

## Jefferson County Public Schools Certified Personnel Evaluation Plan

July 1, ~~2019~~ 2020

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## Jefferson County Public Schools Certified Personnel Evaluation Process

The objective for the JCPS Certified Personnel Evaluation Process is to have every student taught and supported by an effective certified professional and every school led by an effective leader. District certified personnel support students and school-based personnel through their respective roles. The goal is to create a fair and equitable process to demonstrate educator and leader effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

1. **Artifact:** A product of a certified employee's work that demonstrates knowledge and skills.
2. **Certified Administrator:** A certified employee, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
3. **Certified Personnel:** Certified employees, below the level of superintendent, who devote the majority of time in a position in a district for which certification is required by EPSB.
4. **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/or leading to the establishment or revision of a professional growth plan.
5. **District Certified Personnel:** Certified employees, below the level of superintendent, serving in district-based positions.
6. **Evaluatee:** A certified school employee who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for teachers, principals, and other professionals who are rated ineffective in professional practice.
10. **Intensive Support:** At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support, as specified in the JCBE-JCTA labor agreement or established JCPS district procedures (for certified personnel not included in the JCBE-JCTA labor agreement).
11. **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.
12. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
13. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
14. **Other Professionals:** Certified school employees, except for teachers, administrators, assistant principals, or principals.
15. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.

17. **Principal/Assistant Principal:** Certified school employees who serve in the role of principal or assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
18. **Professional Growth Plan:** An individualized plan for a certified employee that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, developed by the evaluatee in consultation with the evaluator.
19. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
20. **Student Learning Focus:** Focus area(s) of deeper learning, tailored to the needs of students, developed by each non-evaluating school-based employee in consultation with her/his evaluator.
21. **Student Progress Goal:** A goal of student progress, developed by the school-based administrator in collaboration with, and approved by, his/her supervisor.
22. **Summative Rating:** The 4-measure rating of certified employees' performance as evaluated in accordance with the criteria of the domains of their respective evaluation frameworks.
23. **Working Conditions Goal:** A school improvement goal set by a principal or assistant principal, revisited annually, using survey data and/or other applicable sources.

## The Kentucky Framework for Personnel Evaluation

The Kentucky Framework for Personnel Evaluation defines by role group, measure, and performance criteria how certified educators in the state of Kentucky will be evaluated. The Framework is designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction, and Professionalism according to performance criteria connected to the certified employee's role.

***The Kentucky Framework for Personnel Evaluation***  
**Role Group, Measure and Performance Criteria**

<b><i>Performance Criteria and Role</i></b>	<b><i>Measures</i></b>			
	<b><i>Planning</i></b>	<b><i>Environment</i></b>	<b><i>Instruction</i></b>	<b><i>Professionalism</i></b>
<b><i>Teacher KY Framework for Teaching</i></b>	<b><i>Domain 1 Planning and Preparation</i></b>	<b><i>Domain 2 Classroom Environment</i></b>	<b><i>Domain 3 Instruction</i></b>	<b><i>Domain 4 Professional Responsibilities</i></b>
<b><i>Other Professional The Kentucky Frameworks for Teaching- Specialists Frameworks</i></b>	<b><i>Domain 1 Planning and Preparation</i></b>	<b><i>Domain 2 The Environment</i></b>	<b><i>Domain 3 Delivery of Service</i></b>	<b><i>Domain 4 Professional Responsibilities</i></b>
<b><i>Principal Principal Performance Standards</i></b>  <b><i>Principal Professional Standards for Educational Leaders (PSEL)</i></b>	<b><i>Standard 3 Human Resource Management</i></b>  <b><i>Standard 4 Organizational Management</i></b>  <b><i>Standard 1 Mission, Vision, and Core Values</i></b> <b><i>Standard 9 Operations and Management</i></b> <b><i>Standard 10 School Improvement</i></b>	<b><i>Standard 2 School Climate</i></b>  <b><i>Standard 5 Communication &amp; Community Relations</i></b>  <b><i>Standard 3 Equity and Cultural Responsiveness</i></b> <b><i>Standard 5 Community of Care and Support for Students</i></b> <b><i>Standard 7 Professional Community for Teachers and Staff</i></b>	<b><i>Standard 1 Instructional Leadership</i></b>  <b><i>Standard 4 Curriculum, Instruction, Assessment</i></b>	<b><i>Standard 6 Professionalism</i></b>  <b><i>Standard 2 Ethics &amp; Professional Norms</i></b> <b><i>Standard 6 Professional Capacity of School Personnel</i></b> <b><i>Standard 8 Meaningful Engagement of Families and Community</i></b>
<b><i>District Certified Personnel Performance Criteria</i></b>	<b><i>Criterion 1 Planning and Preparation</i></b>	<b><i>Criterion 2 Environment</i></b>	<b><i>Criterion 3 Delivery of Service</i></b>	<b><i>Criterion 4 Professional Responsibilities</i></b>

The KY Frameworks also include themes such as equity, cultural competence, high expectations, and developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is evaluated according to the performance criteria for the applicable role group. **Performance is rated for each measure according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary.**

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance.

### **Evaluator Certification Training**

Successful completion of Initial evaluation training is required for all new evaluating administrators prior to conducting observations for the purpose of evaluation. This will include the state required face-to-face training in addition to district-required training. All late-hire evaluators of certified personnel will successfully complete observation certification and initial certified evaluation training within the first 45 working days of employment as an evaluating administrator. Each year thereafter, administrators must complete 6 hours of EILA approved evaluation training annually.

## School-Based Certified – Teachers and Other Professionals

The Kentucky Framework for Teaching and Specialist Frameworks for Other Professionals are utilized for the following school-based certified staff: teachers, Library Media Specialists, Instructional Specialists, Therapeutic Specialists, and Counselors - non-evaluating administrators designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction, and Professionalism according to performance criteria connected to the employee's role.

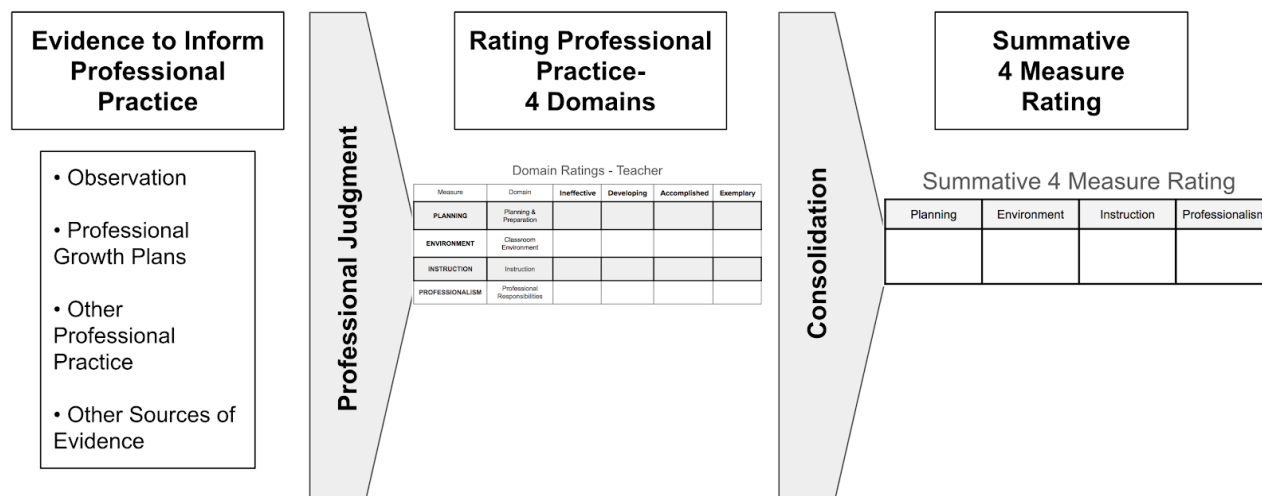
### Teachers & Other Professionals, Measure and Performance Criteria

<b>Performance Criteria And Role</b>	<b>Measures</b>			
	<b>Planning</b>	<b>Environment</b>	<b>Instruction</b>	<b>Professionalism</b>
<u>Teacher KY</u> <i>Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> <i>The Kentucky Frameworks for Teaching-Specialists Frameworks</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities

## Overview and Summative Model

The following graphic outlines the summative evaluation model for teachers and other professionals. Tenured teachers will be on a three-year evaluation cycle. Non-tenured teachers and other professionals, and those on a one year directed growth plan, are on an annual evaluation cycle.

### Determining a Summative Rating - Teachers & Other Professionals





## Framework For Teaching: Domains and Sources of Evidence

(See other professional frameworks for applicable domains and components)

FRAMEWORK for TEACHING (FfT)		Domain	Planning & Preparation					Classroom Environment				Instruction				Professional Responsibilities								
		Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaining Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
SOURCES OF EVIDENCE	Supervisor Observation	Observation and Evidence																						
	Professional Growth	Professional Growth Planning and Self Reflection																						
	Self-Reflection																							
	Peer Observation						Observation																	

### Evidence to Inform Professional Practice

#### Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. Each educator (1) reflects on his or her current growth needs based on multiple sources of evidence and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and demonstrable professional goals. The plan connects evidence from multiple sources including classroom observation or site visit feedback, evidence of student learning, growth, and development, and professional growth needs identified through self-assessment and reflection

All teachers and other professionals will complete a Self-Reflection and Professional Growth Plan (PGP), the latter of which is produced in consultation with the evaluator.\* Both shall be completed within the first 30 calendar days of reporting for employment. This includes late hires. While self-reflection is ongoing, it shall occur formally in the Fall and in the Spring. A PGP must be recorded on an E2 form. A paper copy of the PGP, signed by both parties, shall be provided to the evaluatee. This process will be completed on an annual basis.

## ONE YEAR DIRECTED GROWTH PLAN

- Goal(s) determined by evaluator
- Goal(s) focused on low measure rating(s)
- Growth Plan activities designed by evaluator with educator input
- Formative review at midpoint (more often if needed)
- Summative at end of plan

## Student Learning Focus

In addition to the Self-Reflection and Professional Growth Plan, evaluatees shall develop a Student Learning Focus - a statement regarding at least one focus area of deeper learning, tailored to the needs of their students. The Student Learning Focus statement shall be shared and discussed with the evaluator by Oct. 1. Learning and progress shall be discussed at the summative evaluation conference, and reviewed and adjusted as needed during the school year.

## Observation

The observation and site-visit processes provide one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified educator. The supervisor observation provides documentation and feedback related to the effectiveness of professional practice. Only the supervisor observation(s) will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. No ratings are given by the peer observer. The purpose of observation(s) is to encourage continuous professional growth in the teaching and learning process.

## Observation Model

The observation model must fulfill the following minimum criteria:

- For Tenured Teachers: At least two (2) observations by the supervisor over the course of the three year cycle with at least one of the two occurring in the summative year.
- For All Other Tenured School-based Certified Staff: At least two (2) observations/site-visits over the course of their summative cycle with at least one of the two occurring in the summative year.
- For Non-Tenured Teachers and Non-Tenured School-based Certified Staff: At least two (2) observations by the supervisor annually.
- All school-based certified teachers and other professionals should have an opportunity for a peer observation in the final year of the summative cycle.

All observations must be documented (evidence, feedback) on appropriate district observation forms.

*\*Educators on a one-year directed growth plan, as a result of the preceding year's evaluation, will have goals determined by the evaluator, in consultation with the evaluatee.*

## Observation Schedule

- All observations are conducted openly and with full knowledge of the educator being observed and must be documented on appropriate district observation forms.
- Advance notice (date and time) must be given for at least one observation.
- The observation must occur at least 15 school days after the peer observation.
- The peer observation will always be scheduled between the peer observer and observee.
- Peer observations occur in the summative year between Oct. 1 and March 1.
- If educators miss 90 or more contract days (e.g. late hires/individuals on leave), supervisors may postpone the summative evaluation until the following year.

### Tenured Teachers and Other Professionals – 3 year evaluation cycle

Year 1	Observation	Supervisor	<b>Observation Window</b> - September 15 – April 15
Year 2			
Year 3 – Summative	Observation	Peer Observer	<b>Observation Window</b> - October 1 – March 1
	Observation	Supervisor	<b>Observation Window</b> - October 23 – April 15 (at least 15 school days after peer observation)

### Non-Tenured Teachers and Other Professionals \* (or those on a One-Year Directed Growth Plan)– annual evaluation cycle

Every Year	Observation	Supervisor	<b>Supervisor Window</b> - September 15 – January 9
Every Year	Observation	Peer Observer*	<b>Peer Observation Window:</b> October 1 – March 1
Every Year	Observation	Supervisor	<b>Observation Window</b> - January 10 - April 15 (at least 15 school days after peer observation)

### ~~Tenured~~ Counselors (Non-evaluating Administrators) – 3-Year Evaluation Cycle\*

Year 1 – Interim Summative	Observation	Supervisor	<b>Observation Window</b> - September 15 – May 15
Year 2 – Interim Summative			
Year 3 – Major Summative	Observation	Peer Observer	<b>Observation Window</b> - October 1 – April 15
	Observation	Supervisor	<b>Observation Window</b> - October 23 – May 15 (at least 15 school days after peer observation)

~~\* Administrative tenure is gained upon the start of the fourth year as an administrator.~~ Counselors (non-evaluating administrators) with more than three (3) years of experience as a school counselor will be on a three (3) year cycle and will have interim summative documentation in years 1 and 2 of the evaluation cycle. A major summative evaluation will be completed in year 3. Counselors in need of assistance require an annual major summative evaluation.

## Peer Observation

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not rate an educator's practice, nor is peer observation information shared with anyone other than the observee unless permission is granted. Peer Observers are trained, certified school personnel.

- All teachers and other school-based certified professionals should have the opportunity to receive a peer observation in their summative year.
- All educators are eligible to participate in the district-approved peer observation certification training to increase understanding of the peer observation component.
- Peer observers should have completed a minimum of three years of teaching or other professional experience.
- Peer observers must complete the approved peer observation certification training every three years. Completion of training will be monitored by the building principal or designee.
- Each year the principal, in collaboration with a school team, will select and assign peer observers.
- Peer observers shall have no more than five educators to observe, and the recommendation is three or fewer.
- Peer observers will be in the same role group as the peer observee. For some role groups, a modified site-visit approach may be more fitting.
- Peer observation feedback must not be shared with the administrator and is never used as part of the evaluation.
- The date of peer observations and conferences must be reported to the principal.

## Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- Pre-observation conferences, between the administrator and teacher, if conducted, will be held one to three school days prior to the observation. The pre-observation conference may be conducted in person, electronically, or not at all.
- Either teacher or administrator may request a pre-observation conference that must be conducted if requested.
- A post-observation conference will be held within five working days following each observation and will be documented on the appropriate district form.
- The peer observer's pre-observation conference must be conducted in person or electronically one to three school days prior to the observation. Post-observation conferences between the peer observer and the teacher will be conducted in person within five school days after the observation.
- Evaluatees may write a response to formative and summative evaluations. Responses to summative evaluations will be attached to the evaluation in the employee's personnel file.

NOTE:

- A post-observation conference is not a summative evaluation conference.
- An initial evaluation conference is held within the first 30 calendar days of the employees contract year to review evaluation procedures, timelines, and forms. Documentation of this conference will be made on the district-approved form and signed by both evaluatee and evaluator. An employee's signature on that form indicates he/she has received the information and understands the evaluation procedures.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1. For Counselors, the summative evaluation conference shall be by their last work day.

## **Products of Practice/Additional Sources of Evidence**

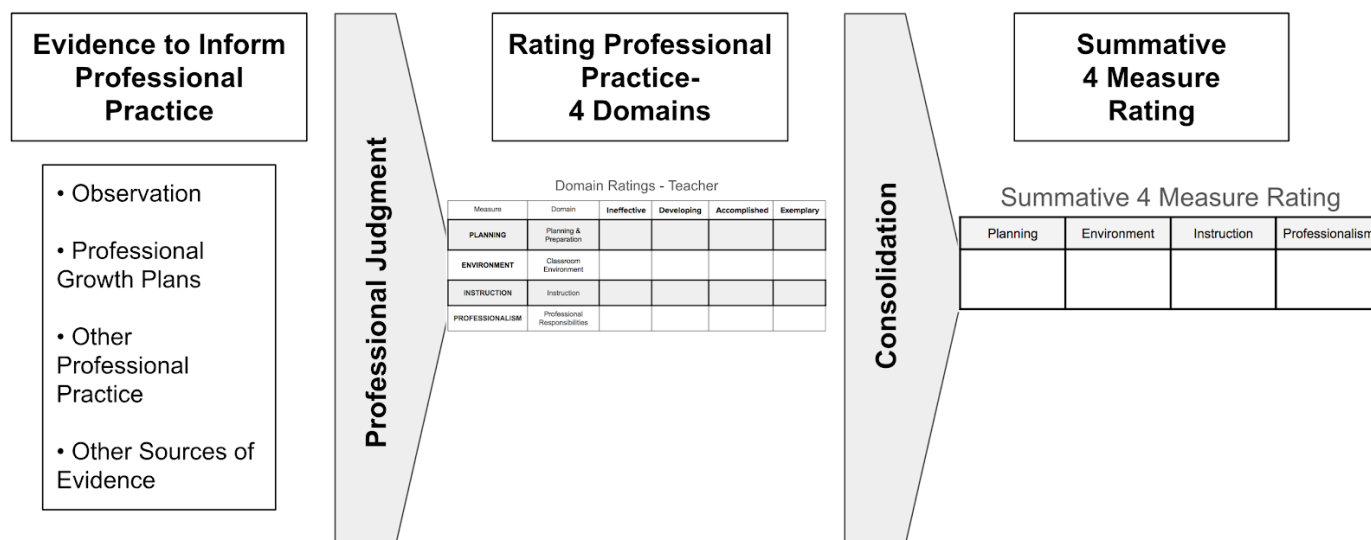
Beyond observations conducted by certified supervisor observer(s) and professional growth plans, educators may provide additional sources of evidence to demonstrate professional practice within the domains. Some examples of products of practice and additional sources of evidence may include, but are not limited to:

- evidence of self-reflection
- student learning focus
- team-developed curriculum units
- planning documents
- communication logs
- feedback from observations
- student data records
- student work
- evidence of student learning focus
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- educator interviews
- committee or team contributions
- student perception/voice survey(s) or evidence
- student/parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- other sources of evidence determined through collaboration between the educator and administrator

## Determining a Summative Rating

Supervisors are responsible for using professional judgment in determining a Summative Rating for each educator at the conclusion of the summative evaluation year.\* The Summative Rating is comprised of the educator's ratings in accordance with the criteria of each of the four Domains of the appropriate role-specific evaluation Framework as well as with the 4 Kentucky Performance Measures - Planning, Environment, Instruction, and Professionalism. These ratings are consolidated into the Summative 4 Measure Rating.

### Determining a Summative Rating - Teachers & Other Professionals



### Rating Professional Practice

The Kentucky Framework for Teaching and Other Specialists Frameworks stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

*\*At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support utilizing the process as specified in the JCBE-JCTA labor agreement or JCPS District Procedures (for those employees not included under the aforementioned labor agreement.) The Intensive Support process includes a specific timeline for observations, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee.*

*While Intensive Support may begin at any time, the non-renewal process may also be utilized for non-tenured teachers. The non-renewal process identifies supports and expectations for improvement, as also specified in the JCBE-JCTA labor agreement.*

## Rating Professional Practice - 4 Domains - Teacher

Measure	Domain	Ineffective	Developing	Accomplished	Exemplary
<b>PLANNING</b>	Planning & Preparation				
<b>ENVIRONMENT</b>	Classroom Environment				
<b>INSTRUCTION</b>	Instruction				
<b>PROFESSIONALISM</b>	Professional Responsibilities				

### Consolidating to Summative Rating

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each domain at the culmination of an educator's evaluation cycle.

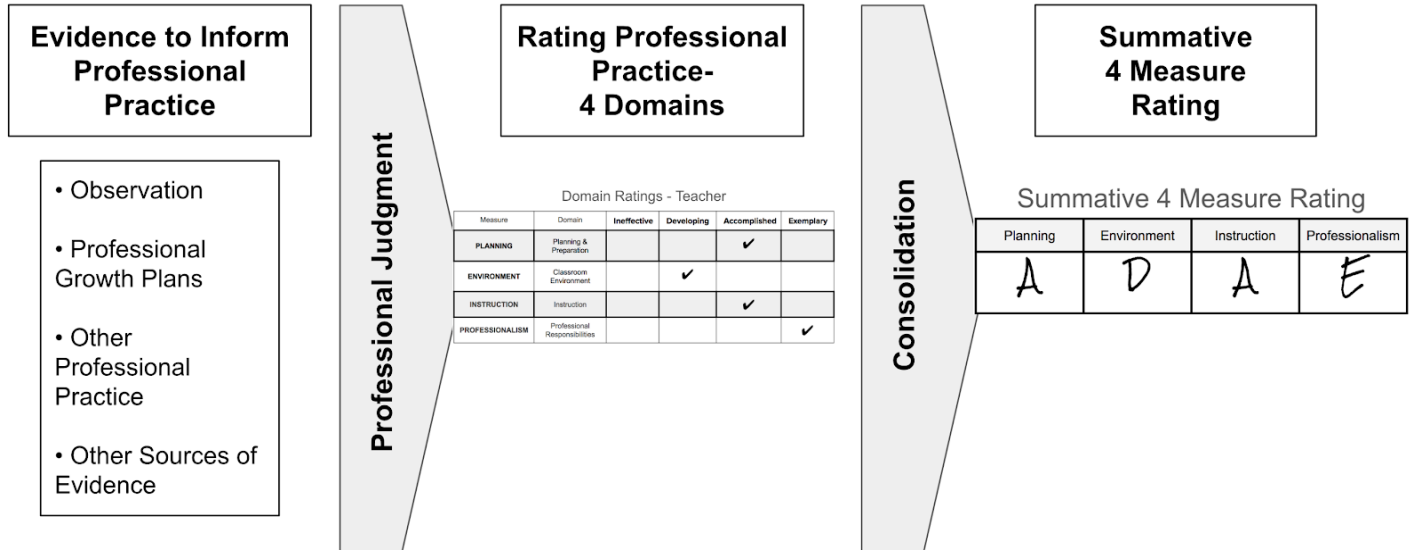
### Summative 4 Measure Rating

Planning	Environment	Instruction	Professionalism

Performance ratings should be provided for each domain based on evidence. All performance ratings must be recorded via the district-approved process. Educators with two or more measures rated as ineffective shall be placed on a one year directed growth plan and have the status of *ineffective* for the purposes of state and federal reporting purposes.

An Example:

## Determining a Summative Rating - Teachers & Other Professionals



The summative rating would be: **ADAE**, documented on the appropriate district-approved form.



# School-Based Certified – Principal & Assistant Principal

The Kentucky Framework for Personnel Evaluation - Principals and Assistant Principals is designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction and Professionalism according to the performance criteria connected to the employee's role.

## Principal & Assistant Principal, Measure and Performance Criteria

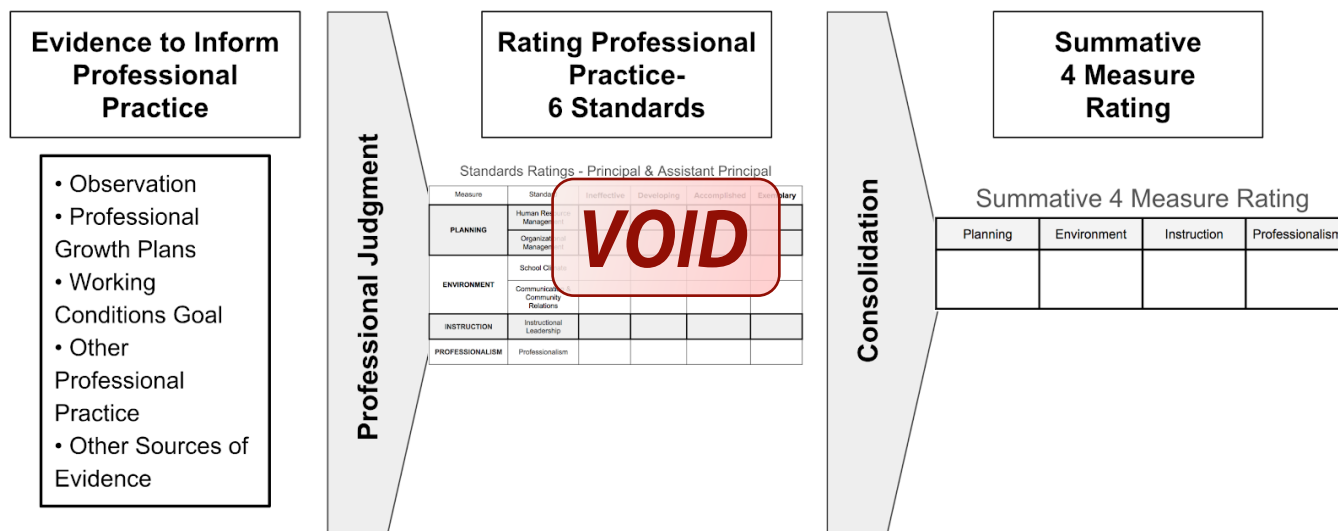
Performance Criteria And Role	Measures			
	Planning	Environment	Instruction	Professionalism
Principal Principal Performance Standards	Standard 3 Human Resource Management  Standard 4 Organizational Management	Standard 2 Communication & Community Relations  Standard 5 Communication & Community Relations	Standard 1 Instructional Leadership	Standard 6 Professionalism

see graphic next page

## Overview and Summative Model

The following graphic outlines the summative evaluation model for principals. ~~Tenured administrators~~ Principals with at least three (3) years of administrative experience will be on a three-year evaluation cycle, with interim summative documentation in years 1 and 2. A major summative evaluation will be completed in year 3.

## Determining a Summative Rating - Principals & Assistant Principals



see graphic next page

*The Kentucky Framework for Personnel Evaluation*  
Role Group, Measure and Performance Criteria

Performance Criteria And Role	Measures			
	Planning	Environment	Instruction	Professionalism
<u>Principal</u> Professional Standards for Educational Leaders (PSEL)	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 5</u> Community of Care and Support for Students <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction, Assessment	<u>Standard 2</u> Ethics & Professional Norms <u>Standard 6</u> Professional Capacity of School Personnel <u>Standard 8</u> Meaningful Engagement of Families and Community

## Determining a Summative Rating - Principals & Assistant Principals



## Principal Performance Standards Professional Standards for Educational Leaders

The Principal Performance Standards Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the Performance Standards are performance indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provides the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the six ten standards.

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and summative rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards Professional Standards for Educational Leaders.

### Principal Performance Standards and Sources of Evidence

Standards		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	Site Visits	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 fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
SOURCES OF EVIDENCE to inform Professional Practice		Observation: District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	Working Conditions Goal	TELL Kentucky & Other District Identified Feedback					
		Time, Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support

# Professional Standards for Educational Leaders and Sources of Evidence

	Planning			Environment			Instruction	Professionalism		
	Standard 1 Mission, Vision, and Core Values	Standard 9 Operations and Management	Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness	Standard 5 Community of Care and Support for Students	Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction, Assessment	Standard 2 Ethics & Professional Norms	Standard 6 Professional Capacity of School Personnel	Standard 8 Meaningful Engagement of Families and Community
Standards	Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE	Site Visits/ Observations	Evidence of Practice Related to PSEL Standards								
	Professional Growth & Self-Reflection	Professional Growth Plan & Self-Reflection Related to PSEL Standards and Goals								
	Working Conditions Goal	Kentucky Working Conditions Survey & Other District Identified Evidence/Feedback								
	Student Progress Goal	School-based Data/Evidence of Student Learning and Growth								

## Evidence to Inform Professional Practice

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

### Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits/Observations
- Working Conditions Goal
- Student Progress Goal

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

- Measures of student learning
- Products of practice
- Other sources of evidence pertaining to ~~Principal Performance Standards~~ Professional Standards for Educational Leaders

### **Professional Growth Planning/Self-Reflection**

A Professional Growth Plan is completed annually by principals and assistant principals in collaboration with the supervisor. The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects evidence from multiple sources including site-visit conferences, evidence of student progress, and professional growth needs identified through self-assessment and reflection. A mid-year review may be held to review progress and for modification of the plan as appropriate. The PGP is documented on the appropriate district form.

### **Working Conditions Goal**

Principals and assistant principals are each responsible for developing a minimum of one Working Conditions Goal in collaboration with the supervisor of the principal based on the most recent ~~TELL~~ Kentucky Working Conditions Survey, JCPS Comprehensive School survey, or other applicable data. The goal may be set with a timeline of one to three years, and will be documented on the appropriate district form. Progress toward meeting the Working Conditions Goal will be discussed throughout the evaluation cycle based on the most recent applicable data.

### **Student Progress Goal**

Principals will create a minimum of one student progress goal, developed in collaboration with, and approved by, his/her supervisor. The goal is shared by the assistant principal(s). The Student Progress Goal is to be based on and aligned with school data and aligned with the Comprehensive School Improvement Plan. The goal is documented on the appropriate district form, and progress toward meeting the goal will be discussed throughout the evaluation cycle.

### **Site-Visits/Observations**

Site visits/observations are a method by which the superintendent or designee may gain insight into the principal's practice in relation to the standards. During site visits/observations, the superintendent or designee will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore. Additionally, the principal may explain the successes and ~~trial~~ challenges the school community has experienced in relation to school improvement.

Site-Visits are required for principals and completed by the principal supervisor twice during the instructional year and documented on the district-approved forms. During a site visit/observation conference, evidence regarding ~~Principal Performance Standards~~ Professional Standards for Educational Leaders (PSEL), progress on the professional growth plan, working conditions goal, and student progress goal will be discussed.

Observations are required for assistant principals and completed by the building principal twice during the instructional year and documented on the district-approved forms. During observations, evidence regarding ~~Principal Performance Standards~~ Professional Standards for Educational Leaders (PSEL), progress on the professional growth plan, working conditions goal, and student progress goal will be discussed.

An appropriate district form will be used during the conferences and any mid-year review to guide and document the administrator reflections and any modifications to the plan.

Administrator and Superintendent/Designee will work together to implement the steps for self-reflection/PGP/Working Conditions Goal/Student Progress Goal as indicated on the timeline below:

Timeline for Self-Reflection/PGP/Working Conditions Goal/Student Progress Goal/Site Visits	
Timeline	Action
	Evaluation criteria and process used to evaluate shall be explained
By Oct. 15* (or within 15 calendar days of the release of state testing results)	Complete Self-Reflection and develop PGP, Working Conditions Goal, and Student Progress Goal Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan. This will be documented on the approved district form. *New hires will complete PGP within 30 calendar days of employment.
Fall semester	Site visit(s)/observations, ongoing self-reflection
Mid-Year Review	Review progress/reflections on growth and modify plan as appropriate
Spring Semester	Site visit(s)/observations, ongoing self-reflection
By June 15	Year-end reflection and evaluation – annual interim or summative evaluation submitted for official personnel record, copy provided to employee who may include written response

## Products of Practice/Additional 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 standards. Products of Practice may include, but are not limited to:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Principal and/or School PLC Agendas and Minutes
- Planning Documents



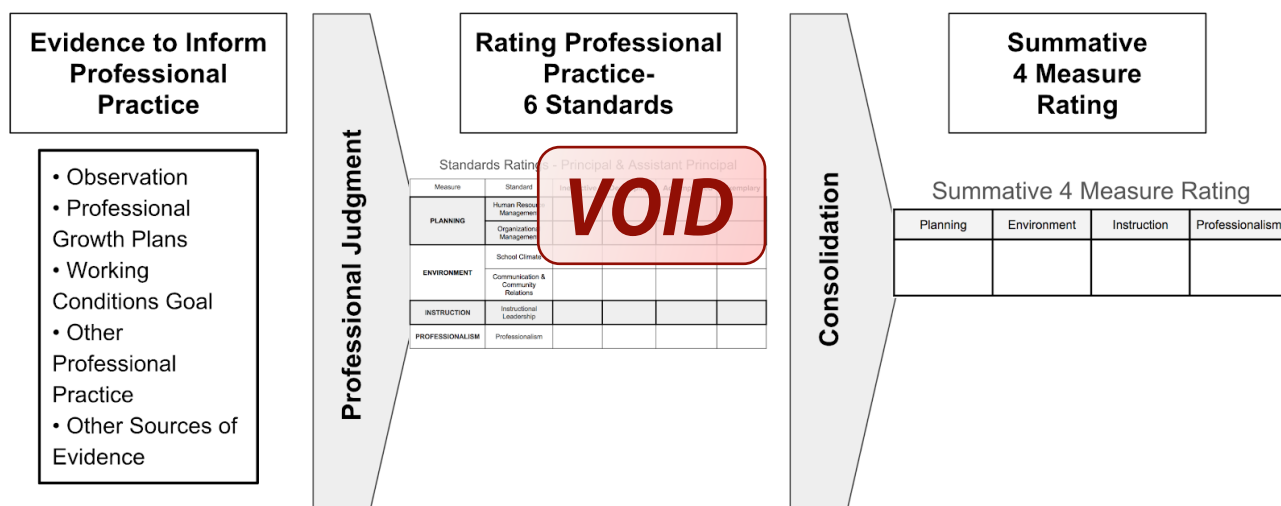
- CSIP
- Department/Grade Level Agendas and Minutes
- Leadership Team Agendas and Minutes
- Walk-through Documentation
- Budgets
- EILA/Professional Learning Experience Documentation
- Other Surveys
- Professional/Community Organization Memberships
- Parent/Community Events
- School Schedules

## Determining Summative Rating

Throughout the evaluation process, the evaluator gathers applicable evidence on the ~~six~~ ~~performance~~ ~~ten~~ ~~professional~~ standards. In the major summative year, ratings are required (Ineffective, Developing, Accomplished, and Exemplary). In the interim years, ratings are not required but narrative, formative feedback is provided. District-approved forms are used for both the interim and major summative years.

Administrators who have less than three full years of administrative experience require annual summative evaluations. Administrators in need of assistance\* may also require an annual summative evaluation and, possibly, an Improvement Plan.

## Determining a Summative Rating - Principals & Assistant Principals



see graphic next page

\*At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support utilizing JCPS District Procedures. The Intensive Support process includes a specific timeline for observations, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee.

While Intensive Support may begin at any time, the non-renewal process may also be utilized for ~~non-tenured~~ ~~administrators with less than three (3) years of administrative experience~~. The non-renewal process identifies supports and expectations for improvement.

## Determining a Summative Rating - Principals & Assistant Principals





## Rating Professional Practice

In the major summative year, performance for each of the ~~Principal Performance Standards~~ **Professional Standards for Educational Leaders (PSEL)** will be rated according to the 4 performance levels (Ineffective, Developing, Accomplished, and Exemplary). The overall performance rating will be a representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment in determining the performance standard ratings will be based on multiple sources of evidence to promote a more holistic and comprehensive analysis of practice. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. 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.

Utilizing all applicable evidence, a rating is determined for each of the ~~six Principal Performance Standards: Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism~~ **ten Professional Standards for Educational Leaders (PSEL): Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement**. The Summative Rating is comprised of the educator's ratings in accordance with the criteria of each of the six Standards of the evaluation Framework as well as with the 4 Kentucky Performance Measures - Planning, Environment, Instruction, and Professionalism. These ratings are consolidated into the Summative 4 Measure Rating.

## Standards Ratings - Principal & Assistant Principal

Measure	Standard	Ineffective	Developing	Accomplished	Exemplary
<b>PLANNING</b>	Human Resource Management				
	Organizational Management				
<b>ENVIRONMENT</b>	School Climate	<b>VOID</b>			
	Communication & Community Relations				
<b>INSTRUCTION</b>	Instructional Leadership				
<b>PROFESSIONALISM</b>	Professionalism				

## Rating Professional Practice - 10 Standards - Principal & Assistant Principal

Measure	Standard	Ineffective	Developing	Accomplished	Exemplary
<b>PLANNING</b>	Mission, Vision and Core Values				
	Operations and Management				
	School Improvement				
<b>ENVIRONMENT</b>	Equity and Cultural Responsiveness				
	Community of Care and Support for Students				
	Communication & Community Relations				
<b>INSTRUCTION</b>	Curriculum, Instruction, and Assessment				
<b>PROFESSIONALISM</b>	Ethics and Professional Norms				
	Professional Capacity of School Personnel				
	Meaningful Engagement of Families and Community				

## Consolidating to Summative Rating - ~~Six (6)~~ Ten (10) Standards to Four (4) KY Measures

*Combining Standards for the Measures of Planning, ~~and Environment~~, and Professionalism*

The Kentucky Department of Education requires that the ratings for these standards be consolidated into four measures: Planning, Environment, Instruction, Professionalism as illustrated in the example below.

Regarding the measures of ~~Planning and Environment~~ Planning, Environment, and Professionalism, each of which is comprised of ~~two~~ three standards, evaluators will use professional judgment, *along with Decision Rules*, to consolidate both standards into a single rating for each measure.

The process concludes with the supervisor documenting the administrator's summative rating in the major summative year.

### *Decision Rules for:*

#### *Consolidating to Summative Ratings: 10 Standards to 4 KY Measures*

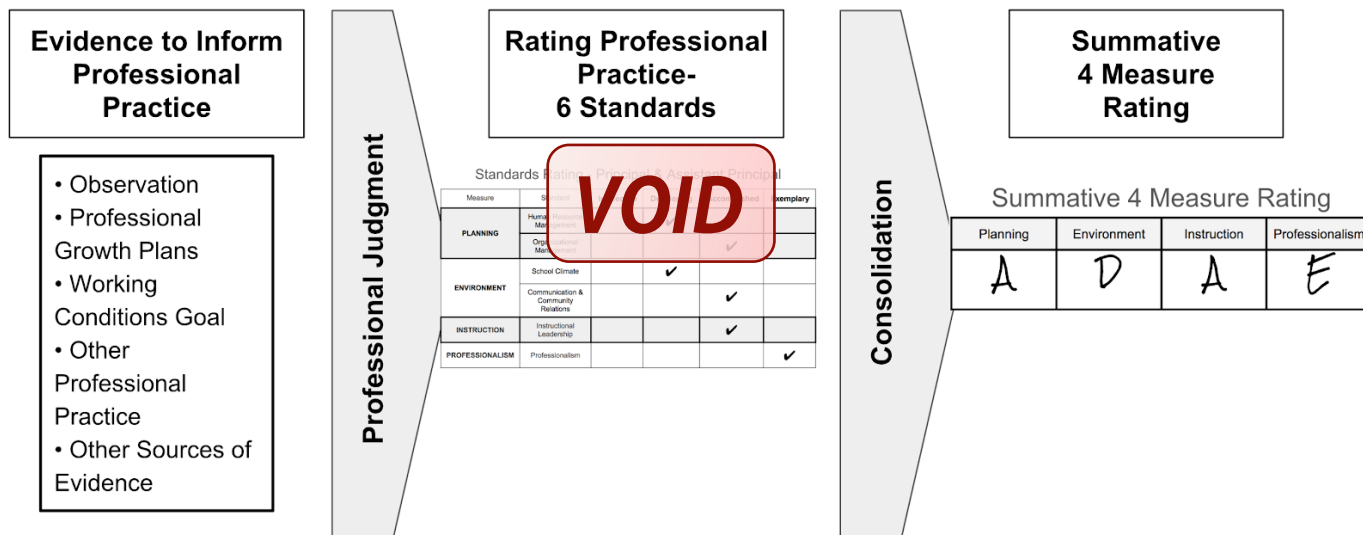
if . . .	then . . .
there is 1 "Ineffective" rating on a standard within a <u>measure</u> ,	the overall <u>measure</u> cannot be determined to be "Exemplary."
there are 2 "Ineffective" ratings on two standards within the same <u>measure</u> ,	the overall <u>measure</u> cannot be determined to be higher than "Developing."
there is 1 "Exemplary" rating on a standard within a <u>measure</u> ,	the overall <u>measure</u> cannot be determined to be "Ineffective."

### Summative 4 Measure Rating

Planning	Environment	Instruction	Professionalism

An Example:

## Determining a Summative Rating - Principals & Assistant Principals



An Example:

## Determining a Summative Rating - Principals & Assistant Principals



# **District Certified Personnel: Non-Administrative**

## **Overview and Summative Model**

### District Certified Personnel: Non-Administrative, Measure and Performance Criteria

<b>Performance Criteria And Role</b>	<b>Measures</b>			
	<b>Planning</b>	<b>Environment</b>	<b>Instruction</b>	<b>Professionalism</b>
<u>District Certified Personnel</u> Criteria specific to evaluatee's job category	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities

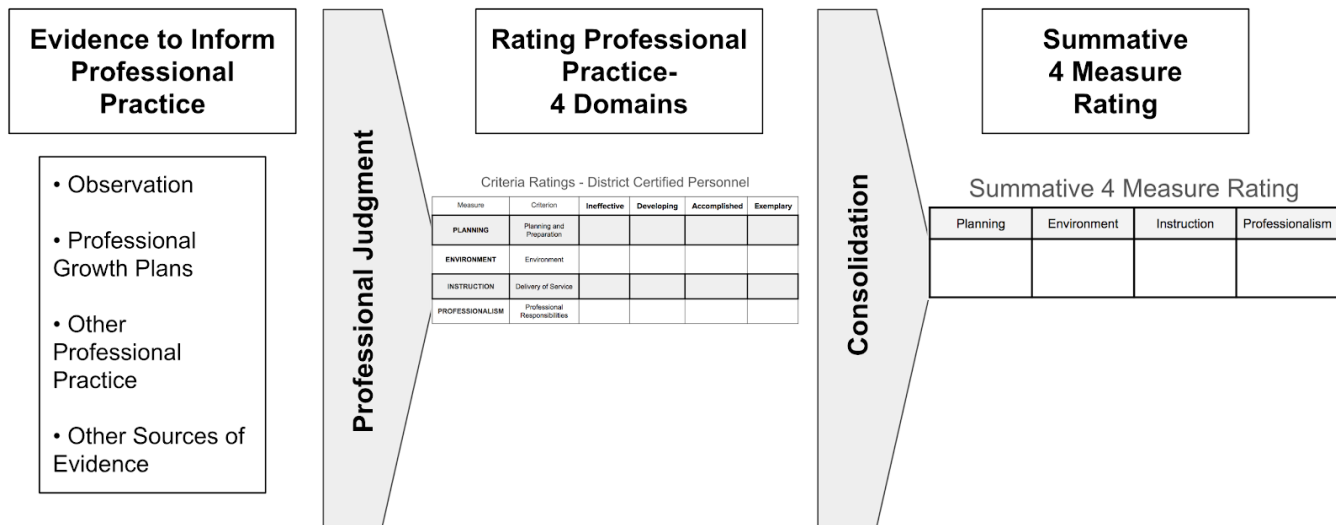
An initial evaluation conference is held within the first 30 calendar days of the employee's contract year to review evaluation procedures, timelines, and forms. Documentation of this conference will be made on the district-approved form and signed by both evaluatee and evaluator. An employee's signature on that form indicates he/she has received the information and understands the evaluation procedures.

Tenured, non-administrative, district certified personnel may be evaluated on a three year cycle. Limited contract non-administrative district certified personnel (non-tenured) with less than four years of experience as well as those in need of assistance\* require annual summative evaluations. If an educator misses than 50 percent of her/his contractually-required days (e.g. late hires/ individuals on leave), supervisors may postpone the summative evaluation until the following year.

*\*At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support utilizing the process as specified in the JCBE-JCTA labor agreement or JCPS District Procedures (for those employees not included under the aforementioned labor agreement.) The Intensive Support process includes a specific timeline for observations, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee.*

*While Intensive Support may begin at any time, the non-renewal process may also be utilized for non-tenured teachers. The non-renewal process identifies supports and expectations for improvement, as also specified in the JCBE-JCTA labor agreement.*

## Determining a Summative Rating - District Certified Personnel



### **Evidence to Inform Professional Practice**

#### **Evaluation Process**

Within 30 calendar days of the start of the work year	Initial Evaluation Conference	Annual Process to review evaluation procedures, timelines, and forms. An employee's signature on form documenting the conference indicates employee has received the information and understands the evaluation process.
By October 15 <sup>th</sup> or Within 30 days of the Initial Evaluation conference for Late Hires	Professional Growth Plan	Completed annually. Employee completes Self-Reflection and develops professional Growth Plan.

Throughout the evaluation process, the evaluator gathers applicable evidence related to the job responsibilities and aligned to the four measures to determine summative ratings. In the summative year, ratings are required (Ineffective, Developing, Accomplished, Exemplary) for each measure. In the interim years, ratings are not required, but formative feedback is provided.

### **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes. Each educator; (1) reflects on his or her current growth needs based on multiple sources of evidence and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and

impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and demonstrable professional goals. The plan connects evidence from multiple sources including observations or site visit feedback, evidence of professional learning, growth, and development needs identified through self-assessment and reflection.

All non-administrative district certified personnel will complete a Self-Reflection and Professional Growth Plan (PGP), the latter of which is produced in consultation with the evaluator. Both shall be completed by October 15. Late hires will complete this process within thirty days following the initial evaluation conference.

While self-reflection is ongoing, it shall occur formally in the Fall and in the Spring. A PGP must be recorded on the district-approved form. A signed copy shall be provided to the evaluatee and kept by the evaluator. This process will be completed on an annual basis.

### Observation/Site-Visit

The purpose of observation/site-visit process is to encourage continuous professional growth in the teaching and learning process. Observation of an employee performing their job responsibilities provides one source of evidence to determine educator effectiveness.

#### **Tenured Non-Administrative – 3 year evaluation cycle**

Year 1	At Least One Observation / Site Visit	Supervisor
Year 2		
Year 3 – Summative	At least One Observation / Site Visit	Supervisor

#### **Non-Tenured/Non-Administrators (or those on a One Year Directed Growth Plan) – Annual evaluation cycle**

Every Year	At Least One Observation / Site Visit	Supervisor
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### Observation/Site Visit Conferences: Pre and Post

All observations/site visits are conducted openly and with full knowledge of the educator being observed/visited and must be documented on the appropriate district-approved forms.

- Pre-observation conferences, between the evaluator and evaluatee, if conducted, will be held one to three work days prior to the observation/site visit. The pre-observation conference may be conducted in person, electronically, or not at all.
- Either educator or supervising administrator may request a pre-observation conference. Upon request, the pre-observation conference must be conducted.

- A post-observation conference will be held within five working days following each observation and will be documented on the appropriate district form.
- Evaluatees may write a response to evaluations. Responses to summative evaluations will be attached to the evaluation in the employee's personnel file.

NOTE: A post-observation conference is not a summative evaluation conference.

The summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1, for those educators covered by the JCTA/JCBE Agreement, or by June 15th for others.

## **Determining Summative Rating**

Supervisors are responsible for analyzing evidence and using professional judgment in determining a Summative Rating at the conclusion of the summative evaluation year. Professional judgment must be based on multiple sources of evidence which promotes a holistic and comprehensive analysis of practice. The summative rating is recorded on the district-approved form.

### **Rating Professional Practice**

Supervisors are responsible for using professional judgment along with an analysis of all applicable evidence in determining a Summative Rating for each administrator at the conclusion of the summative evaluation year. Supervisors are responsible for using professional judgment along with an analysis of all applicable evidence in determining a Summative Rating for each administrator at the conclusion of the summative evaluation year. The Summative Rating is comprised of the educator's ratings in accordance with the criteria of each of the four Domains - Planning and Preparation, Environment, Delivery of Service, and Professionalism, as well as with the 4 Kentucky Performance Measures - Planning, Environment, Instruction, and Professionalism, as found within the job responsibilities of each educator's job description. These ratings are consolidated into the Summative 4 Measure Rating.

### **Rating Professional Practice - 4 Domains - District Certified Personnel**

Measure	Domains	Ineffective	Developing	Accomplished	Exemplary
<b>PLANNING</b>	Planning and Preparation				
<b>ENVIRONMENT</b>	Environment				
<b>INSTRUCTION</b>	Delivery of Service				
<b>PROFESSIONALISM</b>	Professional Responsibilities				

### **Consolidating to Summative Rating**

The summative evaluation cycle process concludes with the supervisor documenting the overall performance rating for the administrator.

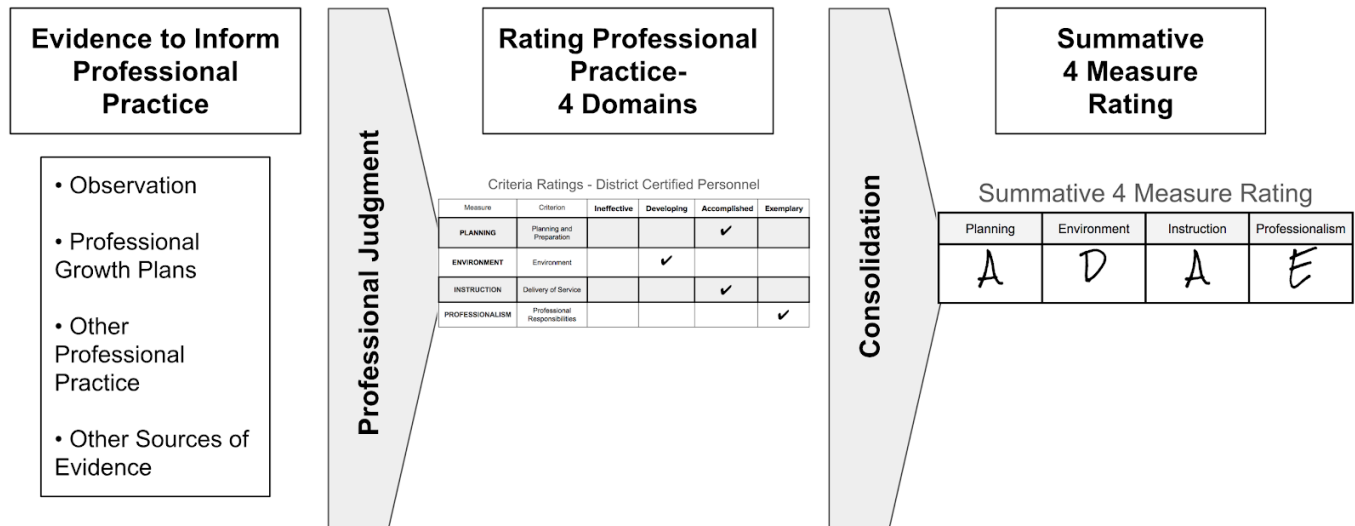
### **Summative 4 Measure Rating**

Planning	Environment	Instruction	Professionalism



An Example:

## Determining a Summative Rating - District Certified Personnel



The summative rating would be: **ADAE**, documented on the appropriate district-approved form.

# **District Certified Personnel: Administrative**

## **Overview and Summative Model**

### District Certified Personnel: Administrative, Measure and Performance Criteria

<b>Performance Criteria And Role</b>	<b>Measures</b>			
	<b>Planning</b>	<b>Environment</b>	<b>Instruction</b>	<b>Professionalism</b>
<u>District Certified Personnel</u> <i>Criteria specific to evaluatee's job category</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities

An initial evaluation conference is held within the first 30 calendar days of the employee's contract year to review evaluation procedures, timelines and forms. Documentation of this conference will be made on the district-approved form and signed by both evaluatee and evaluator. An employee's signature on that form indicates he/she has received the information and understands the evaluation procedures.

Continuing contract administrative district-based certified personnel may be evaluated on a three year cycle with interim summative evaluations in years one and two, and major summative in year three of the cycle. Limited contract administrative, district certified personnel with less than four years of experience as an administrator, as well as those in need of assistance,\* require annual summative evaluations.

Observations of administrative district certified personnel will be documented on appropriate district form.

*\*At any time, administrators in need of assistance may be placed on Administrator Intensive Support; following defined district procedures. While Intensive Support may begin at any time, the non-renewal process may also be utilized for ~~non-tenured~~ administrators with less than three (3) years of administrative experience. The non-renewal process identifies supports and expectations for improvement.*

## **Evidence to Inform Professional Practice**

### **Evaluation Process**

Within 30 calendar days of the start of the contract year	Initial Evaluation Conference	Annual Process to review evaluation procedures, timelines, and forms. An employee's signature on form documenting the conference indicates employee has received the information and understands the evaluation process.
Within 30 calendar days of the Initial Evaluation conference	Professional Growth Plan	Completed annually. Employee completes Self-Reflection and develops professional Growth Plan.
Mid-year	Mid-year Conference (optional)	A conference may be held to identify strengths and areas needing improvement and to review performance standards, objectives, and progress on the Growth Plan. The conference is to be summarized on the appropriate district-approved form.
By June 15th	Summative Conference	A summative conference is held to review the summative evaluation.

### **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes. Each educator; (1) reflects on his or her current growth needs based on multiple sources of evidence and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and demonstrable professional goals. The plan connects evidence from multiple sources including observations or site visit feedback, evidence of professional learning, growth, and development needs identified through self-assessment and reflection.

All administrative district certified personnel will complete a Self-Reflection and Professional Growth Plan (PGP), the latter of which is produced in consultation with the evaluator. Both shall be completed within the first 30 calendar days of reporting for employment. This includes late hires. While self-reflection is ongoing, it shall occur formally in the fall and in the spring. A PGP must be recorded on the district-approved form. A signed copy shall be provided to the evaluatee and kept by the evaluator. This process will be completed on an annual basis.

## Observation/Site-Visit

The purpose of observation/site-visit process is to encourage continuous professional growth. Observation of an employee performing their job responsibilities provides one source of evidence to determine educator effectiveness.

### ~~Tenured Administrative~~ \* Administrator with Three (3) Years of Administrative Experience – 3 year evaluation cycle

Year 1	At Least One Observation / Site Visit	Supervisor
Year 2		
Year 3 – Summative	At least One Observation / Site Visit	Supervisor

### ~~Non-Tenured~~ Administrators with Less Than Three (3) Years of Administrative Experience or Those in Need of Assistance – Annual evaluation cycle

Every Year	At Least One Observation / Site Visit	Supervisor
------------	---------------------------------------	------------

~~\*Administrative tenure begins after three successful years as an administrator.~~

## Observation/Site Visit Conferences: Pre and Post

All observations/site visits are conducted openly and with full knowledge of the educator being observed/visited and must be documented on the appropriate district-approved forms.

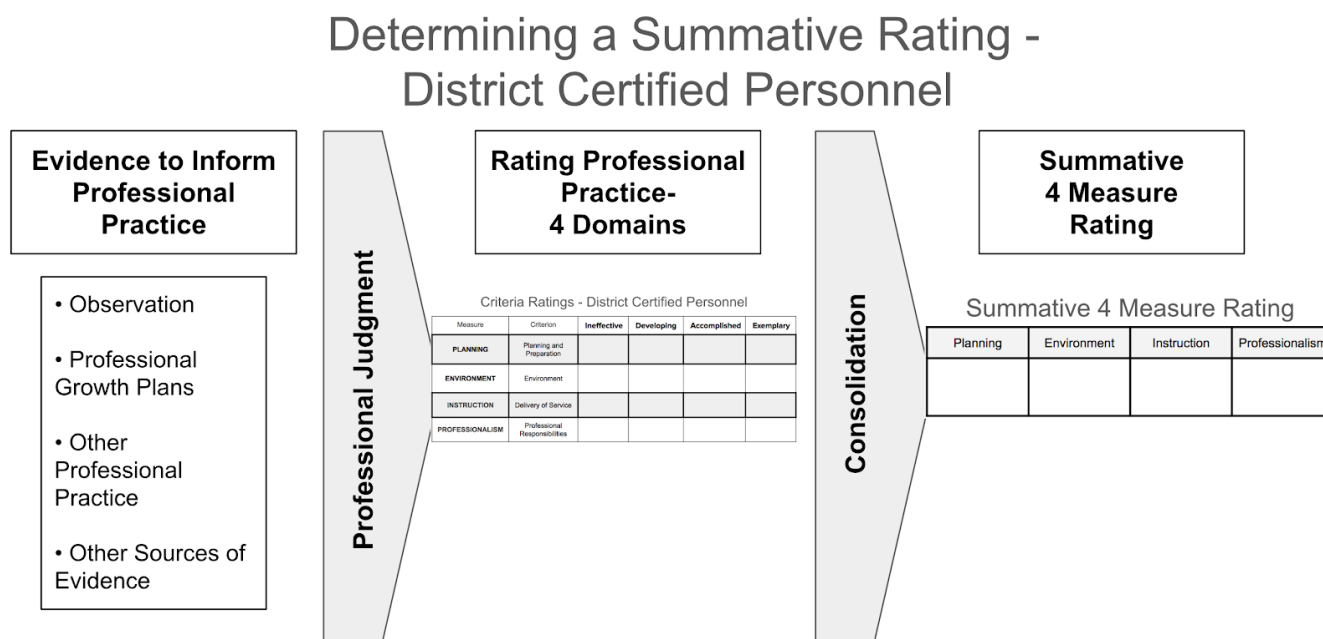
- Pre-observation conferences, between the evaluator and evaluatee, if conducted, will be held one to three work days prior to the observation/site visit. The pre-observation conference may be conducted in person, electronically, or not at all.
- Either educator or supervising administrator may request a pre-observation conference; upon request, the pre-observation conference must be conducted.
- Post-observation conference conducted within five working days following each observation/site visit and documented on the appropriate district form.
- Evaluatees may write a response to evaluations. Responses to summative evaluations will be attached to the evaluation in the employee's personnel file.

NOTE: A post-observation conference is not a summative evaluation conference.

## Evaluation Cycle: Interim and Major Summative

Throughout the evaluation process, the evaluator gathers applicable evidence on the district certified administrator's performance related to their job responsibilities and aligned with the measures of planning and preparation, environment, delivery of service and professionalism. In the major summative year, ratings are required (Ineffective, Developing, Accomplished, and Exemplary) based on an analysis of the evidence and use of the evaluator's professional judgment. In the interim years, ratings are not required but narrative, formative feedback is provided. District-approved forms are used for both the interim and major summative years.

### Determining a Summative Rating



### Rating Professional Practice

Supervisors are responsible for using professional judgment along with an analysis of all applicable evidence in determining a Summative Rating for each administrator at the conclusion of the summative evaluation year. The Summative Rating is comprised of the educator's ratings in accordance with the criteria of each of the four Domains - Planning and Preparation, Environment, Delivery of Service, and Professionalism, as well as with the 4 Kentucky Performance Measures - Planning, Environment, Instruction, and Professionalism, as found within the job responsibilities of each educator's job description. These ratings are consolidated into the Summative 4 Measure Rating.

## Rating Professional Practice - 4 Domains - District Certified Personnel

Measure	Domains	Ineffective	Developing	Accomplished	Exemplary
<b>PLANNING</b>	Planning and Preparation				
<b>ENVIRONMENT</b>	Environment				
<b>INSTRUCTION</b>	Delivery of Service				
<b>PROFESSIONALISM</b>	Professional Responsibilities				

### Consolidating to Summative Rating

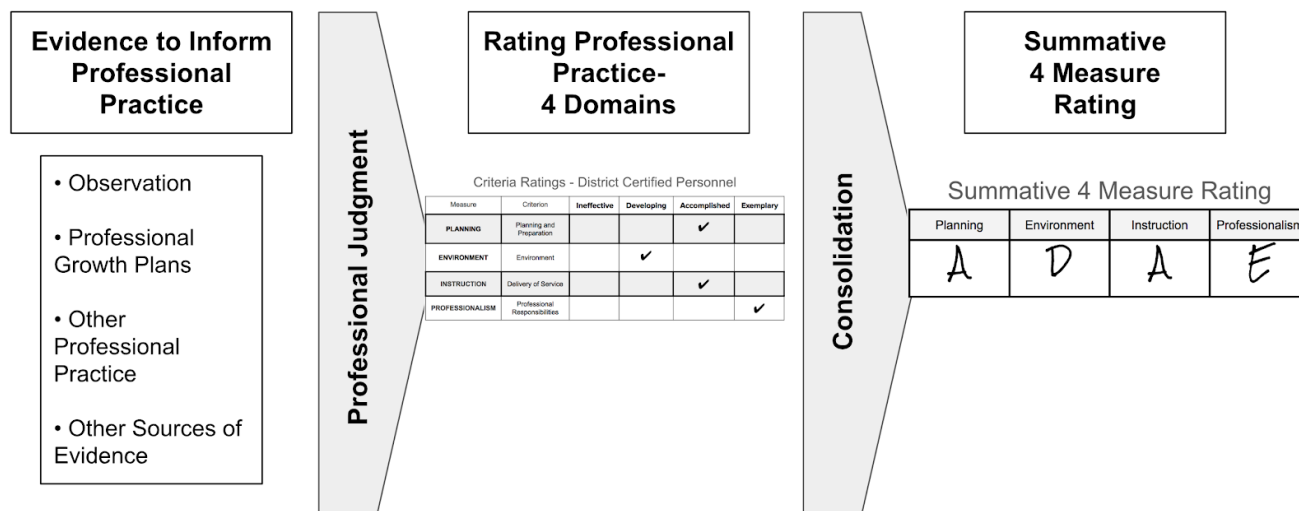
The summative evaluation cycle process concludes with the supervisor documenting the overall performance rating for the administrator.

## Summative 4 Measure Rating

Planning	Environment	Instruction	Professionalism

An Example:

## Determining a Summative Rating - District Certified Personnel



The summative rating would be: **ADAE**, documented on the appropriate district-approved form.

## Appeals Process

### 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 district 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 District Evaluation Appeals Panel ("DEAP").

### Formation of DEAP

A DEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:370. The responsibility of the DEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations.

## JCPS District Evaluation Appeals Panels (DEAPs)

DEAPs shall have the responsibility to review and/or hear appeals from certified employees regarding their summative evaluations. The names and positions of individuals elected to serve on DEAPs shall be maintained on the JCPS website.

### **Certified Personnel (Non-Administrative):**

The pool of employees for the **certified personnel (non-administrative) DEAP** shall consist of 6 individuals elected from and by employees eligible for JCTA membership and 3 certified employees appointed by the superintendent/designee.

- Two of the 6 certified employees elected from the JCTA employee group shall be elected each year by the end of September. Once elected, employees will serve on the DEAP pool for three years or until the individual is no longer employed by JCPS in a JCTA eligible employee group.
- One of the 3 certified employees appointed by the superintendent/designee shall be appointed each year by the end of September. Once appointed, employees will serve on the DEAP pool for three years or until the individual is no longer employed by JCPS.
- All DEAP members will be jointly trained by JCPS and JCTA.

Formation of a 3-person DEAP when a certified personnel (non-administrative) evaluation is appealed:

- The DEAP will consist of 3 individuals chosen mutually from the elected DEAP pool by the JCPS superintendent/designee and the JCTA president.
  - One member of the 3-person DEAP shall be chosen from the 3 appointed to the pool by the superintendent/designee.
  - Two members of the 3-person DEAP shall be chosen from the 6 elected to the pool by the JCTA eligible employee group.
- No individual shall be selected for a specific 3 person DEAP if the evaluation appeal is made by an employee at the individual's school/site ( or Executive Administrator for the school/site ), the appeal is made by a relative of the evaluatee or the evaluator (as defined by JCBE policy 3.11), or the individual has been prejudiced in the appeal being considered.
- Once the 3-member panel is constituted, the DEAP shall select a chairperson. The chairperson shall ensure that all procedures are followed and timelines are met.

### **Certified Personnel (Administrative):**

The pool of employees for the **certified personnel (administrative) DEAP** shall consist of 6 certified employees elected by employees eligible for JCASA membership and 3 certified employees appointed by the superintendent/designee.

- Two of the 6 certified employees in the DEAP pool elected from the JCASA employee group



shall be elected each year by the end of September. Once elected, employees will serve on the DEAP pool for three years or until the individual is no longer employed by JCPS in a JCASA eligible employee group.

- One of the 3 certified employees in the DEAP pool who are appointed by the superintendent/designee shall be appointed each year by the end of September. Once appointed, employees will serve on the DEAP pool for three years or until the individual is no longer employed by JCPS.
- All DEAP members will be jointly trained by JCPS and JCASA.

Formation of a 3-person DEAP when a certified personnel (administrative) evaluation is appealed:

- The DEAP will consist of 3 individuals chosen mutually from the pool by the JCPS superintendent/designee and the JCASA president.
  - One member of the 3-person DEAP shall be chosen from the 3 certified employees appointed to the pool by the superintendent/designee.
  - Two members of the 3-person DEAP shall be chosen from the 6 certified employees elected to the pool by the JCASA eligible employee group.
- No individual shall be selected for a specific 3 person DEAP if the evaluation appeal is made by an employee at the individual's school/site (or Executive Administrator for the school/site), the appeal is made by a relative of the evaluatee or the evaluator (as defined by JCBE policy 3.11), or the individual has been prejudiced in the appeal being considered.
- Once the 3-member panel is constituted, the DEAP shall select a chairperson. The chairperson shall ensure that all procedures are followed and timelines are met.

## 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 to a DEAP within fourteen (14) calendar days after receiving a summative evaluation. The DEAP will have no jurisdiction unless an appeal is filed with the DEAP. Appeals must be submitted in writing to the superintendent/designee.
2. If an employee chooses to appeal an evaluation via a DEAP, the employee shall not be eligible to grieve the evaluation.
3. If an employee chooses to grieve an evaluation, the employee shall not be eligible to appeal the evaluation via a DEAP and the contractual timeline for grievances must be followed.
4. Appeals to a DEAP may be based upon evaluation process or evaluation content concerns.
5. An employee placed in "Intensive Support" may appeal the resulting summative evaluation to DEAP at the conclusion of the Intensive Support process, but employment decisions based on the Intensive Support process cannot be appealed to a DEAP.
6. Certified personnel shall submit their written appeals to the superintendent/designee 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 DEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

7. Upon receipt of an appeal from a certified employee, the superintendent/designee shall notify the appropriately-constituted DEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the DEAP within fourteen (14) calendar days of receipt by the superintendent/designee. At the time the DEAP conducts its initial review within fourteen (14) calendar days of receipt by the superintendent/designee, the following shall occur:
  - If a hearing is requested, a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the superintendent/designee shall be set and all parties shall be notified in writing of the hearing date.
  - Written notification to all parties regarding the appeal procedure, including all applicable submission deadlines shall be sent.
  - If a hearing is requested, written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative, including an attorney, present at the hearing shall be sent.
  - The evaluatee and the evaluator shall be advised in writing to submit a copy of all documentation that concerns the summative evaluation.

## Hearing

1. If a hearing is requested, all documentation, including witness statements, must be submitted to the superintendent/designee no later than ten (10) calendar days prior to the scheduled hearing. Copies of all documentation, including witness statements, must also be made available to all parties to the appeal no later than five (5) calendar days prior to any scheduled hearing.
2. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the superintendent/designee unless the timeline is extended by mutual agreement of both parties (JCPS and JCTA or JCASA).
3. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
4. The hearing will adhere to the following format and order:
  - a. Reading of the written appeal by the DEAP Chairperson.
  - b. Presentation of relevant evidence by the evaluatee and/or designee in support of the appeal (up to 45 minutes).
  - c. Presentation of relevant evidence by the evaluator and/or designee in support of the summative evaluation (up to 45 minutes).
  - d. Questioning by panel of the evaluatee and/or evaluator.
  - e. Closing arguments by the evaluator (up to 15 minutes).
  - f. Closing arguments by the evaluatee (up to 15 minutes).
  - g. Conclusion of hearing.
5. No party shall be allowed to present any documentation that has not been submitted to the superintendent/designee at least ten (10) calendar days prior to the hearing.
6. No new evidence may be introduced in closing arguments.
7. At any time, either the appellant or the evaluator may concede in writing to the DEAP Chairperson, and the DEAP process will be terminated.
8. Based on the issues identified in the certified employee's appeal documentation and presented during the hearing, the DEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation

plan and/or whether the summative evaluation is supported by the evidence. The DEAP may decide to do one or more of the following:

- Uphold the evaluation; or
  - Call for an additional or a replacement evaluation by the same or a different trained evaluator; or
  - Rule in favor of the appellant; either in whole or in part. (If the DEAP rules in favor of the appellant, the DEAP shall have the authority to modify the evaluation or to delete/remove some or all of the evaluation.)
9. The superintendent/designee must take appropriate action consistent with the Appeal Panel's decision.
  10. The decision of the DEAP shall be given in writing to both the appellant and the evaluator within thirty (30) calendar days of the hearing date. The decision of the DEAP 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.

## Appeal Without A Hearing

1. Within five (5) calendar days of the filing of the appeal, the superintendent/designee shall request all supporting document for the evaluatee and the evaluator. All such supporting documentation must be submitted within five (5) calendar days of notification.
2. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the DEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
3. At any time, either the appellant or the evaluator may concede in writing to the superintendent/designee, and the DEAP process will be terminated.
4. Based on the issues identified in the certified personnel's appeal documentation the DEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and/or whether the summative evaluation is supported by the evidence. The DEAP may decide to do one or more of the following:
  - Uphold the evaluation; or
  - Call for an additional or a replacement evaluation by the same or a different trained evaluator; or
  - Rule in favor of the appellant; either in whole or in part. (If the DEAP rules in favor of the appellant, the DEAP shall have the authority to modify the evaluation or to delete/remove some or all of the evaluation.)
5. The superintendent/designee must take appropriate action consistent with the Appeal Panel's decision.
6. The decision of the DEAP shall be given in writing to both the appellant and the evaluator within thirty (30) calendar days from receipt of appeal by the superintendent/designee. The decision of the DEAP 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.