



Hopkins County Schools
2019-2020
CERTIFIED EVALUATION PLAN
For
Principals / Assistant Principals,
District Administrators,
and Certified Coordinators

Certified Evaluation Plan for Principals/Assistant Principals, District Administrators, and Certified Coordinators

Hopkins County Schools	270-825-6000	
Name of District	Telephone	
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Street Address	City, State	Zip Code
Deanna Ashby		
Superintendent		
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Evaluation Contact Person	Title	Telephone

50/50 Certified Evaluation Plan Development Committee

Wendy Eaves	Administrator	Browning Springs Middle School
Jan Richey	Administrator	South Hopkins Middle School
Amy Smith	Administrator	West Broadway Elementary
Eric Stone	Administrator	West Hopkins School
Marty Cline	Administrator	Central Office
Jennifer Luttrell	Administrator	Central Office
Tonia Griffey	Administrator	Central Office
Andrew Belcher	Administrator	Central Office
Ann Elkins	Administrator	Central Office
Rachel Sandberg	Admin Guidance Counselor	Earlington Elementary
Amy Belcher	Teacher	James Madison Middle School
Lindsey Rogers	Teacher	Hanson Elementary
Lee Allen	Teacher	ADT/Academy
Stacey Burns	Teacher	Pride Elementary
Tina Peyton	Teacher	Madisonville North Hopkins
Ashton Walls	Teacher	Southside Elementary
Barbara Stoltz	Teacher	Grapevine Elementary
Ashlee Zimmer	Teacher	Jesse Stuart Elementary
Veronica Sharber Buckner	Teacher	Hopkins County Central High School
Eric Anderson	Teacher	Hopkins County Career and Tech

ASSURANCES

CERTIFIED EVALUATION PLAN

The **Hopkins County School District** hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

NAME	TITLE	NAME	TITLE
Wendy Eaves	Admin	Amy Belcher	Teacher
Jan Richey	Admin	Lindsey Rogers	Teacher
Amy Smith	Admin	Lee Allen	Teacher
Eric Stone	Admin	Stacey Burns	Teacher
Marty Cline	Admin	Tina Peyton	Teacher
Tonia Griffey	Admin	Ashton Walls	Teacher
Andrew Belcher	Admin	Barbara Stoltz	Teacher
Ann Elkins	Admin	Veronica Sharber Buckner	Teacher
Jennifer Luttrell	Admin	Eric Anderson	Teacher
Rachel Sandberg	Admin/Counselor	Ashlee Zimmer	Teacher

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on <date>. (704 KAR 3:370)

Signature of Superintendent

Date

Signature of Board Chair

Date

Certified Evaluation Plan
Principals/Assistant Principals, District Administrators, and Certified
Coordinators

Table of Contents

CEP Components & Appendix Documents	Page #
Roles and Definitions	5-6
Training Requirements to Evaluate Administrators & Coordinators	7
Timeline for Late Hires	8
Principal & Assistant Principal Evaluation Components	8
♦ Principal Performance Measures to Determine Ratings	8
♦ Products of Practice/Other Sources of Evidence	8-9
♦ Self-Reflection & Professional Growth Planning	9
♦ Site-Visit for Principal/Assistant Principal	10
♦ Summative Rating and Criteria for Determining a Summative Rating	11
District Certified Personnel Evaluation for District Administrators & Coordinators	12
♦ Performance Standards	12
♦ Performance Levels	12
♦ Timeline	12
♦ Self-Reflection	13
♦ Professional Growth Plan	13-14
♦ Summative Rating Evaluation Components	14-15
Appeals	16-19
APPENDIX	
Professional Growth Plan for Principals/Assistant Principals	21
Self-Reflection for Principals/Assistant Principals	22-23
Site Visit Document for Principals/Assistant Principals	24-30
Summative Rating of Professional Practice for Principals/Assistant Principals	31-32
Professional Growth Plan for District Administrators/Directors and Certified Coordinators	33
Self-Reflection for District Administrators/Directors and Certified Coordinators	34-35
Site Visit Document for District Administrators/Directors and Certified Coordinators	36-42
Summative Rating of Professional Practice for District Administrators/Directors and Certified Coordinators	43-44
Certified Evaluation Policy	45-47
Appeals Panel Hearing Procedures	48-49

Roles and Definitions

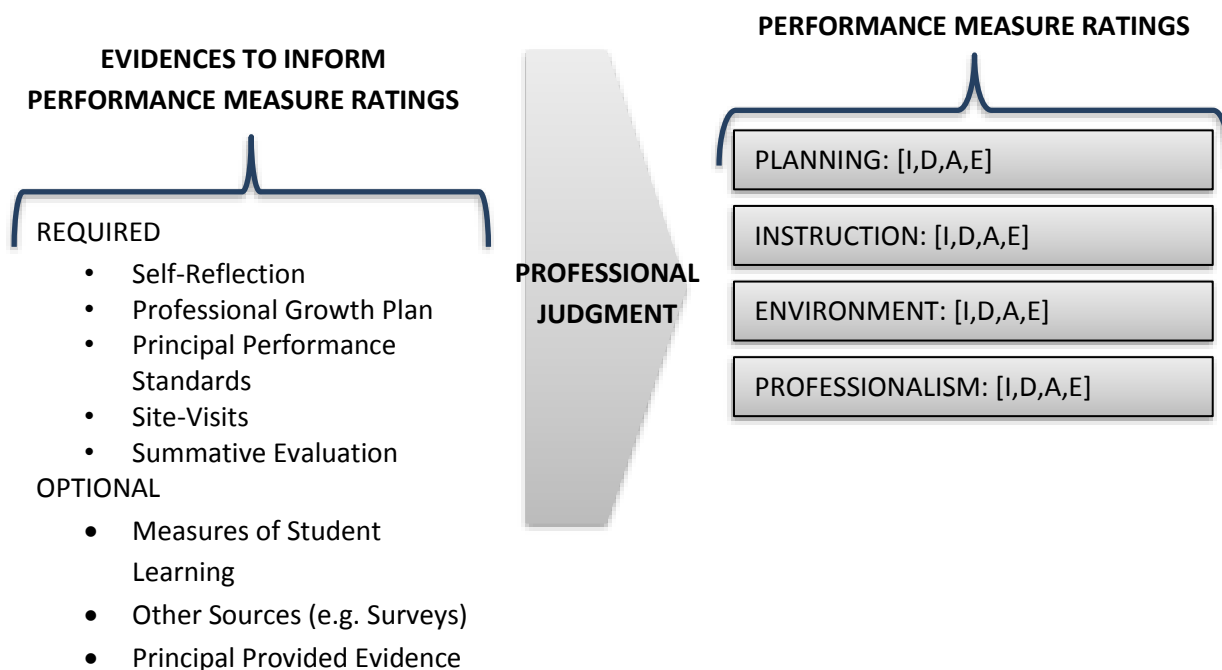
1. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
3. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
4. **Certified School Personnel:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation committee:** means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** The successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.
13. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by EPSB pursuant to Title 16 KAR.
15. **Peer observation:** The observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).

17. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified plan. Ratings include exemplary, accomplished, developing, and ineffective.
19. **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.
20. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
21. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
22. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
23. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

Principal & Assistant Principal Summative Evaluation Plan Components

Overview and Summative Model

The following graphic outlines the summative model for the principal and Assistant principals' sources of evidence and performance standards ratings aligned with Performance Measures.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment to determine the rating on Principal Performance Standards aligned with the Performance Measures of Planning, Environment, Instruction, and Professionalism. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. The professional judgment must be grounded in the Principal Performance Standards aligned with the Performance Measures, site visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how principals respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Training to Evaluate

The Superintendent or designee shall be trained annually in the district's Certified Plan for Principals, District Administrators, and Certified Coordinators to evaluate individuals in these categories. Principals shall be trained to evaluate assistant principals. Evaluators shall be provided with district support, resources, and EILA-approved training. All evaluators must have an annual 6 hour EILA approved update training on evaluation **per 704 KAR 3:370, Section 6 (d)**. Evaluators shall meet the state and district CEP requirements prior to conducting evaluations.

Timeline for Late Hires

Employees under this section of the evaluation system hired after the first instructional day shall complete all components of the evaluation process.

Principal Performance Measures to Determine Ratings

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards aligned with the Performance Measures:

- ◆ Instructional Leadership aligns with the Performance Measure of Instruction
- ◆ School Climate aligns with the Performance Measure of Environment
- ◆ Human Resource Management aligns with the Performance Measure of Planning
- ◆ Organizational Management aligns with the Performance Measure of Planning
- ◆ Communication & Community Relations aligns with the Performance Measure of Environment
- ◆ Professionalism aligns with the Performance Measure of Professionalism

Included in the Principal Performance Standards are performance Indicators that provide examples of observable, tangible behaviors for evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement for the Performance Measures through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Each Principal Performance Standard aligned with the Performance Measures will be rated according to four ratings in combination with professional judgment.

The Performance Ratings are:

- ◆ Exemplary rating consistently exceeds expectations for effective performance.
- ◆ Accomplished consistently meets expectations for effective performance.
- ◆ Developing inconsistently meets expectations for effective performance.
- ◆ Ineffective consistently fails to meet expectations for effective performance.

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

- ◆ Professional Growth Planning
- ◆ Self-Reflection
- ◆ Site-Visits
- ◆ Measures of Student Learning
- ◆ Products of Practice
- ◆ Other Sources

Products of Practice/Other Sources of Evidence

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

Table 1: Products of Practice/Other Sources of Evidence

SBDM Minutes	EILA/Professional Learning experience documentation
Faculty Meeting Agendas and Minutes	Surveys, such as TELL KY
Department/Grade Level Agendas and Minutes	Professional Organization memberships
PLC Agendas and Minutes	Parent/Community engagement surveys
Leadership Team Agendas and Minutes	Parent/Community engagement events documentation
Instructional Round/Walk-through documentation	School schedules, web pages, and school/district plans
Budgets	Student performance data
	Other sources of evidence

Self-Reflection & Professional Growth Planning

Completed by principals and assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student achievement. The principal shall complete the *Professional Growth Plan* for collaboration and approval by the Superintendent/Designee, and the assistant principal shall follow the same protocol for collaboration and approval by the principal.

Required:

- ◆ **All principals will participate in self-reflection and professional growth planning each year.**
- ◆ **All assistant principals will participate in self-reflection and professional growth planning each year.**
- ◆ **All principals and assistant principals will document self-reflection and PGP in the state-approved technology platform.**

Table 1: Principal/Assistant Principal PGP Timeline

By August 1	Superintendent or designee will review expectations of CEP
By September 30	Principal/Assistant Principal collaboratively develop Professional Growth Plan
By December 15	Superintendent or designee will conduct first Site Visit and conference with principal/assistant principal to review/reflect upon all plans and modify any strategies as needed
By April 15	If necessary, Superintendent or designee will conduct second Site Visit
By May 15	Superintendent or designee will conference with principal/assistant principal to review all goals, modify any strategies, and communicate rating for Professional Practice.

***Additional conferences and/or site visits may be held as deemed necessary to monitor PGP progress**

***All dates are tentative based on the adjustment of the school calendar**

***Principal/Assistant Principals hired October 1 to March 1 will have 30 calendar days from hire to develop a Professional Growth Plan based on self-reflection and conference with superintendent/designee.**

***At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.**

Principal Site-Visits

Completed by supervisor of principal

Site visits are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the Principal Performance Standards aligned with the Performance Measures of: Planning, Environment, Instruction, and Professionalism. Site visits may begin after the principal has participated in evaluation training, which must occur within 30 calendar days of reporting for employment. The required number of site visits is the minimum requirement. Additional site visits may be conducted. If necessary, the second site visit will take place prior to April 15. During the follow-up conference with the principal, the superintendent or designee will review all Principal Performance Measures and give feedback using the site visit form about each measure on the district-approved platform or form.

Required:

- ♦ **Conducted at least once each year prior to December 15.**
- ♦ **Evidences from site visit may be recorded using either the district-approved technology platform or a district approved form/document.**
- ♦ **Review and record evidence from site visit aligned with the Principal Performance Measures and Site Visit Document**

Assistant Principal Site-Visit

Completed by principal

Site visits with assistant principals should occur by April 15 and should be documented within the district-approved technology platform or on a district-approved document. Conferencing should address measures and provide feedback for professional growth planning.

Required:

- ♦ **Conducted at least once per year**
- ♦ **Completed by April 15 annually**
- ♦ **Evidences from site visit may be recorded using either the district-approved technology platform or a district approved form/document.**
- ♦ **Review and record evidence from site visit aligned with the Principal Performance Measures and Site Visit Document.**

Principal Process for Determining the Summative Rating

A summative conference shall occur, annually, at the end of the evaluation cycle to determine an overall summative rating for principals and assistant principals. Superintendents are responsible for determining the summative rating for principals and principals are responsible for determining assistant principal ratings. The process will consist of a review of the evidence provided at site visits and progression in the Principal Performance Standards aligned with the four Performance Measures to assign a summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 2) to determine the overall Summative Rating. Summative ratings for principals and assistant principals shall be completed by May 15th or no later than 90 days before the first student attendance day, whichever comes first. The principal/assistant principal must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee's personnel file.

Table 2: Performance Measure Criteria for a Summative Rating

<i>Criteria for Determining Overall Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment <u>and</u> Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u> .
If Environment <u>or</u> Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing or ineffective</u>
If Planning <u>or</u> Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> .
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u> .	The Summative Rating shall be <u>exemplary</u>

Corresponding Principal Performance Standards for Matrix:

- ♦ Planning Standard 3, Human Resource Management
- Standard 4, Organizational Management
- ♦ Environment Standard 2, School Climate
- Standard 5, Communication and Community Relations
- ♦ Instruction Standard 1, Instructional Leadership
- ♦ Professionalism Standard 6, Professionalism

District Certified Personnel Evaluation for District Administrators, Directors, & Certified Coordinators

District certified personnel shall be evaluated annually utilizing the *Summative Rating of Professional Practice Document for District Administrators, Directors, and Certified Coordinators and the Professional Growth Plan for District Administrators, Directors, and Certified Coordinators* (see the appendix). The Principal Performance Standards are aligned with the four Performance Measures: Planning, Environment, Instruction, and Professionalism to determine an overall summative rating. Included in the Principal Performance Standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard, which allows for continuous improvement and professional growth. Performance will be rated for each standard according to four performance measures in combination with professional judgment.

Performance Standards include:

- ◆ STANDARD 1—Instructional Leadership
- ◆ STANDARD 2—School/District Climate
- ◆ STANDARD 3—Human Resource Management
- ◆ STANDARD 4—Organizational Management
- ◆ STANDARD 5—Communication and Community Relationship
- ◆ STANDARD 6--Professionalism

The Performance Levels are:

- ◆ Exemplary rating consistently exceeds expectations for effective performance.
- ◆ Accomplished consistently meets expectations for effective performance.
- ◆ Developing inconsistently meets expectations for effective performance.
- ◆ Ineffective consistently fails to meet expectations for effective performance.

Timeline

By August 15: District staff will review evaluation expectations with the Superintendent or designee by consulting the district's CEP.

By September 30: Staff should complete the self-reflection and use information to determine the areas of need in order to develop a Professional Growth Plan.

By December 1: Continue the self-reflection process, review strategies and monitor progress towards the professional growth goal. Adjust practices, complete any remaining observation/site-visits if needed, and identify evidences to support professional practice.

By May 15: The evaluator uses evidence from self-reflection, professional growth plans, observation(s)/site-visit(s), and professional judgment to determine the overall performance rating within the district determined timeline for the summative conference.

Self-Reflection

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

Professional Growth Plan

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. Collaborates with the supervisor to develop a PGP and identify action steps
3. Implements the plan
4. Regularly reflects on the progress and impact of the plan on professional practice
5. Shows evidence of modification of the plan as appropriate
6. Continues implementation and reflection

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP.

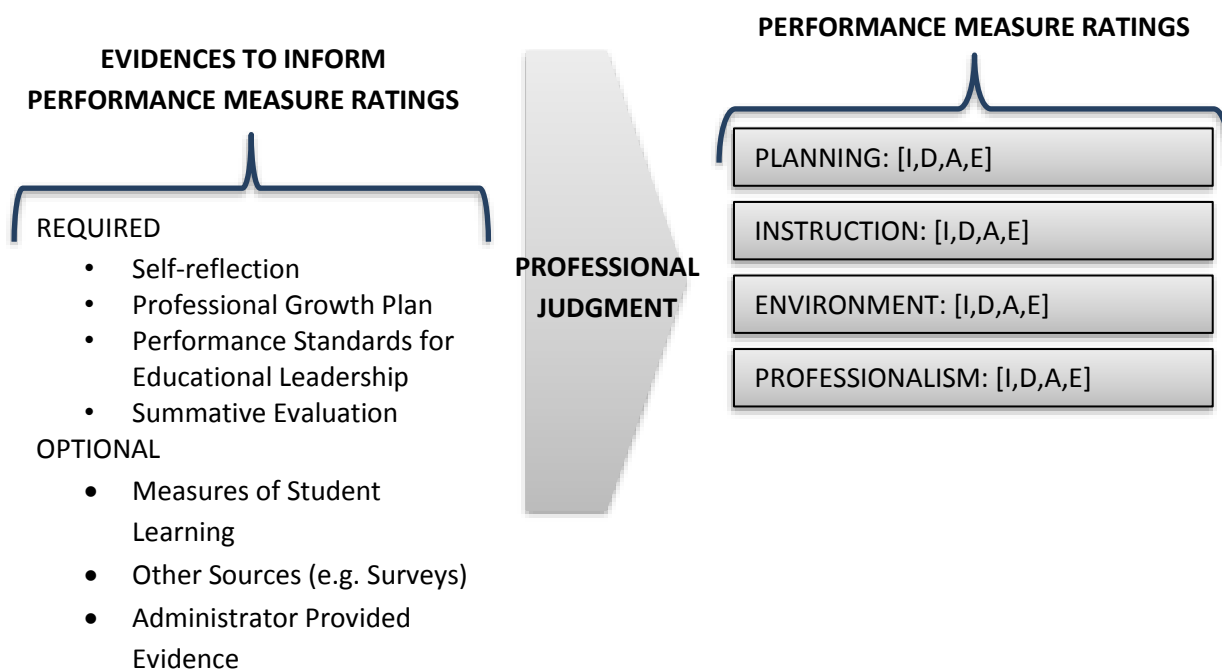
Professional growth plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?

3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Plans will be documented using district determined forms or methods.

District Administrator & Certified Coordinator Summative Evaluation Components



A summative conference shall occur annually at the end of the evaluation cycle to determine an overall summative rating for district administrators and certified coordinators. The primary evaluator is assigned by the Superintendent within 30 days after the start of school. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the **Principal Performance Standards** aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign an overall summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 3) to determine the overall Summative Rating. Summative ratings shall be completed by May 15th or no later than 90 days before the first student attendance day, whichever comes first. The employee must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee's personnel file.

Table 3: Performance Measure Criteria for Determining a Summative Rating

<i>Criteria for Determining Overall Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment <u>and</u> Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u> .
If Environment <u>or</u> Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing or ineffective</u>
If Planning <u>or</u> Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> .
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u> .	The Summative Rating shall be <u>exemplary</u> .

Corresponding Performance Standards for Matrix:

- ♦ Planning Standard 3, Human Resource Management
 Standard 4, Organizational Management
- ♦ Environment Standard 2, School Climate
 Standard 5, Communication and Community Relations
- ♦ Instruction Standard 1, Instructional Leadership
- ♦ Professionalism Standard 6, Professionalism

Appeals

Required

- **Districts shall have an appeals process established.**

According to 156.557 Section 9, Section 9.

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

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

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

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

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

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected for a three-year term by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of the election year. The election shall be conducted by a district contact person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/One vote

- All certified employees are given the opportunity to vote

The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.
3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:
 - ◆ If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
 - ◆ The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
 - ◆ If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
 - ◆ The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
 - ◆ If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
3. The hearing will adhere to the following format:
 - ◆ Reading of the written appeal by the LEAP Chairperson.
 - ◆ Questioning of the evaluatee and/or evaluator by the panel.
 - ◆ Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
 - ◆ Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
 - ◆ Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
 - ◆ Dismissal of hearing.
4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
 - ◆ Rule in favor of the appellant, either in whole or in part;
 - ◆ Uphold the evaluation; or
 - ◆ Call for a second evaluation by a trained evaluator.
7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.
9. The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
 - ◆ Rule in favor of the appellant, either in whole or in part;
 - ◆ Uphold the evaluation; or
 - ◆ Call for a second evaluation by a trained evaluator.
4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Hopkins County Schools
2019-2020
Certified Evaluation Plan
For
Principals, Assistant Principals,
District Admins, & Certified Coordinators

Appendix

Professional Growth Plan (PGP) for Principals and Assistant Principals

Directions: Complete the following professional growth plan. Utilize your self-reflection on the Kentucky Principal Standards, student data, and other professional needs as sources of information for goal and action step development.

Name: [Click here to enter text.](#) Date: [Click to enter a date.](#) School: [Click here to enter text.](#)

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #1: [Click here to enter text.](#)

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #1: [Click here to enter text.](#)

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #1: [Click here to enter text.](#)

Targeted Completion Date: [Click to enter a date.](#)

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #2: [Click here to enter text.](#)

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #2: [Click here to enter text.](#)

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #2: [Click here to enter text.](#)

Targeted Completion Date: [Click to enter a date.](#)

Administrator's Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Self-Reflection for Principals and Assistant Principals

Name: Click here to enter text.	Title: Click here to enter text.
School: Click here to enter text.	School Year: Click here to enter text.
Evaluator Name: Click here to enter text.	Date: Click here to enter text.

Directions: Select the overall rating for each of the performance measures listed below. Indicate your strengths and areas for growth for each.

Performance Measures	Performance Rating	Self-reflection on strengths and areas of growth
1. Instructional Leadership The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
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.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
3. Human Resource Management The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
4. Organizational Management The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
5. Communication and Community Relationship The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.

<p>6. Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>	<p><input type="checkbox"/>Ineffective</p> <p><input type="checkbox"/>Developing</p> <p><input type="checkbox"/>Accomplished</p> <p><input type="checkbox"/>Exemplary</p>	<p>Click here to enter text.</p>
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Principal and Assistant Principal Site Visit Form



Administrator's Name: [Click here to enter text.](#)

Date: [Click to enter a date.](#)

Evaluator Signature: _____

Principal/Asst. Principal Signature: _____

1. Instructional Leadership

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

The principal:

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

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

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.

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.

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

3. Human Resources Management

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

The principal:

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

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

4. Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

5. Communication and Community Relation

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

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.

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

6. Professionalism

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

The principal:

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

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

Summative Rating of Professional Practice for Principals and Assistant Principals

Principal/Asst. Principal Name: Click here to enter text.	School: Click here to enter text.
Evaluator Name: Click here to enter text.	Date: Click to enter a date.

Step One: Complete this section at the end of the year to describe the level of attainment for each professional growth goal.

PGP Goal #1 End-of-Year Results: Click here to enter text.	PGP Goal #1 Reflection: Click here to enter text.
	PGP Goal #1 Next Steps: Click here to enter text.
PGP Goal #2 End-of-Year Results: Click here to enter text.	PGP Goal #2 Reflection: Click here to enter text.
	PGP Goal #2 Next Steps: Click here to enter text.

THIS SECTION IS TO BE COMPLETED BY THE EVALUATOR:

Standard	Evaluator Rating				Strengths and Areas for Growth
1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resources Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relations <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

(I=Ineffective; D=Developing; A=Accomplished; E=Exemplary)

Overall Performance Rating: [Click here to enter text.](#)

Evaluator Comments: [Click or tap here to enter text.](#)

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement. My signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form."

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

Professional Growth Plan (PGP) for District Administrators, Directors, and Certified Coordinators

Directions: Complete the following professional growth plan. Utilize your self-reflection on the standards, relevant data, and other professional needs as sources of information for goal and action step development.

Name: [Click here to enter text.](#) Date: [Click to enter a date.](#) School: [Click here to enter text.](#)

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #1: [Click here to enter text.](#)

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #1: [Click here to enter text.](#)

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #1: [Click here to enter text.](#)

Targeted Completion Date: [Click to enter a date.](#)

Prior to developing your professional growth goal(s), consider the following: What do I want to change about my leadership or role that will effectively impact student learning?

PGP Goal #2: [Click here to enter text.](#)

Strategies and Action Plan: What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?

Strategies/Actions for PGP Goal #2: [Click here to enter text.](#)

Resources and Support: What resources will I need to complete my plan? What support will I need?

Resources/Support for PGP Goal #2: [Click here to enter text.](#)

Targeted Completion Date: [Click to enter a date.](#)

Director/Coordinator Signature: _____ **Date:** _____

Superintendent's Signature: _____ **Date:** _____

Self-Reflection for District Administrators, Directors, and Certified Coordinators

Name: Click here to enter text.	Title: Click here to enter text.
Location: Click here to enter text.	School Year: Click here to enter text.
Evaluator Name: Click here to enter text.	Date: Click here to enter text.

Directions: Select the overall rating for each of the performance measures listed below. Indicate your strengths and areas for growth for each.

Performance Measures	Performance Rating	Self-reflection on strengths and areas of growth
1. Instructional Leadership The director/coordinator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
2. School/District Climate The director/coordinator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
3. Human Resource Management The director/coordinator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
4. Organizational Management The director/coordinator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.
5. Communication and Community Relationship The director/coordinator fosters the success of all students by communicating and collaborating effectively with stakeholders.	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary	Click here to enter text.

<p>6. Professionalism</p> <p>The director/coordinator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>	<p><input type="checkbox"/> Ineffective</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Exemplary</p>	<p>Click here to enter text.</p>
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District Administrators, Directors, and Certified Coordinators Site Visit Form



Director/Coordinator Name: [Click here to enter text.](#)

Date: [Click to enter a date.](#)

Evaluator Signature: _____

Director/Coordinator Signature: _____

1. Instructional Leadership

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

The director/coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

2. School Climate

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

The director/coordinator:

- 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.

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

3. Human Resources Management

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

The director/coordinator

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

Suggested Guiding Questions/Prompts:

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

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

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Evaluator's Feedback: [Click here to enter text.](#)

4. Organizational Management

The director/coordinator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

The director/coordinator:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

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

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

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Evaluator's Feedback: [Click here to enter text.](#)

5. Communication and Community Relation

The director/coordinator fosters the success of all students by communicating and collaborating effectively with stakeholders.

The director/coordinator:

- 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.

Suggested Guiding Questions/Prompts:

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

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

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Evaluator's Feedback: [Click here to enter text.](#)

6. Professionalism

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

The director/coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

[Click here to enter text.](#)

Evaluator's Feedback: [Click here to enter text.](#)

Summative Rating of Professional Practice for District Administrators, Directors, and Certified Coordinators

Director/Coordinator Name: Click here to enter text.	School: Click here to enter text.
Evaluator Name: Click here to enter text.	Date: Click to enter a date.

Step One: Complete this section at the end of the year to describe the level of attainment for each professional growth goal.

PGP Goal #1 End-of-Year Results: Click here to enter text. 	PGP Goal #1 Reflection: Click here to enter text.
	PGP Goal #1 Next Steps: Click here to enter text.
PGP Goal #2 End-of-Year Results: Click here to enter text. 	PGP Goal #2 Reflection: Click here to enter text.
	PGP Goal #2 Next Steps: Click here to enter text.

THE EVALUATOR SHOULD HIGHLIGHT THE SELECTED RATING TO COMPLETE THIS SECTION.

Standard	Evaluator Rating				Strengths and Areas for Growth
1. Instructional Leadership <i>The director/coordinator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	Click here to enter text.
2. School/District Climate <i>The director/coordinator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	Click here to enter text.
3. Human Resources Management <i>The director/coordinator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	Click here to enter text.
4. Organizational Management <i>The director/coordinator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	Click here to enter text.
5. Communication and Community Relations <i>The director/coordinator fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	Click here to enter text.
6. Professionalism <i>The director/coordinator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	Click here to enter text.

(I=Ineffective; D=Developing; A=Accomplished; E=Exemplary)

Overall Performance Rating: [Click here to enter text.](#)

Evaluator Comments: [Click or tap here to enter text.](#)

"This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement. My signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form."

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

- CERTIFIED PERSONNEL -**Evaluation****DEVELOPMENT OF SYSTEM**

The Superintendent shall recommend for approval by the Board and the Kentucky Department of Education a personnel evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with and which shall be implemented consistent with applicable statute and regulation.¹

PURPOSE

The purpose of the personnel evaluation system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur annually for each teacher or other professional who has not attained continuing service status. Summative evaluations shall occur at least once every three (3) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators.

REPORTING

Results of evaluations shall not be included in the accountability system under [KRS 158.6455](#).

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the evaluatee's first thirty (30) calendar days of the school year as provided in regulation.

CONFIDENTIALITY

Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to submit a written response to be included in the certified employee's personnel record. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.²

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for three (3) years. Panel members will assume their responsibilities October 1. Members may be reappointed or reelected.

Evaluation

CHAIRPERSON

The chairperson of the panel shall be appointed annually by the Superintendent.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation.

LETTER OF APPEAL

The appeal shall be in letter form to the chairperson of the appeals panel and shall include in detail the rationale and suggested resolution for the appeal. The letter shall be signed and a copy given to the evaluator.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING PANEL

The panel may hold necessary hearings. The panel shall issue a recommendation to the District.

RECOMMENDATIONS

A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days from the date an appeal is filed.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

HEARING PROCEDURES

The Superintendent shall develop necessary procedures for the implementation of this policy.

Evaluation

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

¹[KRS 156.557](#); [704 KAR 003:370](#)
[703 KAR 005:225](#)
[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

²03.15, 02.14, 03.16

Adopted/Amended: 6/19/2017
Order #: 109

PERSONNEL 03.18 AP.11

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and [704 KAR 003:370](#). Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

PERSONNEL 03.18 AP.11

(Continued)

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:2/22/2011