a certified school personnel.
- 20 (3) An evaluator shall be trained and tested and approved on a four (4) year cycle.
- 21 (4) Year one (1) of the district's evaluator training cycle shall include the following training
22 requirements:
- 23 (a) Training on KRS 156.557 and the requirements of this administrative regulation;

1 (b) Training in identifying effective teaching and management practices, in effective observation
2 and conferencing techniques, in development of student growth goals, in providing clear and
3 timely feedback, in establishing and assisting with a professional growth plan, and in summative
4 decision techniques;

5 (c) Training provided by the department for all certified administrator evaluators who have never
6 evaluated certified school personnel. Other certified administrators who have not received
7 training in the skill areas listed in paragraph (b) of this subsection may also be trained by the
8 department; and

9 (d) Training, for all other evaluators, by a provider who has been approved by the department as
10 a trainer for the Instructional Leadership Improvement Program established in 704 KAR 3:325.

11 (5) Year one (1) of the district's evaluator training cycle shall include the testing requirements
12 established in this subsection.

13 (a) An evaluator shall successfully complete testing of research-based and professionally
14 accepted teaching and management practices and effective evaluation techniques.

15 (b) The testing shall be conducted by the department or an individual or agency approved by the
16 department.

17 (c) The testing shall include certification as an observer through the department-approved
18 observer certification process for an evaluator who is observing teachers **or other professionals**
19 for the purpose of evaluation.

20 (6) The department shall issue year one (1) approval as an evaluator upon the evaluator's
21 successful completion of the required evaluation training and testing program and successful
22 completion of observer certification.

1 (7) Years two (2) and three (3) of the district’s evaluator training and testing cycle shall include a
2 minimum of six (6) hours in each year and shall include:

3 (a) Observer recalibration training, in the department-approved technology platform, for all
4 evaluators who observe teachers **or other professionals** for the purpose of evaluation;

5 (b) Update training on professional growth and effectiveness statutes and administrative
6 regulations; and

7 (c) Training for evaluators on any changes to the Professional Growth and Effectiveness System
8 and certified evaluation plan, policies, or procedures.

9 (8) Year four (4) of the district’s evaluator training and testing cycle shall include refresher
10 evaluator training and, if evaluating teachers **or other professionals**, refresher observer
11 certification training and testing.

12 (9) The district shall require peer observers to complete the department-developed peer observer
13 training at least once every three (3) years.

14 (10) The district shall designate a contact person responsible for monitoring evaluator training
15 and for implementing the system.

16 Section 7. Professional Practice Rating and Student Growth Rating for Teachers **and Other**

17 **Professionals**. (1) The district’s professional practice rating form shall utilize The Framework
18 for Teaching Evaluation Instrument, 2011 Edition, in conjunction with the Teacher **and Other**
19 **Professionals** Evaluation Crosswalk, in compliance with KRS 156.557 and the requirements of
20 this administrative regulation and shall include the following:

21 (a) Planning and Preparation Domain [~~Components shall include: Knowledge of Content and~~
22 ~~Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes,~~

1 ~~Demonstrating Knowledge of Resources, Designing Coherent Instruction, and Designing~~
 2 ~~Student Assessments];~~

3 (b) Classroom Environment Domain~~[- Components shall include: Creating an Environment~~
 4 ~~of Respect and Rapport, Establishing a Culture of Learning, Managing Classroom~~
 5 ~~Procedures, Managing Student Behavior, and Organizing Physical Space];~~

6 (c) Instruction Domain~~[- Components shall include: Communicating with Students,~~
 7 ~~Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment~~
 8 ~~in Instruction, and Demonstrating Flexibility and Responsiveness];~~ and

9 (d) Professional Responsibilities Domain~~[- Components shall include: Reflecting on Teaching,~~
 10 ~~Maintaining Accurate Records, Communicating with Families, Participating in a~~
 11 ~~Professional Community, Growing and Developing Professionally, and Showing~~
 12 ~~Professionalism].~~

13 (2) The district's professional practice rating evaluation form shall list, in each component, the
 14 performance criteria that characterize effective practice ~~[teaching]~~ and apply to the ~~[teacher]~~
 15 evaluatee.

16 (3) The district shall explain and discuss the professional practice rating domains, components,
 17 and performance criteria, and the evaluation process with an ~~[a teacher]~~ evaluatee no later than
 18 the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school
 19 year. Amendments to local systems of teacher evaluation approved by the department after the
 20 end of the evaluatee's ~~[teacher's]~~ first thirty (30) calendar days of the school year shall not
 21 apply to the evaluatee ~~[teacher]~~ until the following school year.

22 (4) A professional practice rating evaluation form shall be specific to the evaluatee's ~~[teacher's]~~
 23 job category.

1 (5) The evaluator shall utilize The Framework for Teaching Evaluation Instrument, 2011 Edition,
2 in conjunction with the Teacher **and Other Professional** Evaluation Crosswalk, in compliance
3 with KRS 156.557 and the requirements of this administrative regulation, to determine ratings
4 for the **evaluatee** [~~teacher~~] on each of the four (4) domains.

5 (6) The evaluator shall use evidence from professional growth plans and self-reflection,
6 observation, and student voice surveys, in combination with professional judgment, to inform the
7 teacher's **or other professional's** rating on each of the four (4) domains listed in subsection (1)
8 of this section.

9 (7) The evaluator may, if included in the district's approved evaluation plan, use additional
10 district-determined sources of evidence to inform the teacher's **or other professional's**
11 professional practice rating.

12 (8) The evaluator shall utilize the decision rules in this subsection for determining the
13 professional practice rating for a teacher **or other professional**.

14 (a) The evaluator shall use the following ratings:

15 1. "Exemplary" shall be the rating for performance that consistently exceeds expectations for
16 effective performance;

17 2. "Accomplished" shall be the rating for performance that consistently meets expectations for
18 effective performance;

19 3. "Developing" shall be the rating for performance that inconsistently meets expectations for
20 effective performance; and

21 4. "Ineffective" shall be the rating for performance that consistently fails to meet expectations for
22 effective performance.

- 1 (b) If a teacher **or other professional** is rated ineffective in the classroom environment domain
2 or in the instruction domain, the teacher's **or other professional's** professional practice rating
3 shall be not be exemplary or accomplished.
- 4 (c) If a teacher **or other professional** is rated ineffective in the classroom environment domain
5 and in the instruction domain, the teacher's **or other professional's** professional practice rating
6 shall be ineffective.
- 7 (d) If a teacher **or other professional** is rated ineffective in any domain, the teacher's **or other**
8 **professional's** professional practice rating shall be accomplished, developing, or ineffective.
- 9 (e) If a teacher **or other professional** is rated developing in two (2) domains and accomplished
10 in two (2) domains, the teacher's **or other professional's** professional practice rating shall be
11 accomplished.
- 12 (f) If a teacher **or other professional** is rated developing in two (2) domains and exemplary in
13 two (2) domains, the teacher's **or other professional's** professional practice rating shall be
14 accomplished.
- 15 (g) If a teacher **or other professional** is rated accomplished in two (2) domains and exemplary in
16 two (2) domains, the teacher's **or other professional's** professional practice rating shall be
17 exemplary.
- 18 (9) The district shall determine the teacher's **or other professional's** overall student growth
19 rating as established in this subsection.
- 20 (a) The student growth measure shall consist of a state contribution, when available, and a local
21 contribution.

1 (b) The Kentucky Board of Education shall determine the scale for low, expected, and high
2 growth regarding the state contribution, and the department shall provide the scale to local
3 school districts.

4 (c) Student growth goals shall be determined as established in this paragraph.

5 1. The teacher **or other professional** shall develop and implement a minimum of one (1) student
6 growth goal each year.

7 2. Because individualized education plan (IEP) goals are student-specific, IEP goals may inform,
8 but shall not be used as, student growth goals.

9 3. The district shall ensure that student growth goals and measures of student growth are rigorous
10 and comparable across schools in the local school district.

11 (d) The local school district shall determine the scale for low, expected, and high student growth
12 goal ratings. In determining the scale, local school districts shall consider the definition of typical
13 yearly growth contained in 703 KAR 5:200, Section 1(12).

14 (10) The local school district shall develop a process for using professional judgment and the
15 following sources of evidence to determine the overall student growth rating:

16 (a) Growth trends consisting of the three (3) most recent years of student growth percentile data,
17 if, ~~when~~ available, for teachers **and other professionals**; and

18 (b) Growth trends consisting of the three (3) most recent years of student growth goal data, if
19 available, for all teachers **or other professionals**.

20 Section 8. Overall Performance Category of Teachers **or Other Professionals**. (1) The overall
21 performance category for teachers **or other professionals** shall be determined by combining the
22 teacher's professional practice rating and the teacher's overall student growth rating, as

1 illustrated by the Kentucky Professional Growth and Effectiveness System Model for Summative
 2 Evaluation of Teachers **or Other Professionals**.

3 (2) The district shall determine the teacher's **or other professional's** overall performance
 4 category with the decision rules established in this subsection.

5 (a) A teacher's **or other professional's** overall performance rating shall be exemplary if:

6 1. The professional practice rating is exemplary and the overall student growth rating is high;

7 2. The professional practice rating is exemplary and the overall student growth rating is
 8 expected; or

9 3. The professional practice rating is accomplished and the overall student growth rating is high.

10 (b) A teacher's **or other professional's** overall performance rating shall be accomplished if:

11 ~~1. The professional practice rating is exemplary and the overall student growth rating is~~
 12 ~~low;]~~

13 **1. [2.]** The professional practice rating is accomplished and the overall student growth rating is
 14 expected; **or**

15 **2. [3.]** The professional practice rating is developing and the overall student growth rating is
 16 high;

17 (c) A teacher's **or other professional's** overall performance category shall be developing if:

18 **1. The professional practice rating is exemplary and the overall student growth rating is**
 19 **low;**

20 **2. [1.]**The professional practice rating is accomplished and the overall student growth rating is
 21 low;

22 **3. [2.]** The professional practice rating is developing and the overall student growth rating is
 23 expected;

1 **4. [3.]** The professional practice rating is developing and the overall student growth rating is low;
 2 or

3 **5. [4.]** The professional practice rating is ineffective and the overall student growth rating is high.

4 (d) A teacher's **or other professional's** overall performance category shall be ineffective if:

5 1. The professional practice rating is ineffective and the overall student growth rating is
 6 expected; or

7 2. The professional practice rating is ineffective and the overall student growth rating is low.

8 Section 9. Professional Growth Plan and Cycle for Tenured Teachers **or Other Professionals**. A
 9 teacher **or other professional** shall be placed on an appropriate plan and summative evaluation
 10 cycle based on the professional practice rating and the overall student growth rating, as
 11 illustrated by the Kentucky Professional Growth Plan and Cycle for Tenured Teachers **or Other**
 12 **Professionals**.

13 (1) A teacher **or other professional** whose professional practice rating is exemplary or
 14 accomplished and who has an expected or high overall student growth rating shall have a
 15 professional growth plan that includes: goals set by the teacher **or other professional**, with
 16 evaluator input; activities that are ~~evaluatee-[teacher]-~~directed and implemented with
 17 colleagues; a formative review annually; and a summative evaluation that occurs at the end of
 18 year three (3) of the evaluation cycle.

19 (2) A teacher **or other professional** whose professional practice rating is accomplished or
 20 exemplary, with a low overall student growth rating, or developing, with a high overall student
 21 growth rating, shall have a professional growth plan that includes: goals set by the teacher **or**
 22 **other professional** with evaluator input; if there is a low student growth rating, one (1) goal

1 shall focus on low student growth outcome; an annual formative review; and a summative
2 evaluation that occurs at the end of year three (3) of the evaluation cycle.

3 (3) A teacher **or other professional** whose professional practice rating is developing, with an
4 expected overall student growth rating, shall have a professional growth plan that includes: goals
5 set by the teacher **or other professional** with evaluator input; one (1) goal that addresses
6 professional practice or student growth; activities that are **evaluatee-[teacher]**-directed and
7 implemented with colleagues; an annual formative review; and a summative evaluation that
8 occurs at the end of year three (3) of the evaluation cycle.

9 (4) A teacher **or other professional** whose professional practice rating is developing, with a low
10 overall student growth rating, or whose professional practice rating is ineffective, with an
11 expected or high overall student growth rating, shall have a professional growth plan that
12 includes goals determined by the evaluator: goals shall focus on professional practice and student
13 growth, include an annual formative review, and include a summative evaluation that occurs at
14 the end of one (1) year.

15 (5) A teacher **or other professional** whose professional practice rating is ineffective, with a low
16 overall student growth rating, shall have an improvement plan with goals determined by the
17 evaluator: the goals shall focus on low performance areas and a summative evaluation shall
18 occur at the end of the plan, whose duration is determined by the evaluator and may last up to
19 one (1) year.

20 Section 10. Professional Practice Rating and Overall Student Growth Rating for Principals and
21 Assistant Principals. (1) The district's professional practice rating form shall utilize the Principal
22 and Assistant Principal Performance Standards and the Principal and Assistant Principal
23 Performance Standards Crosswalk, in compliance with KRS 156.557 and the requirements of

1 this administrative regulation, and shall include the performance standards and descriptors
2 established in this subsection.

3 (a) Instructional Leadership Performance Standard. The evaluatee fosters the success of all
4 students by facilitating the development, communication, implementation, and evaluation of a
5 shared vision of teaching and learning that leads to student academic growth and school
6 improvement.

7 (b) School Climate Performance Standard. The evaluatee fosters the success of all students by
8 developing, advocating, and sustaining an academically rigorous, positive, and safe school
9 climate.

10 (c) Human Resources Management Performance Standard. The evaluatee fosters effective
11 human resources management by assisting with selection and induction and by supporting,
12 evaluating, and retaining quality instructional and support personnel.

13 (d) Organizational Management Performance Standard. The evaluatee fosters the success of all
14 students by supporting, managing, and overseeing the school's organization, operation, and use
15 of resources.

16 (e) Communication and Community Relations Performance Standard. The evaluatee fosters the
17 success of all students by communicating and collaborating effectively with stakeholders.

18 (f) Professionalism Performance Standard. The evaluatee fosters the success of all students by
19 demonstrating professional standards and ethics, engaging in continuous professional learning,
20 and contributing to the profession.

21 (2) The district's professional practice rating evaluation form for assistant principals and
22 principals shall list, in each standard, the performance criteria that characterize professional
23 effectiveness and apply to the evaluatee.

1 (3) The district shall explain and discuss the professional practice rating standards, indicators,
2 and performance criteria, and the evaluation process to assistant principal and principal
3 evaluatees no later than the end of the evaluatee's first thirty (30) calendar days of the school
4 year. Amendments to local systems of certified personnel evaluation approved by the department
5 after the end of an evaluatee's first thirty (30) calendar days of the school year shall not apply to
6 the evaluatee until the following school year.

7 (4) The district's professional practice rating evaluation form shall be specific to the evaluatee's
8 job category. The district, at its discretion, may utilize forms for pre- and post-evaluation
9 conferences.

10 (5) The evaluator shall utilize the Principal and Assistant Principal Performance Standards and
11 the Principal and Assistant Principal Performance Standards Crosswalk, in compliance with KRS
12 156.557 and the requirements of this administrative regulation, to determine ratings for an
13 assistant principal or principal evaluatee on each of the performance standards.

14 (6) The evaluator shall use evidence from professional growth plans and self-reflection, the
15 department-approved survey of perception of superintendents, district personnel, and teachers on
16 principal practice; and the department-approved working conditions survey goal. The evaluator
17 shall also use evidence from site visits, for principals only. The evaluator may, if included in the
18 district's approved evaluation plan, use additional district-determined sources of evidence to
19 inform the evaluatee's rating on each of the six (6) standards listed in subsection (1) of this
20 section.

21 (7) The evaluator shall use the decision rules in this subsection to determine a professional
22 practice rating.

- 1 (a) If the evaluatee is rated exemplary in at least four (4) of the standards and no standard is rated
2 developing or ineffective, the professional practice rating shall be exemplary.
- 3 (b) If the evaluatee is rated accomplished in at least four (4) standards and no standard is rated
4 ineffective, the professional practice rating shall be accomplished.
- 5 (c) If the evaluatee is rated developing in at least five (5) standards, the professional practice
6 rating shall be developing.
- 7 (d) If the evaluatee is rated ineffective in two (2) or more standards, the professional practice
8 rating shall be ineffective.
- 9 (8) The overall student growth rating for principals and assistant principals shall be determined
10 as established in this subsection.
- 11 (a) The student growth measure for principals and assistant principals shall consist of a state
12 contribution and a local contribution.
- 13 (b) The state contribution for principals and assistant principals shall be based on the degree to
14 which the evaluatee meets the next generation learners goal. A principal's next generation
15 learners goal shall be the assistant principal's next generation learners goal as well.
- 16 (c) The local contribution for the student growth measure for principals and assistant principals
17 shall be a rating based on the degree to which the principal or assistant principal meets student
18 growth goals. Assistant principals shall share the principal's student growth goals.
- 19 (d) All principals and assistant principals shall develop and implement a minimum of two (2)
20 student growth goals each year, one (1) of which shall focus on school gap population data.
- 21 (e) One (1) goal shall address the needs outlined in the school's comprehensive school
22 improvement plan.
- 23 (f) One (1) goal shall be based on local student growth data.

1 (g) The district shall ensure that student growth goals are rigorous and comparable across schools
2 in the local district.

3 (h) The scale for low, expected, and high student growth goal ratings shall be determined by the
4 local school district. In determining the scale, local school districts shall consider the schools
5 goals and measures of success in the comprehensive school improvement plan required in 703
6 KAR 5:225, Section 9.

7 (i) The district shall develop a process for using professional judgment and evidence from the
8 following sources of evidence to determine the overall student growth rating:

- 9 1. Growth trends over the three (3) most recent years of next generation learners student growth
10 data, calculated pursuant to 703 KAR 5:200; and
- 11 2. Growth trends over the three (3) most recent years of student growth goal data.

12 Section 11. Overall Performance Category of Principals and Assistant Principals. (1) The overall
13 performance category for principals and assistant principals shall be determined by combining
14 the principal or assistant principal's professional practice rating and overall student growth
15 rating, as illustrated by the Kentucky Professional Growth and Effectiveness System Model for
16 Summative Evaluation of Assistant Principals and Principals.

17 (2) The district shall determine the overall performance category for principals and assistant
18 principals with the decision rules established in this subsection.

19 (a) An evaluatee's overall performance category shall be exemplary if:

- 20 1. The professional practice rating is exemplary and the overall student growth rating is high;
- 21 2. The professional practice rating is exemplary and the overall student growth rating is

22 expected; or

- 23 3. The professional practice rating is accomplished and the overall student growth rating is high.

1 (b) An evaluatee’s overall performance category shall be accomplished if:

- 2 1. The professional practice rating is accomplished and the overall student growth rating is
- 3 expected; or
- 4 2. The professional practice rating is developing and the overall student growth rating is high.

5 (c) An evaluatee’s overall performance category shall be developing if:

- 6 1. The professional practice rating is exemplary and the overall student growth rating is low;
- 7 2. The professional practice rating is accomplished and the overall student growth rating is low;
- 8 3. The professional practice rating is developing and the overall student growth rating is
- 9 expected; or
- 10 4. The professional practice rating is developing and the overall student growth rating is low.

11 (d) An evaluatee’s overall performance category shall be ineffective if the professional practice
12 rating is ineffective.

13 Section 12. Professional Growth Plan for Principals and Assistant Principals. The evaluator shall
14 place an assistant principal or principal evaluatee on an appropriate professional growth plan
15 based on the professional practice rating and the overall student growth rating, as illustrated by
16 the Kentucky Professional Growth Plan for Assistant Principals and Principals.

17 (1) An evaluatee whose professional practice rating is exemplary, with an expected to high
18 overall student growth rating, shall have, at a minimum, a professional growth plan with goals
19 set by the evaluatee with evaluator input and a summative evaluation that occurs at the end of
20 each school year.

21 (2) An evaluatee whose professional practice rating is accomplished, with an expected to high
22 student overall student growth rating, shall have, at a minimum, a professional growth plan with

1 goals set by the evaluatee with evaluator input and a summative evaluation that occurs at the end
2 of each school year.

3 (3) An evaluatee whose professional practice rating is developing, with a high overall student
4 growth rating, shall have, at a minimum, a professional growth plan with goals set by the
5 evaluatee with evaluator input and a summative evaluation that occurs at the end of each school
6 year.

7 (4) An evaluatee whose professional practice rating is developing, with a low to expected overall
8 student growth rating, shall have, at a minimum, a professional growth plan with goals
9 determined by the evaluator and a summative evaluation at the end of each school year.

10 (5) An evaluatee whose professional practice rating is ineffective shall have, at a minimum, an
11 improvement plan with the goals determined by the evaluator and a summative evaluation at the
12 end of the plan, as determined by the evaluator, not to exceed one (1) year in duration.

13 **Section 13. Evaluation of Certified Administrators. (1) The district shall include, in the**
14 **professional growth and effectiveness plan, a plan for the evaluation of certified**
15 **administrators.**

16 **(2) The district's professional practice rating form for certified administrators shall utilize**
17 **a framework that best aligns with the performance criteria that characterizes professional**
18 **effectiveness within the job category of the certified administrator as determined by the**
19 **evaluatee and evaluator.**

20 **(3) The district shall explain and discuss the professional practice rating performance**
21 **criteria, and the evaluation process with an evaluatee no later than the end of the**
22 **evaluatee's first thirty (30) calendar days of reporting for employment each school year.**

23 **Amendments to local systems of evaluation approved by the department after the end of the**

1 **first thirty (30) calendar days of the school year shall not apply to the evaluatee until the**
2 **following school year.**

3 **(4) The evaluator shall use evidence from professional growth plans, evaluatee self-**
4 **reflection, and site visits, in combination with professional judgment, to inform the**
5 **certified administrator's professional practice rating.**

6 **(5) The evaluator may, if included in the district's approved evaluation plan, use additional**
7 **district-determined sources of evidence to inform the certified administrator's professional**
8 **practice rating.**

9 **(6) The evaluator shall use the following professional practice ratings for certified**
10 **administrator evaluatees:**

11 **(a) "Exemplary" shall be the rating for performance that consistently exceeds expectations**
12 **for effective performance;**

13 **(b) "Accomplished" shall be the rating for performance that consistently meets**
14 **expectations for effective performance;**

15 **(c) "Developing" shall be the rating for performance that inconsistently meets expectations**
16 **for effective performance; and**

17 **(d) "Ineffective" shall be the rating for performance that consistently fails to meet**
18 **expectations for effective performance.**

19 **(7) The overall student growth rating for certified administrators shall be determined by**
20 **the evaluator and evaluatee and shall use data appropriate to the certified administrators**
21 **job category from the district report card.**

1 (a) The state contribution for certified administrators shall be based on the degree to which
2 the evaluatee meets the superintendent's student growth goal or a goal from the
3 comprehensive district improvement plan appropriate to the evaluatee's job category.

4 (c) The local contribution for the student growth measure for certified administrators may
5 be a rating based on the degree to which the certified administrator meets student growth
6 goals.

7 (d) The scale for low, expected, and high student growth goal ratings shall be determined
8 by the local school district. In determining the scale, local school districts shall consider the
9 schools goals and measures of success in the comprehensive school improvement plan
10 required in 703 KAR 5:225, Section 9.

11 (e) The district shall develop a process for using professional judgment and evidence from
12 the following sources of evidence to determine the overall student growth rating:

13 1. Growth trends over the three (3) most recent years of next generation learners student
14 growth data, calculated pursuant to 703 KAR 5:200; and

15 2. Growth trends over the three (3) most recent years of student growth goal data.

16 ~~Section 13. Evaluation of Other Professionals and Preschool Teachers During the 2014-~~
17 ~~2015 School Year. (1) The district shall include, in its professional growth and effectiveness~~
18 ~~plan, a plan for the evaluation of other professionals and preschool teachers during the~~
19 ~~2014-2015 school year.~~

20 ~~(2) The district's procedures for other professional and preschool teacher evaluatees, whose~~
21 ~~evaluation cycle requires evaluation during the 2014-2015 school year, shall include the~~
22 ~~requirements established in this subsection.~~

1 ~~(a) Beyond the minimum requirements set forth in this administrative regulation, the local~~
2 ~~district may establish requirements as to the length, frequency, and nature of observations~~
3 ~~conducted by an evaluator.~~

4 ~~(b) The district shall require the evaluation to include a formative evaluation conference~~
5 ~~between the evaluator and the evaluatee within five (5) working days following each~~
6 ~~observation, the summative evaluation conference held at the end of an evaluation cycle~~
7 ~~that ends during the 2014-2015 school year, all evaluation data.~~

8 ~~(c) The district shall require multiple observations to be conducted of an evaluatee who has~~
9 ~~earned continuing service status pursuant to KRS 161.740 and whose observation results~~
10 ~~are ineffective.~~

11 ~~(d) The district shall require a summative evaluation to occur, if required by the evaluation~~
12 ~~cycle of the evaluatee.~~

13 ~~(e) The district shall include the evaluation in the evaluatee's official personnel record.~~

14 ~~(f) The district shall provide in the evaluation process an opportunity for a written~~
15 ~~response by the evaluatee and shall include the response in the evaluatee's official~~
16 ~~personnel record.~~

17 ~~(g) A copy of the evaluation shall be provided to the evaluatee.~~

18 ~~(3) The evaluation form shall include a list of performance criteria. Under each criterion,~~
19 ~~specific descriptors or indicators that can be measured or observed and recorded shall be~~
20 ~~listed. Additionally, standards of performance shall be established for each criterion. The~~
21 ~~performance criteria shall include those that are identified in KRS 156.557(4) applicable to~~
22 ~~the evaluatee.~~

1 ~~(4) The evaluation criteria and process shall be explained to and discussed with the~~
2 ~~evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of the 2014-~~
3 ~~2015 school year.~~

4 ~~(5) An evaluative form shall be specific to each job category. The district may use forms for~~
5 ~~pre- and post-evaluation conferences.~~

6 ~~(6) The district shall provide evaluatees an opportunity for an appeal to the local evaluation~~
7 ~~appeals committee as outlined in Section 18 of this administrative regulation.~~

8 ~~(7) An evaluatee who believes that the local district is not properly implementing the~~
9 ~~evaluation plan as approved by the department shall have the opportunity to appeal to the~~
10 ~~Kentucky Board of Education as outlined in Section 19 of this administrative regulation.~~

11 ~~Section 14. Evaluation of Certified Administrators in the 2014-2015 School Year. (1) The~~
12 ~~district shall include, in the professional growth and effectiveness plan, a plan for the~~
13 ~~evaluation of certified administrators.~~

14 ~~(2) Beyond the minimum requirements set forth in KRS 156.557 and this administrative~~
15 ~~regulation, the local district may establish requirements as to the length, frequency, and~~
16 ~~nature of observations conducted by an evaluator.~~

17 ~~(3) The district shall require the evaluation to include a formative evaluation conference~~
18 ~~between the evaluator and the evaluatee within five (5) working days following each~~
19 ~~observation, the summative evaluation conference held at the end of the summative~~
20 ~~evaluation cycle, and the inclusion of all professional growth and effectiveness data.~~

21 ~~(4) The district shall document the certified administrator's summative evaluation decision,~~
22 ~~include documentation of the sources of evidence used in determining the performance~~

1 ~~rating of the evaluatee, and include these documentations in the evaluatee's official~~
2 ~~personnel record.~~

3 ~~(5) The district shall provide an opportunity for a written response by the evaluatee, and~~
4 ~~the response shall be included in the evaluatee's official personnel record.~~

5 ~~(6) A copy of the evaluation shall be provided to the evaluatee.~~

6 ~~(7) The evaluation form for certified administrators shall include a list of performance~~
7 ~~criteria that characterize effective administrative practices.~~

8 ~~(8) Under each criterion, specific descriptors or indicators shall be listed.~~

9 ~~(9) The performance criteria shall include those that are identified in KRS 156.557(4)~~
10 ~~applicable to the evaluatee.~~

11 ~~(10) The evaluation criteria and process used to evaluate certified administrators shall be~~
12 ~~explained to and discussed with the evaluatee no later than the end of the evaluatee's first~~
13 ~~thirty (30) calendar days of the school year.~~

14 ~~(11) The district's evaluation form shall be specific to the evaluatee's job category. The~~
15 ~~district may utilize forms for pre- and post-evaluation conferences.~~

16 ~~(12) The district shall provide certified administrator evaluatees an opportunity for an~~
17 ~~appeal to the local evaluation appeals committee as outlined in Section 18 of this~~
18 ~~administrative regulation.~~

19 ~~(13) An evaluatee who believes that the local district is not properly implementing the~~
20 ~~evaluation plan as approved by the department shall have the opportunity to appeal to the~~
21 ~~Kentucky Board of Education as outlined in Section 19 of this administrative regulation.]~~

22 Section 14. Overall Performance Category for Certified Administrators.

1 **(1) The overall performance category for certified administrators shall be determined by**
2 **combining the certified administrators professional practice rating and overall student**
3 **growth rating.**

4 **(2) The district shall determine the overall performance category for certified**
5 **administrators with the decision rules established in this subsection.**

6 **(a) An evaluatee’s overall performance category shall be exemplary if:**

7 **1. The professional practice rating is exemplary and the overall student growth rating is**
8 **high;**

9 **2. The professional practice rating is exemplary and the overall student growth rating is**
10 **expected; or**

11 **3. The professional practice rating is accomplished and the overall student growth rating is**
12 **high.**

13 **(b) An evaluatee’s overall performance category shall be accomplished if:**

14 **1. The professional practice rating is accomplished and the overall student growth rating is**
15 **expected; or**

16 **2. The professional practice rating is developing and the overall student growth rating is**
17 **high.**

18 **(c) An evaluatee’s overall performance category shall be developing if:**

19 **1. The professional practice rating is exemplary and the overall student growth rating is**
20 **low;**

21 **2. The professional practice rating is accomplished and the overall student growth rating is**
22 **low;**

1 **3. The professional practice rating is developing and the overall student growth rating is**
2 **expected; or**

3 **4. The professional practice rating is developing and the overall student growth rating is**
4 **low.**

5 **(d) An evaluatee's overall performance category shall be ineffective if the professional**
6 **practice rating is ineffective.**

7 **Section 15. Professional Growth Plan for Certified Administrators. The evaluator shall**
8 **place a certified administrator evaluatee on an appropriate professional growth plan based**
9 **on the professional practice rating and the overall student growth rating, as illustrated by**
10 **the Kentucky Professional Growth Plan for Principals, Assistant Principals, and Certified**
11 **Administrators.**

12 **(1) An evaluatee whose professional practice rating is exemplary, with an expected to high**
13 **overall student growth rating, shall have, at a minimum, a professional growth plan with**
14 **goals set by the evaluatee with evaluator input and a summative evaluation that occurs at**
15 **the end of each school year.**

16 **(2) An evaluatee whose professional practice rating is accomplished, with an expected to**
17 **high overall student growth rating, shall have, at a minimum, a professional growth plan**
18 **with goals set by the evaluatee with evaluator input and a summative evaluation that**
19 **occurs at the end of each school year.**

20 **(3) An evaluatee whose professional practice rating is developing, with a high overall**
21 **student growth rating, shall have, at a minimum, a professional growth plan with goals set**
22 **by the evaluatee with evaluator input and a summative evaluation that occurs at the end of**
23 **each school year.**

1 **(4) An evaluatee whose professional practice rating is developing, with a low to expected**
 2 **overall student growth rating, shall have, at a minimum, a professional growth plan with**
 3 **goals determined by the evaluator and a summative evaluation at the end of each school**
 4 **year.**

5 **(5) An evaluatee whose professional practice rating is ineffective shall have, at a minimum,**
 6 **an improvement plan with the goals determined by the evaluator and a summative**
 7 **evaluation at the end of the plan, as determined by the evaluator, not to exceed one (1) year**
 8 **in duration.**

9 Section **16** [~~15~~]. District Evaluation Plan. (1) The local board of education shall review, as
 10 needed, the district's evaluation plan to ensure compliance with KRS 156.557 and this
 11 administrative regulation.

12 (2) If a substantive change is made to the district's evaluation plan, the local board of education
 13 shall utilize the evaluation committee, described in KRS 156.557(5)(c)1, in formulating the
 14 revision. Examples of substantive change shall include changes in the evaluation cycle,
 15 observation frequency, forms, or appeal procedures.

16 (3) The local board of education shall review and approve revisions to the plan and submit the
 17 amended plan to the department for approval.

18 Section **17** [~~16~~]. Reporting. (1) [~~Beginning in the 2014-2015 school year,~~] **Districts** ~~districts~~
 19 shall report to the department the percentage of principals, assistant principals, ~~and~~ teachers,
 20 **other professionals and certified administrators** in each **professional practice rating**
 21 **category, student growth rating category and** overall performance category listed in Sections
 22 **7, 8, 10, 13, and 14** [~~8 and 11~~] of this administrative regulation. [~~and the percentage of~~
 23 ~~teachers on each plan listed in Section 9 of this administrative regulation.~~]

1 (2) The department shall publicly report, by district, the aggregate number of principals, assistant
2 principals, **and** teachers, **other professionals, and certified administrators** in each overall
3 performance category.

4 Section **18** [~~17~~]. Monitoring. A district implementing an alternative professional growth and
5 effectiveness plan approved by the department pursuant to KRS 156.557(7) shall be monitored
6 within three (3) years of the initial implementation of the alternative plan, and subsequently at
7 the discretion of the department.

8 Section **19** [~~18~~]. Local Evaluation Appeals Panel. The district shall provide the following in its
9 system plan for an appeal to the local evaluation appeals panel:

10 (1) A right to a hearing as to every appeal;

11 (2) An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to
12 adequately review all documents that are to be presented to the local evaluation appeals panel;
13 and

14 (3) A right to have the evaluatee's chosen representative present at the hearing.

15 Section **20** [~~18~~]. State Evaluation Appeals Panel. (1) A certified school personnel who believes
16 that the local district is not properly implementing the evaluation plan as approved by the
17 department shall have the opportunity to appeal to the Kentucky Board of Education.

18 (2) The appeal procedures shall be as established in this subsection.

19 (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members
20 to serve on the state evaluation appeals panel (SEAP). The SEAP's jurisdiction shall be limited
21 to procedural matters already addressed by the local appeals panel related to the district's alleged
22 failure to implement an evaluation plan as approved by the department. The SEAP shall not have
23 jurisdiction of a complaint involving the professional judgment conclusion of an evaluation, and

1 the SEAP's review shall be limited to the record of proceedings and documents therein, or lack
2 thereof, at the local district level.

3 (b) No later than thirty (30) calendar days after the final action or decision at the local district
4 level, a certified school personnel may submit a written request to the chief state school officer
5 for a review before the SEAP. If a certified school personnel does not appeal within the time
6 frame listed in this paragraph, the request shall not be considered. A specific description of the
7 complaint and grounds for appeal shall be submitted with the request.

8 (c) A brief, written statement or other document that a party wishes to submit for consideration
9 by the SEAP shall be filed with the panel and served on the opposing party at least twenty (20)
10 days prior to the scheduled review.

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

12 (e) A determination of district noncompliance with the local evaluation plan or absence of a
13 district local evaluation plan shall render the evaluation void, and the certified employee shall
14 have the right to be reevaluated.

15 Section 21 [~~20~~]. Incorporation by Reference. (1) The following material is incorporated by
16 reference:

17 (a) "The Framework for Teaching Evaluation Instrument, 2011 Edition", May 2014;

18 (b) "Principal and Assistant Principal Performance Standards", May 2014;

19 (c) "Kentucky Professional Growth and Effectiveness System Model for Summative Evaluation
20 of Teachers **and Other Professionals**", May **2015** [~~2014~~];

21 (d) "Kentucky Professional Growth and Effectiveness System Model for Summative Evaluation
22 of Assistant Principals and Principals ", May 2014;

23 (e) "Teacher **and Other Professional** Evaluation Crosswalk", May **2015** [~~2014~~];

- 1 (f) "Principal and Assistant Principal Performance Standards Crosswalk", May 2014;
- 2 (g) "Kentucky Professional Growth Plan and Cycle for Tenured Teachers **and Other**
- 3 **Professionals** ", **May 2015** [~~July 2014~~]; [~~and~~]
- 4 (h) "Kentucky Professional Growth Plan for Assistant Principals, [~~and~~] Principals, **and**
- 5 **Certified Administrators**", July **2015** [~~2014~~].
- 6 **(i) "Kentucky Professional Growth and Effectiveness System Model for Summative**
- 7 **Evaluation of Certified Administrators", July 2015.**
- 8 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at
- 9 the Department of Education, 1st Floor, Capital Plaza Tower, 500 Mero Street, Frankfort,
- 10 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. 40 Ky.R. 2651; 41 Ky.R. 61; 264;
- 11 eff. 8-11-2014.)